Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

College: Science, Engineering and Technology  
Undergraduate  
Department: Computer and Information Sciences  
Graduate  
Program: Computer Information Science  
CIP # 11.0701.00  

Type of Change: COURSE PROPOSALS  
Proposed: Change in Designator and Title

Title Current: Foundation of Computer Science  
Title Proposed: Foundation of Computing  
24-Char. Abbrev: COMS 110  
Number of Credits: 4

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):  
A comprehensive introduction to information systems and technology. Includes algorithms, hardware, software, and social issues. Labs cover both hardware and software. The course provides knowledge and skills applicable to all disciplines.  
Pre: MATH 112 or MATH 115 or MATH 121 or MATH 181  
Fall, Spring  

Rationale or Justification for change:
The CIS major is being redesigned and name changed to Information Technology (IT). The above change is proposed to be consistent with the IT major, it's designator and focus.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name</th>
<th>(Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
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<tr>
<td>N/A</td>
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</tr>
</tbody>
</table>

For Writing Intensive Courses, attach a description of the kind and quantity of writing.  
For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Grading Format:</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Grade</td>
<td>Fall Semester</td>
</tr>
</tbody>
</table>

Course is an elective.

Course is required for program Information Technology

Pre- or Co-requisites: MATH 112 or MATH 115 or MATH 121 or MATH 181

Other courses are being changed or eliminated. (Explain.)

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
## Signature Page

| Department |  
| --- | --- |
| Recommended | (Category/ies) |
| Not Recommended | (Category/ies) |

| Comments: |  
| --- | --- |

| College Curriculum Committee |  
| --- | --- |
| Recommended | (Category/ies) |
| Not Recommended | (Category/ies) |

| Comments: |  
| --- | --- |

| College Dean |  
| --- | --- |
| Recommended | (Category/ies) |
| Not Recommended | (Category/ies) |

| Comments: |  
| --- | --- |

| General Education Subcommittee |  
| --- | --- |
| Recommended | (Category/ies) |
| Not Recommended | (Category/ies) |

| Comments: |  
| --- | --- |

| Undergraduate Curriculum and Academic Policy Committee |  
| --- | --- |
| Recommended | (Category/ies) |
| Not Recommended | (Category/ies) |

| Comments: |  
| --- | --- |

| Faculty Association Graduate Committee |  
| --- | --- |
| Recommended |  
| Not Recommended |  

| Comments: |  
| --- | --- |

| Graduate Dean |  
| --- | --- |
| Recommended |  
| Not Recommended |  

| Comments: |  
| --- | --- |

| Academic Affairs Council |  
| --- | --- |
| Recommended | (Category/ies) |
| Not Recommended | (Category/ies) |

| Comments: |  
| --- | --- |

| Senior Vice President and Vice President for Academic Affairs |  
| --- | --- |
| Approved | (Category/ies) |
| Not Approved | (Category/ies) |

| Comments: |  
| --- | --- |

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Revised September 2002
HIST 190*  HIST 190W  HIST 191  HIST 191W  HUM 281W
KSP 220W  KSP 251  MUS 125  MUS 126  PHIL 115W
REHB 110W  SOC 150  SOC 208  SOC 209  SPEE 203
THEA 285W  WOST 110  WOST 215  WOST 225

**CATEGORY 8: GLOBAL PERSPECTIVE**
(requires one course, 3 credits or more)

**Goal:** To increase students' understanding of the growing interdependence of nations, traditions and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

Students will be able to:
(a) describe, analyze, and evaluate political, economic, humanitarian, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions;
(b) demonstrate knowledge of cultural, social, religious and linguistic differences;
(c) analyze specific international problems illustrating cultural, economic, artistic, humanitarian, social, and political differences which affect their solutions;
(d) understand the role of a world citizen and the responsibility world citizens share for their common global future.

**Course(s) which satisfy this category include:**
ANTH 101  ANTH 230  ANTH 240  ART 160  ART 250
ART 261  CDIS 206  CDIS 207  ECON 314W  ERT 125
ENG 212W  ENVIR 101  FREN 101  FREN 102  FREN 201
FREN 202  GEOG 100  GEOG 103  GER 101  GER 102
GER 201  GER 202  HIST 153  HIST 160  HIST 170W
HIST 170W  HIST 171W  HIST 171W  HIST 181  HUM 155W
HUM 156  HUM 282W  PHIL 205W  PHIL 358W  POL 106W
SCAN 101  SCAN 102  SCAN 111  SCAN 112  SOC 101W
SOC 101W  SOWK 255  SPAN 101  SPAN 102  SPAN 201
SPAN 202  SPAN 210W  SPEE 203  THEA 120  THEA 225W
URBS 100  WOST 220W

**CATEGORY 9: ETHICAL AND CIVIC RESPONSIBILITY**
(requires one course, 3 credits or more)

**Goal:** To develop students' capacity to identify, discuss and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public minded citizens.

