Appendix C 7.5

Cyber Information Technology
Information Network Specialist Subcommittee Agenda
December 12, 2011

I. Introductions

II. ATMAE: The Association of Technology, Management, and Applied Engineering

   - Update on ATMAE
   - Physical Science Electives Options (see attachment)
   - Review of Learning Outcomes results and actions

III. Certifications

   - Discuss requiring certifications and the addition of course fees

IV. New Courses and Mappings

   - Mapping to Four-year Institutions:
     -- LSUS
     -- Northwest University (U of L at Alexandria)

   Technical Competency Areas
   -- CNSS: Committee on National Security Systems (4015, 4016)
   -- Software Applications
   -- Web Design
   -- CAEZ certification

V. Curriculum Review

   Review current curriculum. Are there updates or changes that is felt that need to be made to enhance the program
   {CIT120 drop and add course material to CIT121}

VI. Wrap up and Closing Remarks
IV. New Courses and Mappings
   a. Mapping to four-year institutions, LSUS and Northwest University (U of L at Alexandria), is beneficial to our students by allowing them to further their education.
   b. Technical Competency Areas were also discussed. TCAs are available in Software Applications and Web Design.
   c. The Committee on National Security Systems (CNSS) (4015, 4016) is also a great thing for students if they take in classes because they will automatically be certified.
   d. BPCC is one of the first twenty schools to become a Center of Academic Excellence for Two-Year Schools (CAPE2). There have been no problems so far and this certification is beneficial to Network Security students.

V. Curriculum Review
   a. The current curriculum was reviewed for any updates or changes that need to be made to enhance the program. CIT 120 was dropped and the course material added to CIT 121.

VI. Wrap up and Closing Remarks
   a. Laura thanked everyone for attending.
Physical Sciences Electives:

CHEM 101 - General Chemistry I
CHEM 107 - Introductory Chemistry
PHSC 105 - Elemental Physics
PHSC 106 - Elemental Chemistry
PHSC 107 - Environmental Science
PHSC 110 - Astronomy
PHSC 111 - Physical Geology
PHYS 201 - General Physics I
SCI 101 - Foundation in Science
Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day con Students</th>
<th>E-Students</th>
<th>S-Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>53.25</td>
<td>97.83%</td>
</tr>
<tr>
<td>CIT 112</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>20</td>
<td>22</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>22</td>
<td>21</td>
<td>20.75</td>
<td>98.18%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>73.68%</td>
</tr>
<tr>
<td>CIT 122</td>
<td>9</td>
<td>8.33</td>
<td>7.67</td>
<td>92.59%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>46</td>
<td>38</td>
<td>84.49%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 219</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>CWD 250</td>
<td>14</td>
<td>8.2</td>
<td>12.35</td>
<td>95.83%</td>
</tr>
<tr>
<td>CIT 159</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>252</td>
<td>233.55</td>
<td>201.17</td>
<td>89.59%</td>
</tr>
</tbody>
</table>

| Classes in Learning Outcome A not offered this semester: CIT 221, 222, CWD 210 |

Learning Outcome B: the ability to critically analyze and solve real-world security issues understanding the legal and ethical concerns

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day con Students</th>
<th>E-Students</th>
<th>S-Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>53.25</td>
<td>97.83%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>20</td>
<td>22</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>22</td>
<td>21</td>
<td>20.75</td>
<td>98.18%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>73.68%</td>
</tr>
<tr>
<td>CIT 122</td>
<td>9</td>
<td>8.33</td>
<td>7.67</td>
<td>92.59%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>46</td>
<td>38</td>
<td>84.49%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 219</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>CWD 250</td>
<td>14</td>
<td>8.2</td>
<td>12.35</td>
<td>95.83%</td>
</tr>
<tr>
<td>CIT 159</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>247</td>
<td>230.05</td>
<td>195.17</td>
<td>85.69%</td>
</tr>
</tbody>
</table>

| Classes in Learning Outcome B not offered this semester: CIT 221, 222 |

Learning Outcome C: mastery in security awareness and network threat enabling graduates to critically analyze and react to new developments in the field

