66. Change in Courses – from October 2014

CSCE 110. Programming I.

Course description

From: Basic concepts in using computation to enhance problem solving abilities; nomenclature and historical perspective of computers and computing; internal representation of data; software design principles and practices; editing and execution of student-written programs.

To: Basic concepts in using computation to enhance problem solving abilities; understanding how people communicate with computers, and how computing affects society; computational thinking; representation of data; analysis of program behavior; methods for identifying and fixing errors in programs; understanding abilities and limitation of programs; development and execution of programs.

CSCE 111. Introduction to Computer Science Concepts and Programming.

Course description

From: Basic concepts, nomenclature, and historical perspective of computers and computing; problem solving and software design principles, including abstraction, modularity, data representation, documentation, portability, structured and object oriented programming; software engineering concepts including requirements definition, testing, and maintenance considerations; development and execution of student written programs.

To: Computation to enhance problem solving abilities; understanding how people communicate with computers, how computing affects society; computational thinking; software design principles, including algorithm design, data representation, abstraction, modularity, structured and object oriented programming, documentation, testing, portability, and maintenance; understanding programs’ abilities and limitations; development and execution programs.

CSCE 121. Introduction to Program Design and Concepts.

Course description

From: Computer programming syntax for primitive types, control structures, vectors, strings, structs, classes, functions, file I/O, exceptions and other programming constructs, plus the use of class libraries; practice in solving problems with computers; includes the execution of student written programs in C++.

To: Computation to enhance problem solving abilities; computational thinking; understanding how people communicate with computers, how computing affects society; design and implementation of algorithms; data types, program control, iteration, functions, classes, and exceptions; understanding abstraction, modularity, code reuse, debugging, maintenance, and other aspects of software development; development and execution of programs.
CHANGE IN COURSES

FROM OCTOBER 2014
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, Ph.D., DVM)
2. Request submitted by (Department or Program Name): Department of Computer Science and Engineering
3. Course prefix, number and complete title of course: CSCE 110 - Programming I

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. Attach a course syllabus.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☑ Yes ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:

   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ospr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description: CSCE 110. Programming I. Basic concepts in using computation to enhance problem solving abilities; nomenclature and historical perspective of computers and computing; internal representation of data; software design principles and practices; editing and execution of student-written programs.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): CSCE 110. Programming I. Basic concepts in using computation to enhance problem solving abilities; understanding how people communicate with computers, and how computing affects society; computational thinking; representation of data; analysis of program behavior; methods for identifying and fixing errors in programs; understanding abilities and limitations of programs; development and execution of programs.

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Approval recommended by:

Dilma Da Silva
Department Head or Program Chair (Type Name & Sign) Date: 9/16/14

Chair, College Review Committee Date: 10/13/14

Dean of College Date: 10/13/14

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date: 10/13/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Cover Letter
Re: Submission of CSCE 110, 111, and 121 for inclusion in the core curriculum.

To the University Core Curriculum Committee:

The Department of Computer Science and Engineering, with the support of the College of Engineering, is submitting a set of three courses, CSCE 110, 111, and 121, for consideration to be included in the Social and Behavioral Science track of the core curriculum.

In a relatively short period of time, computing has fundamentally changed the way that people live on virtually every level: the way individuals work, remember, and make decisions; how people interact with each other; and how larger organizations relate to individuals and to each other. Computing has impacted virtually every field of academia and is a critical part of advances in many fields even beyond the “STEM” disciplines. While we realize we have some bias, we believe that having a clear understanding of the fundamentals of computing will be critical for students to operate effectively in the changing societal landscape and become leaders of the 21st century. We believe the classes we are proposing will offer students a valuable option within the core curriculum that will give them the tools to engage in this increasingly computer-centric society.

In examining the core curriculum foundational component areas, we believe that the best match for our courses is the Social and Behavioral Sciences area. Though this might not intuitively seem like the location for these courses, we believe that in fact our courses directly address the goals and objectives of this foundational area, as we outline in the curriculum forms.

The three courses we are proposing all share great similarities in goals, so the curriculum form notes will sound very similar. However, the three classes are structured slightly differently, and we wish to give a brief overview of those differences, here. The target audience for each class is slightly different, and this difference is reflected in the details of the projects that students work on, the particular programming language used, and some of the overall discussion in the class. However, any of the three courses would be appropriate for general enrollment throughout the university. None of the classes has a course prerequisite, although CSCE 121 has a prerequisite of prior programming experience for reasons explained below.