Students will be able to:
(a) examine, articulate, and apply their own ethical views;
(b) understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues;
(c) analyze and reflect on the ethical dimensions of legal, social, and scientific issues;
(d) recognize the diversity of political motivations and interests of others;
(e) identify ways to exercise the rights and responsibilities of citizenship.

**Course(s) which satisfy this category include:**
ANTH 280  BLAW 131  CHEM 131  CORR 106  CORR 255
ENG 213W  HIST 180  HIST 180W  KSP 101  KSP 250
MASS 110  PHIL 120W  PHIL 222W  PHIL 222W  PHIL 226W
PHIL 240W  PHIL 321  PHIL 322W  POL 101  POL 111
SOC 255  SOWK 190W  SPEE 300  URBS 230W  WOST 120W

**CATEGORY 10: PEOPLE AND THE ENVIRONMENT**
(requires one course, 3 credits or more)

**Goal:** To increase students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and psychosocial cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:
(a) explain the basic structure and function of various natural ecosystems and
d(ec) of human adaptive strategies within those systems;
(b) discern and analyze patterns and interrelationships of the bio-physical and psycho-social cultural systems;
(c) critically discern and analyze individual, social, and ecological dimensions of health;
(d) describe the basic institutional arrangements (social, legal, political, economic, health, ethical, religious) that are evolving to deal with environmental and natural resource challenges;
(e) evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions;
(f) propose and assess alternative solutions to environmental problems;
(g) articulate and defend the actions they would take on various environmental issues.

Course(s) which satisfy this category include:
ANTH 102  CHEM 133  BESC 205  ENVIR 101  GEOG 100W
GEOG 101  GEOG 210W  PHIL 100  PHIL 121  HILTH 101
PHIL 226W  RPLS 282  URBS 150

**CATEGORY 11: PERFORMANCE AND PARTICIPATION**
(requires 2-3 credits)

**Goal:** To prepare students for responsible and effective participation in groups and communities.

Students will be able to:
(a) participate effectively in a variety of artistic, education, political, recreational, health and public service, or social service settings;
(b) interact with others or change its indigenous setting through a structured experience;
(c) participate cooperatively in group athletic activity or artistic performance.

**Course(s) which satisfy this category include:**
ANTH 280  CDIS 205  EEC 222W  ENG 242W  HILTH 210
HP 101  HP 103  HP 104  HP 105  HP 114
HP 117  HP 130*  HP 138  HP 139  HP 143
HP 145  HP 146  HP 147  HP 148  HP 149
HP 150  HP 152  HP 153  HP 154  HP 155
HP 156  HP 157  HP 158  HP 159  HP 161
HP 166  HP 174  HP 175  HP 176  HP 177
HP 178  HP 179  HP 182  HP 190  HP 241
HP 242  HP 245  HP 248  HP 250  HP 252
HP 257  HP 291  KSP 220W  MLG 210  MUS 101
MUS 102  MUS 103  MUS 104  MUS 105  MUS 106
MUS 111  MUS 112  MUS 113  MUS 114  MUS 115
MUS 116  MUS 117  MUS 119  NURS 101  POL 101
RPLS 278  SOWK 214  SPEE 220  SPEE 310  THEA 102
THEA 103  THEA 105  THEA 107  THEA 108  THEA 109
THEA 115  THEA 123  THEA 125  THEA 126  THEA 127
THEA 128  THEA 223*  THEA 225*  THEA 226  THEA 227*
THEA 228  THEA 229  THEA 328W  URBS 230W

**CATEGORY 12: FIRST YEAR EXPERIENCE**
(requires 0-1 credits)

**Goal:** To promote further development of student success skills, such as reading, writing and speaking; help students gain intellectual confidence; build in the expectation of academic success; and provide assistance in making the transition to the University.

Students will be able to:
(a) experience higher personal expectations of his/her ability to meaningfully participate in academic life;
(b) define and give examples of critical thinking;
(c) interact with other students regarding academic matters;
(d) affirm that careful thinking is an important aspect of the educational process;
(e) make a comfortable transition to college life.

**Course(s) which satisfies this category include:**
FYEX 100

**CATEGORY 13: INFORMATION TECHNOLOGY**
(requires 0-2 credits)

**Goals:** To familiarize students with the tools, concepts and societal impact of
information technology and to develop the skills necessary to use this technology critically and effectively.

Students will be able to:
(a) use electronic information technology ethically and responsibly;
(b) access and retrieve information through electronic media, evaluating the accuracy and authenticity of that information;
(c) create, manage, organize and communicate information through electronic media;
(d) demonstrate a working knowledge of information technology terms and concepts;
(e) understand how computers function and the limits of computation and information technology;
(f) recognize changing technologies and make informed choices in their use.