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day con Students</th>
<th>E-Students</th>
<th>S-Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>53.25</td>
<td>97.83%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>20</td>
<td>22</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>22</td>
<td>21</td>
<td>20.75</td>
<td>98.18%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>73.68%</td>
</tr>
<tr>
<td>CIT 122</td>
<td>9</td>
<td>8.33</td>
<td>7.67</td>
<td>92.59%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>46</td>
<td>38</td>
<td>84.49%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 219</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>CWD 250</td>
<td>14</td>
<td>8.2</td>
<td>12.35</td>
<td>95.83%</td>
</tr>
<tr>
<td>CIT 159</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>186</td>
<td>174.33</td>
<td>152.17</td>
<td>90.15%</td>
</tr>
</tbody>
</table>

| Classes in Learning Outcome C not offered this semester: CIT 221, 222 |

Learning Outcome D: the utilization of mathematics to collect, analyze, and interpret technical data collected through investigation and experimental

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day con Students</th>
<th>E-Students</th>
<th>S-Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>53.25</td>
<td>97.83%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>20</td>
<td>22</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>22</td>
<td>21</td>
<td>20.75</td>
<td>98.18%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>73.68%</td>
</tr>
<tr>
<td>CIT 122</td>
<td>9</td>
<td>8.33</td>
<td>7.67</td>
<td>92.59%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>46</td>
<td>38</td>
<td>84.49%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 219</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>CWD 250</td>
<td>14</td>
<td>8.2</td>
<td>12.35</td>
<td>95.83%</td>
</tr>
<tr>
<td>CIT 159</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>152</td>
<td>142.83</td>
<td>128.67</td>
<td>90.06%</td>
</tr>
</tbody>
</table>
Learning Outcome E: an application of computer networks and firewalls to gain hands-on experience

Summary: Assessment: Average results from all learning outcomes in the course are listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students % evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 301</td>
<td>63</td>
<td>54.5</td>
<td>53.25</td>
</tr>
<tr>
<td>CIT 315</td>
<td>29</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>CIT 220</td>
<td>21</td>
<td>21</td>
<td>20.75</td>
</tr>
<tr>
<td>CIT 221</td>
<td>19</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>CIT 222</td>
<td>9</td>
<td>8.33</td>
<td>7.67</td>
</tr>
<tr>
<td>CIT 300</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>CWD 280</td>
<td>14</td>
<td>13</td>
<td>11.5</td>
</tr>
<tr>
<td>CIT 280</td>
<td>16</td>
<td>15.5</td>
<td>13</td>
</tr>
<tr>
<td>CIT 293</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>156</td>
<td>154.33</td>
<td>157.17</td>
</tr>
</tbody>
</table>

Courses in Learning Outcomes E not offered this semester: CIT 221, 222

Faculty response from 9-9-2011: The evaluation and overall success both look good. There will be a push to continue to increase awareness about the

CIT 103

Changes needed to improve student success:
Hopkins: Add a couple of projects in the course.
Kunieda: I think next semester I need to use Exam Cram as practice for the Network. I don’t think the Measure exam that comes with the book is off.

Changes needed to improve retention:
Hopkins: The students listed to me why they dropped mostly did so because they took too many classes then they could handle. No student listed.
Kunieda: I think I need to pay very close attention to the student attendance early and through the class life cycle and try to call those who were not

Summary of results from all learning outcomes:

Changes needed to improve retention:
Cooper: Retention was not an issue in this course. In a few cases, the students should have dropped the course rather than receive failing grades be-

Summary of results from all learning outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students % evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 315</td>
<td>29</td>
<td>29</td>
<td>23.67</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: faculty reported back that there is a need to update the prerequisite to CIT 103 for the course. Also, recommend:

CIT 120

Changes needed to improve student success:
Hopkins: Add more labs to the course.

Changes needed to improve retention:
Hopkins: I talked to several that had dropped and the main problem was they forgot they registered for the class and weren’t reading their BCCC emi

Summary of results from all learning outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students % evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 120</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: faculty reported that there are now more labs planned for the course and look forward to creating a voluntary lab

CIT 221

Changes needed to improve student success:
Cooper: Students must spend more time practicing math (particularly Chp 6). The subject is difficult and more practical applications of these calculu

Changes needed to improve retention:
Cooper: For the high school course, retention is not a problem. For the BCCC course, retention is very good as all the students are motivated to com

Summary of results from all learning outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students % evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
</table>

112 | Page
Faculty response from 9-9-2011: Faculty reported that this semester, math will be introduced at the beginning of the semester so that students can

CIT 122
Changes needed to improve student success:
Cooper:

Changes needed to improve retention:
Cooper:

Summary of results from all Learning Outcomes:
Course | 14-day course | Students S | Students S/Evaluated | Overall Student Success
---|---|---|---|---
CIT 122 | | | | 

Faculty response from 9-9-2011: Faculty reported that the lab exercises will be incorporated into the second half of the course as the final exam is very

CIT 130
Changes needed to improve student success:
Gurnee: 100% success!

