

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS **PROPOSED EFFECTIVE SEMESTER:** Fall, 2018 **COLLEGE:** CEHD #809

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☐ New certificate
- ☒ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain**)

Substantive Course Changes

- ☐ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description
(attach current & proposed)
- ☐ General education (select one)
Not Applicable
- ☐ Other (explain**)

Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:**

Title of degree, curriculum, major, minor, concentration, or certificate: Interior Design minor

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- | | | |
|---|--|--|
| 1. <input type="checkbox"/> Lecture | 3. <input type="checkbox"/> Lecture/lab/discussion | 5. <input type="checkbox"/> Independent study |
| 2. <input type="checkbox"/> Lab or discussion | 4. <input type="checkbox"/> Seminar or <input type="checkbox"/> studio | 6. <input type="checkbox"/> Supervision or practicum |

CIP Code (Registrar's use only):

Chair/Director Richard Zinner

REVISED

Date 9.27.17

Chair, College Curriculum Committee

Date

Dean

Date:

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

Create a new minor in Interior Design, department of Family and Consumer Sciences, College of Education and Human Development

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

The Interior Design program currently has a major (IDDJ) which consists of 68 credits of Interior Design (ID) courses and 31 additional required credits. No minor is required. Freshmen enroll as "pre-design majors" and then are admitted to the major mid-way through the sophomore year after taking 6 courses in the program if they maintain a 3.0 GPA and pass a portfolio review. Students not accepted into the program (about 10%) are advised to seek another major. With the new minor those students would be able to count the 18 credits as a minor, and it may have the effect of reducing anxiety about not being accepted when they choose the major. The second benefit of having the new minor is that it would be open to non-ID majors such as students in other design-related programs in art, graphics, or engineering, thus increasing enrollment in the ID courses.

3. 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.

The new minor would have no effect on other colleges, departments, or programs. It would provide an additional opportunity for students to choose a minor that may be related to their major

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The new minor would help those interior design students in the pre-major that are not accepted into the program by allowing them to count the courses they've already taken as their minor. Additional students from other majors who enroll in the new minor can be accommodated because most courses currently have a few extra seats. If enrollment exceeds course capacity, then additional sections may be scheduled. No new courses are required, and no current courses need to be revised.

5. 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.

There are no negative effects on students currently enrolled in the pre-ID major. The course sequence, pre-requisites, and class restrictions will not change. The ID courses have capacity for a few more students. The new minor would make it easier for those students not accepted into the major to graduate

6. 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?

The market for the new minor includes the pre-majors who are not accepted, students from other majors who choose the minor, and new students to WMU who choose the minor. The total is estimated to be 2-4 new students per year for the first few years.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university library affirming that the library resource issues have been reviewed. 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 only effect on resources is the potential increased enrollment in ID courses. Since most courses have some extra capacity the increase in enrollment would make the use of current resources-- including faculty, equipment, space, and technology--more efficient. If the enrollment exceeds capacity the FCS department chair has committed to funding additional course sections to meet the demand, possibly hiring part-time instructors.

8. 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.)

No new courses are required

9. List the 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.

The learning outcomes for the Interior Design program are:

1. To introduce and encourage design as a process of critical thinking that requires the questioning of the status quo.
2. To strive for a balance between academic theory and professional practice requirements, and to emphasize how both have a role in realizing our built environment.
3. To inform students of the importance of understanding human behavior as a starting point to solving complex design challenges.
4. To graduate design practitioners with the leadership qualities necessary to collaborate and communicate with all professionals that play an integral part in the design and the construction process: other interior designers, architects, engineers, contractors, manufacturers, governing bodies, owners, clients and end users.
5. To stress the importance of a multimedia approach to the design process.
6. To continue to refine the speaking and writing skills required to complement design projects, and to demonstrate the necessity of mastering those skills in order to communicate effectively as a designer.

No new courses or program revisions are required

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

The proposed 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 major.

11. (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.

The courses for the new minor are the same courses in the current pre-major so no alterations to community college transfer guidelines are necessary.

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given course and/or program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Proposed catalog copy

Interior Design Minor:

This program offers a foundation of core practices and issues in the Interior Design profession. The minor is 18 credit hours and may complement a major in other design-related subjects.

Program Guide:

FCS 1490 Design Communication I: Architectural Drawing (3 credits)
FCS 1500 Intro Interior Design (3 credits)
FCS 1560 Design Theory & History (3 credits)
FCS 1570 Sketch/Interior Designers (3 credits)
FCS 2490 Residential Architectural Design (3 credits)
FCS 2510 Period Interiors I (3 credits)