Course(s) which satisfy this category include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 100</td>
<td>COMS 110</td>
</tr>
<tr>
<td>EIT 115</td>
<td>EIT 116</td>
</tr>
</tbody>
</table>

**Cultural Diversity Requirement**

All Minnesota State Mankato undergraduate students must satisfy a Cultural Diversity (CD) credit requirement for graduation. Students pursuing a baccalaureate degree must take at least two (2) courses and a minimum of six (6) credits from the list of courses designated as Cultural Diversity courses. Some CD Core course and a minimum of 3 credits satisfies the CD requirements for the AA and AS degree. Transfer students that have taken between 33 and 63 credits will be granted up to 3 credits of their CD requirement while transfer students that have taken 64 or more credits or have already received an AA degree will be granted 6 CD credits, satisfying their entire CD requirement.

Two types of courses fulfill the Cultural Diversity requirement:
1. Cultural Diversity Core courses (CD-Core) and
2. Cultural Diversity Related courses (CD-Related). Throughout the following listing of General Education Courses, Cultural Diversity courses are designated with either * for core courses or ^ for related CD courses.

Courses must be taken according to the following distribution:
1. At least one course must be taken from the list of courses designated as Cultural Diversity-core;
2. At least two different departments must be represented. Students are encouraged to take more than one core course in completing the CD requirement. For a list of courses, see the book *General Education and Cultural Diversity Bulletin 2006-2007*, available from the Office of Institutional Diversity.

**Honors Program**

**RAJIV KAPADIA, DIRECTOR**

154 Carlskog Commons
Mankato, MN 56001
507-389-1314
www.mnsu.edu/honors

The Honors Program is designed for undergraduate students who desire an enhanced undergraduate experience. Students in the Honors Program will be offered a variety of educational activities that build upon but are different than the traditional undergraduate program. The Honors Program attempts to provide students with seminars, interdisciplinary offerings, community based activities, and other innovations.

The Honors Program is designed for students who want to pursue active learning. The Honors Program is predicated upon students who are motivated, academically curious, and who want to achieve a high level of excellence during their undergraduate careers. It is for students who are self starters and who need the freedom to pursue their unique interests.

There are three ways in which a student may be eligible for Honors:
1. The student graduated in the top 10% of his or her high school class or has a composite ACT score of 26;
2. The student graduated in the top 25% of his or her high school class and has a composite ACT score of 24. In addition the student will petition the Honors Program with his or her potential for success in the Program.
3. The student has completed two semesters of college level work with a minimum GPA of 3.2. In addition the student will petition the Honors Program with his or her potential for success in the Program.

Success in the Honors Program consists of meeting the four Learning Outcomes for the Honors Program, and achieving a minimum cumulative GPA of 3.3 upon graduation (customarily 3.0 after freshman year, 3.1 after sophomore year, and 3.2 after junior year.)

To complete the Honors Program (minor), students complete a minimum of 18-24 credits:

**9 credits of the following:**
HONR 201/401 (1-3) Honors Seminar

**6 credits of the following:**
HONR 250/450 (1-6) Service-Learning
HONR 255/455 (1-6) Practicum

And the following:
HONR 475 (1) Honors Portfolio
HONR 495 (2-4) Senior Project

Students must also graduate with a minimum cumulative GPA of 3.3, and must meet all four Honors Program Learning Outcomes.

Satisfaction of the Learning Outcomes is articulated in the student's Honors Portfolio, an ongoing project for each student, which is typically culminated during the senior year.

- **Area 1 - Civic Engagement Outcomes**
  1. Students will demonstrate leadership roles in university and wider community activities during their participation in Honors.
  2. Students will participate in social change activities in the university and wider community.
  3. Students will articulate the values that underlie their participation in various leadership activities involving civic engagement.

- **Area 2 - Critical and Creative Thinking**
  1. Students will be effective in using written and oral communication skills both in form and structure.
  2. Students will demonstrate strong analytical skills including quantitative and experimental techniques.
  3. Students will demonstrate strong creative thinking skills.
  4. Students will demonstrate the ability to investigate problems new to themselves, draw conclusions, and evaluate source materials utilized in these investigations.

- **Area 3 - Lifelong Learning**
  1. Students will demonstrate the ability to take responsibility for their own learning by teaching others a skill or concept.
  2. Students will demonstrate the ability to reflect thoughtfully on one's own learning and doing.
  3. Students will identify a deficiency or weakness in their educational background and devise a strategy for responding creatively to that weakness or deficiency.

- **Area 4 - Self and Other**
  1. Student is able to interact respectfully with those from different backgrounds and perspectives.
  2. Students will demonstrate the ability to reflect on their own self and his or her relationships to others.