Changes needed to improve retention:
Gurnee: Talk to student more often and try to see how we can improve their understanding to the subject.

Summary of results from all Learning Outcomes:
Course | 14-day course | Students S | Students S/Evaluated | Overall Student Success
---|---|---|---|---
CIT 130 | | | | 

Faculty response from 9-9-2011: Faculty reported that email will be focused on more, for those students who don't respond, there will be additional:

CIT 160
Changes needed to improve student success:
Agway: 100% student success

Changes needed to improve retention:
Agway: 100% student success

Summary of results from all Learning Outcomes:
Course | 14-day course | Students S | Students S/Evaluated | Overall Student Success
---|---|---|---|---
CIT 160 | | | | 

Faculty response from 9-9-2011: Faculty reported that the class worked very well and will be working on increasing awareness about the course to get

CIT 170
Changes needed to improve student success:
Horton: We need more technology! The machines in our labs are not capable of running the new 2013 server without issue.

Changes needed to improve retention:
Horton: 100% student success

Summary of results from all Learning Outcomes:
Course | 14-day course | Students S | Students S/Evaluated | Overall Student Success
---|---|---|---|---
CIT 170 | | | | 

Faculty response from 9-9-2011: Faculty reported that he will be completing a tech fee request for additional memory and hardware to make the lab

CIT 172
Changes needed to improve student success:
Horton:

Changes needed to improve retention:
Horton: Retention of this course is very high.

Summary of results from all Learning Outcomes:
Course | 14-day course | Students S | Students S/Evaluated | Overall Student Success
---|---|---|---|---
CIT 172 | | | | 

Faculty response from 9-9-2011: Faculty reported that this class will work best as a Class offering and ensuring that the CIT 101 prerequisite will be
GT 160
Changes needed to improve student success:
Horton: This is an excellent course as is, giving the students the opportunity to get real work experience before they enter the workforce.

Changes needed to improve retention:
Horton:

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students $\times$ Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 160</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this is a smooth capstone class, but has low attendance due to low number of students enrolled.

GT 210
Changes needed to improve student success:
Horton:

Changes needed to improve retention:
Horton: Retention in this course is 100 percent.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students $\times$ Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the labs are being updated. This course is now wrapped with CNSS, which many Barkdale students...

GT 220

Changes needed to improve student success:
Cooper:

Changes needed to improve retention:
Cooper: Retention was acceptable. Efforts should be made to reach out more frequently to the online students.
Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day raw Students</th>
<th>Students St Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 220</td>
<td>30</td>
<td>9</td>
<td>100.00% 100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this course is being moved to cover the first half of ESSLP preparation. This course has always...

CIT 225

Changes needed to improve student success:
Overall this was a good course. The biggest issue is that students are overloading their schedules so much that they cannot dedicate the time needed...

Changes needed to improve retention:
Good as is.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day raw Students</th>
<th>Students St Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 225</td>
<td>16</td>
<td>15</td>
<td>100.00% 100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the course plan is that staying similar, but there will be an increased focus on students to sche...

CIT 220

Changes needed to improve student success:
Guaranteed: Focus on practicing for the SQL certification exam early in the semester.

Changes needed to improve retention:
Guaranteed: Talk to students and see how they are doing in managing their schedule due to the fact they may have multiple code they have to take at the ...

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day raw Students</th>
<th>Students St Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 220</td>
<td>3</td>
<td>3</td>
<td>100.00% 100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that there will be more targeted practice for the Certification incorporated throughout the course.

