WES Change Course CIS 1020

Specific Course Change type selected: Description

Specific Course Change type selected: WMU Essential Studies - Level 1: Foundations

1. Existing course prefix and number:

CIS 1020

2. Level 1: Foundations

Indicate which course category the course should be placed in:

Quantitative Literacy

3. How are you going to address this in your course?

N/A

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 respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

Yes

D. Explain briefly and clearly the proposed improvement.

CIS 1020 has always delivered quantitative reasoning through productivity software. We intend to offer CIS 1020 Introduction to Business Computing and Data Analysis as one option to fulfill the Essential Studies Foundation level 1 quantitative reasoning.

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

Software assisted quantitative reasoning is a necessary skill for professionals operating in the developed world.

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.

Student Learning Outcome #1:

Analyze and interpret quantitative information

1. Develop competency with productivity software.

2. Apply configuration and navigation skills to practical professional tasks

Student Learning Outcome #2:

Develop Creative and Critical Thinking

1. Follow guided instruction for analysis and reports.

2. Track process steps when outcomes are unexpected

3. Create model of relative absolute cell address patterns

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.

Not applicable

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.

No direct affect on other colleges

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

CIS 1020 prepares students for advanced analytics and communication courses.

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.

CIS 1020 is offered every semester. There will be no detrimental effect on graduation time.

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?

The course is intended for first-year business students but is open to all students across the university. Enrollment projections are based on the number of pre-business students.

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.)

Availability of computer labs will be the primary resource consideration.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

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.

No change in current transfer articulation.

O. Current catalog copy:

This course focuses on developing students' skills in business applications of productivity software and information technologies. All course activities relate to data manipulation, communication, organization, or analysis for decision making in various business functional areas. Specific topics covered include advanced use of spreadsheets, development of integrated electronic documents for business communications, database storage, retrieval, and reporting, creating and editing Internet web pages for business information display and data transfer, development of professional business presentations, and Internet search.

P. Proposed catalog copy:

This course focuses on developing students' skills in business applications of productivity software and information technologies. All course activities relate to data manipulation, communication, organization, or analysis for decision making in various business functional areas. Specific topics covered include advanced use of spreadsheets, development of integrated electronic documents for business communications, database storage, retrieval, and reporting, creating and editing Internet web pages for business information display and data transfer, development of professional business presentation, and Internet search. This course fulfills the Essential Studies Level 1: Quantitative Reasoning category.