
Subject:

FW: Curriculum Course Request Change Course FCS 1490 - E-2017-FCS-17; effective term: 201840

Please verify your data for New Curriculum Course Request for department: FCS; college: E.
Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 27-SEP-2017

Request ID: E-2017-FCS-17

College: E

Department: FCS

Initiator name: Laura Ciccantell

Initiator email: laura.ciccantell@wmich.edu

Proposed effective term: 201840

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course FCS 1490

Specific Course Change type selected: Enrollment restriction

1. Existing course prefix and number:

FCS 1490

2. Major and/or minor restrictions:

Include

3. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

This course is restricted to the following major(s):

Pre-Interior Design (IDDP)

PRE-IND'L TECH: VOCATIONAL (IVSP)

PRE-IND'L TECH:NON-VOCATIONAL (INSP)

INDUSTRIAL TECHNOLOGY (ITSN)

INDUSTRIAL TECH: VOCATIONAL (IVSJ)

Interior Design (IDDJ)

IND'L TECH: NON-VOCATIONAL (INSJ)

Industrial Technology Education: Vocational (TVSJ)--Added in this proposal Industrial Technology Education:Non-Vocational (TNSJ)--Added in this proposal Industrial Technology (ITEN)--Added in this proposal Interior Design (IDIN)--NEW IN FALL 2018--Added in this proposal

4. Classification restrictions:

Not Applicable

5. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

No Class Restrictions exist for FCS 1490 in term 201840.

6. Level restriction:

Not Applicable

7. List the level (undergraduate, graduate) that is to be included or excluded.

Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

We need to add 4 major/minor codes to this class, Industrial Technology Education: Vocational (TVSJ), Industrial Technology Education:Non-Vocational (TNSJ), Industrial Technology Education (ITEN), and Interior Design (IDIN).

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Students in these 4 curricula are required to take FCS 1490. Adding the 4 codes will allow students to register themselves for required major/minor classes. The 3 Industrial Technology Education codes were never added when the majors were revised for Fall 2015. The Interior Design Minor (IDIN) is being created for Fall 2018.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Have the fundamental knowledge and skills needed for effective drafted communication including the use of basic drafting tools (In-class exercises, standards notebook & lettering assignments).
2. Have basic lettering skills that look professional (lettering assignments).
3. Understand and be able to apply a set of drawing standards used for drafted communication (standards notebook).
4. Translate the imaginative idea to the formal drawing (project drawings) so your vision can be built (model).
5. Be able to interpret and extract information from a full set of professionally executed plans and to know how individual drawing interrelate within a set (contract document study).
6. Be able to apply the skills of preliminary 3D sketching to scale (perspectives).

7. Be able to measure the skills practiced throughout the semester to become a successful draftsman, build a foundation for learning ACAD and make positive steps toward a career in Interior Design (quizzes, midterm & professionalism).

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

The IDIN minor is partially a response to the need for increasing enrollment in the ID program and to retain WMU students who are not accepted into the Interior Design major. The Industrial Technology Education curricula were revised based on changes to Michigan standards.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

None.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. Adding the major and minor codes will allow all students who need the class to register.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This change will make it easier for students to enroll and, thereby, meet graduation requirements.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Students in the included curricula are the anticipated student audience.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) The changes will decrease time that FCS staff and CEHD advisors spend registering students for this class.

M. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) N/A

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

This change will not affect transfer articulations. Any FCS 1490 articulated equivalents remain in effect.

O. Current course description:

Introduction to the tools and techniques to enable the student to read, compose, and create architectural drawings related to interior design and construction.

P. Proposed course description:

Introduction to the tools and techniques to enable the student to read, compose, and create architectural drawings related to interior design and construction.