CIT 220
Changes needed to improve student success:

Romeo:

- PD - This was a great experience. The students really dug in and learned. There was one student that just did not want to work.
- BPCC - Coming off of teaching this too PD it was really disappointing. The students at BPCC did not put in as much effort into the course as to

Changes needed to improve retention:

Romeo:

- PD - When teaching at off site locations we still need to have full net access. The Dossier School Site blocked us from some lab.
- BPCC - Not sure at this time. I need to figure out why the students are not trying. It seems to be across multiple classes from talking with

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day class Students &amp; Students S/ Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 282</td>
<td>16 15 13</td>
<td>93.75% 81.25%</td>
</tr>
</tbody>
</table>
Changes needed to improve retention:
 Guaranteed: 100% retention

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students &amp; Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 299</td>
<td>1 &amp; 1</td>
<td>100.00% &amp; 100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the interns to ensure they are placed earlier and better prepared for

CWD 130

Changes needed to improve student success:
Kassar: Make Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work.

Changes needed to improve retention:
Kassar: Make Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students &amp; Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 130</td>
<td>61 &amp; 50.00%</td>
<td>4.5 &amp; 90.00% &amp; 91.44%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that there are laptops in the library for students to check out and students will be encouraged to check.

CWD 176

Changes needed to improve student success:
Rondeau: A web server would help the students see their site as it would be published.

Changes needed to improve retention:
Rondeau: Retention is good once we started but the E-Session caused many to forget they had registered. They evidently were looking at their BRCC.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students &amp; Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 176</td>
<td>63 &amp; 50.00%</td>
<td>4.5 &amp; 100.00% &amp; 94.44%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that there is a new server is available for students that will allow off campus access to the software in

CWD 280

Changes needed to improve student success:
Rondeau: Overall a great class. Some of the tools are becoming outdated and need to be updated. Will be working on finding replacements. One stu

Changes needed to improve retention:
Rondeau: I am going to find cost all lectures for students to be able to have better access to my notes.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students &amp; Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 280</td>
<td>14 &amp; 12</td>
<td>11.5 &amp; 95.83% &amp; 82.14%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that they will be providing updated podcasts or lectures for students to have detailed information ab
Cyber Information Technology
Information Systems Administration Specialist
Subcommittee

Agenda Discussion: Certification Mapping

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Certification</th>
<th>Certification Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 114</td>
<td>Microsoft Windows 7 Configuration (72-680)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Microsoft Office Word 2007 (77-601)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 207</td>
<td>Microsoft Office Excel 2007 (77-602)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 209</td>
<td>Microsoft Office Access 2007 (77-605)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Microsoft Office PowerPoint 2007 (77-603)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 112</td>
<td>A+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 122</td>
<td>ICND1</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 130</td>
<td>CIW Web Design Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 149</td>
<td>CIW JavaScript Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 151</td>
<td>SCJA Java</td>
<td>Sun Microsystems</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Server 2008 (70-642)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 172</td>
<td>Linux+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 222</td>
<td>ICND2 or CCNA</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 225</td>
<td>Security+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Microsoft SQL Server 2008</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Computer Hacking Forensic Investigator</td>
<td>EC-Council</td>
</tr>
<tr>
<td>CIT 282</td>
<td>Project+</td>
<td>CompTia</td>
</tr>
</tbody>
</table>
# Unofficial Curriculum Sheet

## Associate of Applied Science in Information Network Security Specialist

### Name: ____________________

### Address: ____________________

### City: ____________________ State: __ Zip: __

### CWID#: ____________________

### Phone: ____________________

### Date Initiated: __

### Freshman Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105: Computer Concepts</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 101: Network Essentials</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101: Composition &amp; Rhetoric I</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102: College Algebra</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105: Elemental Physics</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>*Humanities Elective</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th></th>
<th>Grade</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115: Network Defense</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 170: Microsoft Windows Servers</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 172: Linux Servers</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 130: Website Design I</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>*Security Elective</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th></th>
<th>Grade</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 220: Managing Firewalls</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 210: Advanced Networking Topics</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 279: Information Assurance</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110: Principles of Speech</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>*Security Elective</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester</th>
<th></th>
<th>Grade</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 225: Network Security Design</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 280: Computer Forensics</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>CIT 293: Network Security Internship</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>*Security Elective</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td>**Behavioral/Social Science Elective</td>
<td></td>
<td>Grade</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Advisor**: __________

**Total Hours**: 63

---

* Security Electives: CIT 112, CIT 120, CIT 121, CIT 122, CIT 150, CIT 151, CIT 209, CIT 220, CIT 221, CIT 222, CIT 272, CIS 102; **Total 24**

