Change Course CHEG 3550
Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:
   CHEG 3550

2. Existing course prerequisites:
   Prerequisites and Restrictions:
   (BIOS 1500 Minimum Grade of D OR BIOS 159 Minimum Grade of D) AND
   (CHEG 296 Minimum Grade of C OR CHEG 296 Minimum Grade of C)

3. Proposed course prerequisites:
   Prerequisites and Restrictions:
   (BIOS 1500 Minimum Grade of D OR BIOS 159 Minimum Grade of D OR BIOS 1610
   AND
   (CHEG 296 Minimum Grade of C OR CHEG 296 Minimum Grade of C)

4. Existing course corequisites:
   No corequisites exist for CHEG 3550 in term 201940.

5. Proposed course corequisites:
   Not applicable

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
   None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
   None

8. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
   Not applicable

9. If this change applies to multiple courses, please list them below.
   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.
   BIOS 1610 is a new course to replace BIOS 1500

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites,
   justify those, too.).
   BIOS 1500 no longer offered

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.
   Same course

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.
   Same course

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
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.
None

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?
Not applicable

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.)
No effect

M. With the change from General Education to WMU Essential Studies, this question is no longer used.<br>
For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student...