CSCE 110 has been developed primarily as a course for those who want an introduction to the basic ideas of computing and programming, but are less likely to engage in significant software development. CSCE 111 is also an introduction to computing and programming, but the topics are presented somewhat more formally with the aim of providing a foundation for those who may expect to deal with significant software in the future. CSCE 121 is designed for students who have had prior programming (e.g. through a high school course, or via CSCE 110 or 111, or just independent study), and who therefore do not need (and might be bored by) some of the basic material covered in one of the other courses. It still offers an introduction to program design and concepts of computing, but at a higher level that prepares people to continue on to higher-level Computer Science classes.

All of these courses share a similar goal, of introducing students to how software works, is developed, and is used to solve problems and enhance the way we live and work. We note that our fourth “introductory” course (CSCE 206), while also a course for those with no prior programming, is focused on teaching just programming skills, syntax, and technique; it is therefore not as good of a match for the core curriculum, and we are not proposing it to be included.
In past offerings, the enrollment in each class has often been limited by seats in the rooms. Assuming they are approved for the core, we anticipate offering additional sections of each class to handle what we believe will be increased interest.

These classes all draw significant interest from students outside our major. In reviewing the enrollment from 2013-2014, we counted the number of students with a Computer Science or a Computer Engineering major in each section (note that some students may have been double majors, or may have later changed major). For CSCE 110, 2% (4 out of 241) of students were CS or CE majors. For CSCE 111, 25% (64 out of 253) of students were CS or CE majors. For CSCE 121, 56% (260 out of 463) of students were CS or CE majors. It is somewhat more difficult to understand the Fall ’14 enrollment numbers since Engineering now lists all incoming students as ENGE majors, but including ENGE students gives similar results this Fall (4% of CSCE 110, 36% of CSCE 111, and 53% of CSCE 121).

Note that we are simultaneously submitting changes to the course descriptions for these three courses, and we are including those files for reference, also. The changes to descriptions should better represent the material in the course and highlight its relevance to the core curriculum objectives. The syllabi included there are very similar to those being used in these courses this Fall. The material in CSCE 121 has changed somewhat, as the result of a year-long review in the past academic year through our Undergraduate Curriculum Committee, but the submitted syllabus reflects the revised course objectives.

We will be glad to discuss any details of the courses and of our proposal, and we look forward to the chance to present these for consideration by the committee.

Sincerely,

[Signature]

John Keyser
Professor and Associate Department Head for Academics
Department of Computer Science and Engineering

Attachments:
CSCE 110 Departmental Request for a Change in Course (w/syllabus)
CSCE 110 Core Curriculum Cover Sheet
CSCE 110 Core Curriculum Form
CSCE 111 Departmental Request for a Change in Course (w/syllabus)
CSCE 111 Core Curriculum Cover Sheet
CSCE 111 Core Curriculum Form
CSCE 121 Departmental Request for a Change in Course (w/syllabus)
CSCE 121 Core Curriculum Cover Sheet
CSCE 121 Core Curriculum Form
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DPhA, MD, JD, PhamD, DVM)
2. Request submitted by (Department or Program Name): Department of Computer Science and Engineering
3. Course prefix, number and complete title of course: CSCE 111 - Introduction to Computer Science Concepts and Programming

Attach a brief supportive statement for changes made to items 7 through 10 below.
4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. Attach a course syllabus.
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5. Is this an existing core curriculum course?  ☑ Yes  ☐ No
6. If grade type is changing for existing course, indicate the new grade type:  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
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Approval recommended by:

Diima Da Silva
Department Head or Program Chair (Type Name & Sign)  9/26/14

Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign)  10/23/14
(If cross-listed course)

Dean of College

Submitted to Coordinating Board by:

Chair, GC or UCC

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 08/14
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Sincerely,

[Signature]

John Keyser
Professor and Associate Department Head for Academics
Department of Computer Science and Engineering

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Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
* Submit original form and attachments *

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1. Course request type:  
   ☑ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   Department of Computer Science and Engineering
3. Course prefix, number and complete title of course:  
   CSCE 121 - Introduction to Program Design and Concepts

Attach a brief supporting statement for changes made to items 4 through 10 below:

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

c. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?  
   □ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:  
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Approval recommended by:

Dilma Da Silva  
Department Head or Program Chair (Type Name & Sign)  
Date: 9/26/14

Chair, College Review Committee  
Date: 10/23/14

Dean of College  
Date: 10/23/14

Submitted to Coordinating Board by:

Chair, GC or UCC  
Date

Associate Director, Curricular Services  
Date  
Effective Date

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Sincerely,

[Signature]

John Keyser
Professor and Associate Department Head for Academics
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