*Humanities elective* must be chosen from ENGL 201, 202, 255, or 256; FREN 101, 102 or 201; HIST 101, 102, 103, 104, 201, 202, or 203; HUMAN 201 or 202, or 203; SPCH 110 or 115

**Social Science elective** must be chosen from ANTH 201 or 202; BADM 201 or 202; GPHY 101 or 102; POSC 201 or 202; PSYC 201, 202, 205, 206, 210, 215, 220, 230; SLGY 201, 202, 203 or 207

* May not be sole humanities course

* May only be used for AAS degrees

**Students must meet prerequisites before taking any given course.**

---

04/9/2011
### Sophomore Year

#### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 220:</td>
<td>Managing Firewalls</td>
<td>3</td>
</tr>
<tr>
<td>CIT 210:</td>
<td>Advanced Networking Topics</td>
<td>3</td>
</tr>
<tr>
<td>CIT 279:</td>
<td>Information Assurance</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110:</td>
<td>Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Security Elective *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 225:</td>
<td>Network Security Design</td>
<td>3</td>
</tr>
<tr>
<td>CIT 280:</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CIT 293:</td>
<td>Network Security Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Security Elective *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behavioral/Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 63

*Security Electives: CIT 112, CIT 120, CIT 121, CIT 150, CIT 151, CIT 209, CIT 220, CIT 221, CIT 222, CIT 272, CIS 102*

Students must meet prerequisites before taking any given course. Students must earn a minimum grade of C in each course and have a minimum 2.0 GPA to earn a credential.

All BPCC students are expected to be familiar with College policies, requirements, procedures and regulations. Students must assume final responsibility for being acquainted with College policies. In no case will a regulation be waived or an exception be granted because a student pleads ignorance of the regulation.

Students pursuing associate degrees, academic certificates or technical competency areas at BPCC must declare their intent to do so. Curricular requirements become effective at the date of the declaration of the academic major and do not date from the point of original enrollment in the College. If the student resigns or does not enroll for one semester, the student would have to meet the requirements of a new curriculum.

The student is responsible with all the requirements of the degree program and should consult with his/her academic advisor when necessary. Each student assumes the responsibility for scheduling courses which are applicable to degrees and for taking courses in proper sequence to ensure the orderly progression of work.

**This degree can be obtained 100% via Internet instruction. Contact your academic advisor for details.**

Back to Technology, Engineering, and Mathematics Division

---

http://www.bpcc.edu/catalog/current/technologyengineeringmathematics/aas-information... 12/12/2011
I. Introductions
a. Eddie Horton called the meeting to order at 3:05 pm and everyone introduced themselves.
b. Attendees were Laura Godrich, Eddie Horton, Malari Coburn, and Scott Hardwick.

II. ATMAE – The Association of Technology, Management, and Applied Engineering
a. An update on the recent ATMAE visit was given; all programs were approved.
b. It was recommended that the Physical Science Electives options be updated replace PHSC 105: Elemental Physics with the following classes:
   - CHEM 101 General Chemistry I
   - CHEM 107 Introductory Chemistry
   - PHYS 105 Elementary Physics
   - PHYS 106 Elementary Chemistry
   - PHYS 107 Environmental Science
   - PHYS 110 Astronomy
   - PHYS 111 Physical Geology
   - PHYS 201 General Physics I

   It was unanimously decided by the committee to approve the proposed classes.

   Malari Coburn mentioned that she was in favor of the change because students love options and want to take fun classes.

c. Learning Outcomes were also discussed. Please see the included handout.

III. Certifications
a) Certifications are currently optional, but ATMAE has recommended that certification be required with classes.
b) Eddie Horton currently uses certification exams as his final.
c) Certification exams are offered at half-cost here at BPCC
d) Scott Hardwick asked why this course of action would be wanted by ATMAE. Will ATMAE look at test scores? Does the Division have access to grades/test results? He believes offering the certs will be great because graduates will not only get a degree but possibly a cert to add to their resume.
e) Laura Godrich explained that Carl Perkins funding is based on our certs, therefore we record all passing/failing scores.
f) Malari Coburn was excited by the fact that BPCC makes certifications available to students.
g) Classes offered at Lackland Air Force Base which include a cert are A+, Security +, and CISSP. The hope for these classes is that they will help recruit students for the program.
h) The attached handout for certifications shows the certifications that will be mandatory for classes. CIT 224 – CISSP and CIT 272 – Advanced Linux need to be added.
Information Network Specialist Subcommittee Meeting Minutes
December 12, 2011

I. Introductions
a. The meeting was called to order at 3:45 pm and everyone introduced themselves.
b. Attendees were Laura Goodrich, Jason Cooper, Kelly Stough, Gary Ware, Adam Hoflund, and Mary Dahlberg.

