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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Jason L. Causey 10/8/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Abhijit Bhattacharyya 10/8/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Jason Stewart 10/8/2020  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Summer DeProw 9/25/2020 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Abhijit Bhattacharyya 10/8/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Jason Causey jcausey@astate.edu , (870) 972-3978 ext. 8182

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Starting Term: Fall 2021 Bulletin Year: 2021-2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | DATA |
| **Number\*** |  | 3011 |
| **Title** |  | Data Science and Analytics Seminar  (Data Sci. & Analytics Seminar) |
| **Description\*\*** |  | Introduction to data science and analytics as an academic major with a focus on topics such as emergent and current data science research, the relevant tools and skills, and identifying potential career paths across a variety of fields. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **No** Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? Data Science and Data Analytics
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Seminar

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **Yes** Is this course in support of a new program?

a. If yes, what program?

Data Science and Data Analytics

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Course introduction

Week 2: Defining data science and data analytics

Week 3: Current issues in data science and data analytics

Week 4: Current research in data science and data analytics

Week 5: Data science in application domains: Health and Bioinformatics

Week 6: Data science in application domains: Engineering and Computer Science

Week 7: Data science in application domains: Social sciences

Week 8: Data science in application domains: Business Analytics

Week 9: Data science in application domains: Math and Statistics

Week 10: Tools and training used by data scientists and data analysts

Week 11: Expert panel: Graduate students

Week 12: Expert panel: Data science

Week 13: Expert panel: Data analytics

Week 14: Career options for data scientists and data analysts: Part I

Week 15: Career options for data scientists and data analysts: Part II

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Visits from industry practitioners.

1. **Department staffing and classroom/lab resources**

Computer lab required for demonstrating the various tools.

1. Will this require additional faculty, supplies, etc.?

**No**.

1. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This is a new course that will be offered as part of the BS in Data Science and Data Analytics degree program. The seminar course will be a core course in the program curriculum. This course will provide students with an introduction to data science and data analytics to understand the current issues and research, become familiar with the tools and training used by data scientists and analysts, and learn about the career paths and application domains for specific areas of study.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

This course will focus on raising student awareness of current industry practices, career paths, and application domains, and enhancing communication skills by facilitating interactions with domain experts.

c. Student population served.

Undergraduate students majoring in Data Science and Data Analytics.

d. Rationale for the level of the course (lower, upper, or graduate).

The seminar course will sequentially follow some of the data science and analytics foundational courses, which is why it is listed as an upper level course. Students will have completed some of their university requirements for the major, and should be comfortable engaging in advanced discussion about a range of data science and analytics topics.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes/No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

1) Identify societal and ethical impacts and responsibility that comes with access to data.

This course will serve as an initial assessment for students in the Data Science and Data Analytics Program.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Identify societal and ethical impacts as well as the responsibility that come with access to data. |
| Assessment Measure | Assessed in DATA 4013: Capstone Design. A hierarchical final project review panel consisting of peer, stakeholder, and faculty reviews in a rubric format. Students will complete an exit survey. |
| Assessment  Timetable | Assessment data is gathered at the end of each semester in which the DATA 4013 capstone course is offered; review occurs on an annual basis. |
| Who is responsible for assessing and reporting on the results? | Instructor of record for DATA 4013 directs final project review, collects rubrics from the panel, and collates the results. Program director reviews results and reports to the Program Steering Committee. Program director may recommend changes, to be approved by the Steering Committee, or changes may be recommended by the Steering Committee directly. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Understand the current issues facing data scientists and data analysts including defining the two fields, topics concerning the two fields, and research in both fields. |
| Which learning activities are responsible for this outcome? | Students will participate in seminars about defining data science and analytics, current issues in data science and analytics, and current research in data science and analytics. |
| Assessment Measure | Summary paper incorporating information learned during these three seminars. |

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| **Outcome 2** | Learn about the various application domains in data science and analytics to determine which domain students wish to pursue. |
| Which learning activities are responsible for this outcome? | Students will participate in seminars about data science in application domains including health and bioinformatics, engineering and computer science, social sciences, business analytics, and math and statistics. |
| Assessment Measure | Student selection of application domain for the major. |

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| **Outcome 3** | Identify career options for data scientists and analysts. |
| Which learning activities are responsible for this outcome? | Students will participate in expert panels with graduate students, data scientists, and data analysts. Students will also participate in two seminars outlining the career options for data scientists and data analysts. |
| Assessment Measure | Summary paper incorporating information learned during these five seminars. |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

From 2020-2021 Undergraduate Bulletin,  
Page 463, before the heading “Digital Design (DIGI)”

Before:

**CS 483V. Internship** Supervised work experience participating in application system development in a business and manufacturing environment. Grade earned will be pass or fail. Prerequisites. Permission of the Computer Science faculty and CS 3113. Irregular.

**Digital Design (DIGI)**

**DIGI 2003. Introduction to Coding with Swift** Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. Fall, Spring.

After:

**CS 483V. Internship** Supervised work experience participating in application system development in a business and manufacturing environment. Grade earned will be pass or fail. Prerequisites. Permission of the Computer Science faculty and CS 3113. Irregular.

**Data Science and Data Analytics (DATA)**

**DATA 2004. Programming for Data Analysis**. Programming techniques and tools with application in scientific and data science/data analytics disciplines. Prerequisite, “C” or better in CS 1114 or CS 2114. Fall, Spring.

**DATA 3003. Applied Database and Data Mining.** Current database query methods, technologies and techniques used in data mining, including topics such as classification, association analysis and cluster analysis. Prerequisites, STAT 3233 and “C” or better in CS 1114. Fall.

**DATA 3011. Data Science and Analytics Seminar.** Introduction to data science and analytics as an academic major with a focus on topics such as emergent and current data science research, the relevant tools and skills, and identifying potential career paths across a variety of fields. Restricted to Data Science and Data Analytics majors. Fall.

**DATA 3023. Data Visualization and Data Communication.** Methods and techniques that allow for the visual communication of complex and statistical relationships, including underlying theory and application of current technologies for effective data visualization and data communication for a mass audience. Prerequisite, CS 1114 or CS 2114. Fall.

**DATA 303V. Internship for Data Science and Data Analytics.** Practical experience in Data Science and Data Analytics working in a government organization, private company or in certain instances, within the university. Prerequisites, CS 1114 or CS 2114, AGST 3503, STAT 3233. Fall, Spring, Summer.

**DATA 4003. Fundamental Concepts in Design of Experiments.** Fundamental concepts in planning and conducting experiments and analyzing the resulting data using a major statistical package. Prerequisite, STAT 3243. Fall.

**DATA 4013. Data Science and Data Analytics Capstone.** Application of the knowledge and skills gained in the Data Science and Data Analytics program. Students will create a project to solve a real-world challenge or provide insights into a scientific research area coordinated with academic, industry, or government partners. Prerequisites, Senior standing and consent of instructor. Fall, Spring.

**Digital Design (DIGI)**

**DIGI 2003. Introduction to Coding with Swift** Foundations in coding using Swift language. Practical application of the tools, techniques, and concepts needed to build a basic iOS app. Fall, Spring.