REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Computer Science **PROPOSED EFFECTIVE SEMESTER:** Spring 2015 **COLLEGE:** CEAS

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
- [XX] 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: No Change

Existing course prefix and #: Course CS1110/1120/1200/1310
Proposed course prefix and #: No Change Credit hours:)No change

Existing course title:) No change

Proposed course title:) No change

Existing course prerequisite & co-requisite(s):) No change
Proposed course prerequisite(s) No change
    If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."
Proposed course co-requisite(s) No change
    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? Minimum grade of "C" in all prerequisites
    The default grades are D for undergraduates and C for graduates.
Major/minor or classification restrictions: No change
    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: No changes
a. Course title (maximum of 30 spaces): No changes
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. [ ] Lecture   3. [ ] Lecture/lab/discussion   5. [ ] Independent study
    2. [ ] Lab or discussion 4. [ ] Seminar or [ ] studio   6. [ ] Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director _(signature)_	Date 9/38/14
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

Revised May 2007. All previous forms are obsolete and should not be used.

1. Explain briefly and clearly the proposed improvement.

   A minimum grade of "C" is required for the prerequisites in these courses.

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

   The "C" requirement is in accordance with long-standing CEAS practice of "C" being the standard of providing "prerequisite knowledge". The standing practice is not to allow grades below a "C" to occur as prerequisites because this has been shown to lead to further non-passing grades.

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.

   No effect as this only codifies a long-standing practice in department and CEAS.

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

   No effect as this only codifies a long-standing practice in department and CEAS.

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.

   No course offering times will change as a result of this improvement.

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 audience for this course will not change as a result of this improvement.

7. 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.)

   None.

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.)

   N/A

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.

   This change does not alter the ABET learning outcomes for this course.

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.

    This change in in compliance with implicit ABET accreditation guidelines.

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.

Grades below a "C" are non-transferable to WMU. Thus this applies the same standards to WMU courses that we currently apply to transfer courses in terms of the Math/Stat prerequisites.