II. ATMAE – The Association of Technology, Management, and Applied Engineering
a. An update on the recent ATMAE visit was given; all programs except Admin were approved.
b. It was recommended that the Physical Science Electives options be updated to replace PHSC 105: Elemental Physics with the following classes:
   - CHEM 101 General Chemistry I
   - CHEM 107 Introductory Chemistry
   - PHYS 105 Elemental Physics
   - PHYS 106 Elemental Chemistry
   - PHYS 107 Environmental Science
   - PHSC 110 Astronomy
   - PHSC 111 Physical Geology
   - PHSY 201 General Physics I

Mary Dahlberg moved to approve the options and was seconded by Kelly Stough. All members approved.

c. Learning outcomes were discussed. A handout was provided with information concerning the classes in the degree. This information also includes the class number, how many students tested, how many passed, and the 14-day count.
d. CWD 130, a web exposure class, was discussed. The class is intended to expose students to other areas so that they will know a little about everything. Gary Ware expressed concern with the class statistics. A group email to the students in the class was suggested to explain what will be expected of them.

III. Certifications
a. ATMAE has required that certifications be added to and required for classes. The students will be expected to at least attempt the certification.
b. Mary Dahlberg expressed concerns about students having so many certs in one semester, which could occur if a student were enrolled in several cert classes in one term. Suggestions were made to place priority on certain classes for certs.
c. Kelly Stough moved that a cert be tied to classes with certs. The motion was seconded by Mary Dahlberg. All approved.

IV. New Courses and Mappings
a. Mapping to four-year institutions, LSUS and Northwest University (U of L at Alexandria), is beneficial to our students and will allow them to further their educations. Please see the attached handout for mapping to LSUS.
b. Technical Competency Areas were also discussed. TCAs are available in Software Applications and Web Design.
c. BPCC is one of the first twenty schools to become a Center of Academic Excellence for Two-Year Schools (CAE2). There have been no problems so far and this certification is beneficial to Network Security students.

d. The Committee on National Security Systems (CNSS) (4015, 4016) is a great thing for students if they take the required courses; they will automatically be certified. We currently qualify for 4011 and 4012.

V. Curriculum Review
   a. The current curriculum was reviewed for any updates or changes that need to be made to enhance the program. CIT 120 was dropped and the course material added to CIT 121.

VI. Wrap up and Closing Remarks
   a. Laura thanked everyone for attending.
Cyber Information Technology
Information Network Specialist Subcommittee Agenda
December 12, 2011

I. Introductions

II. ATMAE: The Association of Technology, Management, and Applied Engineering
   - Update on ATMAE
   - Physical Science Electives Options (see attachment)
   - Review of Learning Outcomes results and actions

III. Certifications
   - Discuss requiring certifications and the addition of course fees

IV. New Courses and Mappings
   - Mapping to Four-year Institutions:
     -- LSUS
     -- Northwest University (U of Lat Alexandria)

   - Technical Competency Areas
     -- CNSS: Committee on National Security Systems {4015, 4016}
     -- Software Applications
     -- Web Design
     - CAE2 certification

V. Curriculum Review
   Review current curriculum. Are there updates or changes needed to enhance the program
   [CIT120 drop and add course material to CIT121]

VI. Wrap up and Closing Remarks
Unofficial Curriculum Sheet

This unofficial curriculum sheet is established for guidance of students while pursuing an associate degree or certificate at BPCC. Courses marked below which are transferred from another institution are not applicable to degree requirements until approved by the Office of Academic Affairs.

