CEAS-17-01 CS

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

**DEPARTMENT:** **PROPOSED EFFECTIVE SEMESTER:** **COLLEGE:**

**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: Change Program Educational Objectives

**Title of degree, curriculum, major, minor, concentration, or certificate:** Computer Science major

**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. ☐ Lecture
2. ☐ Lab or discussion
3. ☐ Lecture/lab/discussion
4. ☐ Seminar or ☐ studio
5. ☐ Independent study
6. ☐ Supervision or practicum

**CIP Code (Registrar's use only):**

Chair/Director _____ Date 2/14/17

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

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

1. Explain briefly and clearly the proposed improvement.

   **Revise the Program Educational Objectives**

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

   **During the assessment process for accreditation, and in re-visiting our objectives in light of ever-changing needs and context of the computing industry, we have updated our educational objectives to better reflect the current demands of the of the field.**

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**

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

   **This change does not dictate changes in our program - the new objectives better reflect our current focus in our program and courses and how they have changed.**

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 effect**

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?

   **No effect.**

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.) **No effect**

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 is what is being changed in this curriculum change.**

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.

    **In our continuing re-assessment of our program, these revised educational objectives reflect the changes in our program and the current state of industry in our field.**

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.

No effect

**OLD CATALOG COPY for Program Educational Objectives:**

The Computer Science program has been accredited by the Computing Accreditation Commission of ABET, www.abet.org. The program contains both practical applications and underlying foundations of the discipline.

Program Educational Objectives:

1. Graduates will be employable and successful in a variety of professional computing positions.
2. Graduates will possess backgrounds which qualify them to pursue graduate study in computer science.
3. Graduates will exhibit knowledge and skills sufficient for continued intellectual growth in computing.
4. Graduates will possess an awareness and understanding of social and ethical issues in computing.
5. Graduates will be able to communicate orally and in writing.
6. Graduates will be able to work collaboratively with others.

**NEW CATALOG COPY for Program Educational Objectives:**

The Computer Science program has been accredited by the Computing Accreditation Commission of ABET, www.abet.org. The program contains both practical applications and underlying foundations of the discipline.

Program Educational Objectives:

1. Graduates will exhibit knowledge and skills sufficient for continued intellectual growth in computing.
2. Graduates will develop mentoring skills and assume project leadership roles in the computing field.
3. Graduates will be adept to technological advances and become technical experts in at least one area of computing.
4. Graduates will gain an understanding of business and organizational concepts within the computing field.
5. Graduates will understand the roles of regulations and guidelines in their area of industry.