Associate of Applied Science in Information Network Specialist

Name: ________________________________
Address: ______________________________
City: __________________ State: __________ Zip: __________
CWID#: __________________________
Phone: ________________________________
Date Initiated: __________________________

**Freshman Year**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105: Computer Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 101: Network Essentials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101: Composition &amp; Rhetoric I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 102: College Algebra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 105: Elementary Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**2nd Semester**

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 102: Problem Solving and Programming Techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 170: Microsoft Windows Server</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 170: Website Design I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Networking Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Humanities Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 172: Linux Server</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 210: Advanced Network Topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 279: Information Assurance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Networking Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Behavioral/Social Science Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 282: IT Project Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 292: Network Specialist Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCH 110: Principles of Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Cyber Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Advisor: __________________________

Total Hours: 60-62

*Humanities elective must be chosen from: ENGL 101, 102, 201, 202, 203; HIS 101, 201, 203, 204, 205, 206, 210; POLS 101, 102, 201; SSCI 110, 111, 112
**Social Science elective must be chosen from: ANTH 101, 201; BADM 201; CRJ 201, 202, 203, 204, 205; ECNS 201, 202, 203, 204, 205; HIST 101, 102, 201, 202, 203, 204, 205; MATH 104, 105, 106, 210, 220, 225, 310; PSYC 201, 202, 203; PSY 301, 302, 310, 311; PSY 320

Networking Electives: CIT 120, 121, 122
Cyber Electives: CIT 115, 150, 151, 220, 221, 222, 272, CWD 170, CWD 210
New class: CIT 272 Advanced Linux

Revised 4/18/2011
Cyber Information Technology
Information Network Specialist Subcommittee

Physical Sciences Electives:

CHEM 101 - General Chemistry I
CHEM 107 - Introductory Chemistry
PHSC 105 - Elemental Physics
PHSC 106 - Elemental Chemistry
PHSC 107 - Environmental Science
PHSC 110 - Astronomy
PHSC 111 - Physical Geology
PHYS 201 - General Physics I
SCI 101 - Foundation in Science
Associate of Applied Science in Information Network Specialist

The Information Network Specialist program focuses on the design and implementation of computer networks and associated software, to maximize productivity in a live production environment. The program prepares individuals to function as entry level network specialists, and includes instruction in operating systems and applications; systems design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.

Learning Outcomes:

Recipients of the Associate of Applied Science in Information Network Specialist will have demonstrated:

A. clarity in verbal and written communication to accurately convey technical information and to critically read and interpret technical literature;
B. the ability to critically analyze computer network installation, maintenance, management and enhancement;
C. working knowledge in local area networks, wide area networks, servers and other end-user devices enabling graduates to critically analyze and react to new developments in their field;
D. the utilization of mathematics to collect, analyze and interpret technical data collected through investigation and experimentation; and
E. an application of software responsibilities for managing software, security, and user accounts to gain hands-on experience.

Required courses for Associate of Applied Science in Information Network Specialist:

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105: Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIT 101: Network Essentials</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101: Composition &amp; Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102: College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105: Elemental Physics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 102: Problem Solving and Programming Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CIT 170: Microsoft Windows Servers</td>
<td>3</td>
</tr>
<tr>
<td>CIT 130: Web Design I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Networking Elective</strong></td>
<td><strong>3-4</strong></td>
</tr>
<tr>
<td><strong>Humanities Elective</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>

http://www.bpcc.edu/catalog/current/technologyengineeringmathematics/aas-information...

12/12/2011
## Sophomore Year

### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 172</td>
<td>Linux Server</td>
<td>3</td>
</tr>
<tr>
<td>CIT 210</td>
<td>Advanced Network Topics</td>
<td>3</td>
</tr>
<tr>
<td>CIT 279</td>
<td>Information Assurance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Networking Elective *</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Behavioral/Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15-16</td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 262</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CIT 292</td>
<td>Network Specialist Internship</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cyber Elective **</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cyber Elective **</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Total credit hours**: 60-62

* Networking Electives: CIT 120, CIT 121, CIT 122
** Cyber Electives: CIT 115, CIT 150, CIT 151, CIT 169, CIT 209, CIT 220, CIT 221, CIT 222, CIT 272

Students must meet prerequisites before taking any given course. Students must earn a minimum grade of C in each course and have a minimum 2.0 GPA to earn a credential.

All BPCC students are expected to be familiar with College policies, requirements, and regulations. Students must assume final responsibility for being acquainted with College policies. In no case will a regulation be waived or an exception be granted because a student pleads ignorance of the regulation.

Students pursuing associate degrees, academic certificates, or technical competency areas at BPCC must declare their intent to do so. Curricular requirements become effective at the date of the declaration of the academic major and do not date from the point of original enrollment in the College. If the student resigns or does not enroll for one semester, the student would have to meet the requirements of a new curriculum.

The student is responsible with all the requirements of the degree program and should consult with his/her academic advisor when necessary. Each student assumes the responsibility for scheduling courses which are applicable to degrees and for taking courses in proper sequence to ensure the orderly progression of work.

This degree can be obtained 100% via Internet instruction. Contact your academic advisor for details.

Back to Technology, Engineering, and Mathematics Division

---

http://www.bpcc.edu/catalog/current/technologyengineeringmathematics/aas-information... 12/12/2011
Appendix C
AAS INS

Bossier Parish Community College - Louisiana State University at Shreveport
Articulation of BPCC AAS Information Network Specialist
to LSUS BS in Computer Information Systems

Up to 60 total hours may transfer from BPCC to LSUS

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>Computer Concepts</td>
<td>3</td>
<td>CSC 115</td>
<td>3</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network Essentials</td>
<td>3</td>
<td>General Electives</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric I</td>
<td>3</td>
<td>ENGL 105</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 121</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105</td>
<td>Elemental Physics</td>
<td>3</td>
<td>PHSC 105</td>
<td>3</td>
</tr>
</tbody>
</table>

2nd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 102</td>
<td>Problem Solving and Programming Techniques</td>
<td>3</td>
<td>CSC 120</td>
<td>3</td>
</tr>
<tr>
<td>CIT 120</td>
<td>Network Routing and Switching OR</td>
<td>3</td>
<td>CSC 230</td>
<td>3</td>
</tr>
<tr>
<td>CIT 121</td>
<td>CCNA 1 (Networking Elective)</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Windows Servers</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 180</td>
<td>Website Design I</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western World I or Western World II (Humanities Elective)</td>
<td>3</td>
<td>HIST 105 or HIST 106 or HIST 107</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 172</td>
<td>Linux Server</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 210</td>
<td>Advanced Network Topics</td>
<td>3</td>
<td>General Elective</td>
<td>2</td>
</tr>
<tr>
<td>CIT 150</td>
<td>Intro to Programming in Java (Cyber Elective)</td>
<td>3</td>
<td>CSC 135</td>
<td>3</td>
</tr>
<tr>
<td>CIT 279</td>
<td>Information Assurance</td>
<td>3</td>
<td>General Elective</td>
<td>0</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Intro to Psychology or Intro to</td>
<td>3</td>
<td>PSYC 152 or SOC 105</td>
<td>3</td>
</tr>
<tr>
<td>SLGr201</td>
<td>Sociology (Social Science Elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 243</td>
<td>Computer Organization (in place of Network Elective)</td>
<td>3</td>
<td>CSC 242</td>
<td>3</td>
</tr>
<tr>
<td>CIT 151</td>
<td>Advanced Java Programming (Cyber Elective)</td>
<td>3</td>
<td>CSC 145</td>
<td>3</td>
</tr>
<tr>
<td>CIT 282</td>
<td>Project Management</td>
<td>3</td>
<td>General Elective</td>
<td>0</td>
</tr>
<tr>
<td>CIT 292</td>
<td>Internship</td>
<td>3</td>
<td>General Elective</td>
<td>0</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>Principles of Speech</td>
<td>3</td>
<td>COMM 135</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Total Hours: 60

Hours Transferred: 50
### Agenda Discussion: Certification Mapping

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Certification</th>
<th>Certification Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 114</td>
<td>Microsoft Windows 7 Configuration (72-680)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Microsoft Office Word 2007 (77-601)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 207</td>
<td>Microsoft Office Excel 2007 (77-602)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 209</td>
<td>Microsoft Office Access 2007 (77-605)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Microsoft Office PowerPoint 2007 (77-603)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 112</td>
<td>A+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 122</td>
<td>ICND1</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 130</td>
<td>CIW Web Design Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 149</td>
<td>CIW JavaScript Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 151</td>
<td>SCJA Java</td>
<td>Sun Microsystems</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Server 2008 (70-642)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 172</td>
<td>Linux+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 222</td>
<td>ICND2 or CCNA</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 225</td>
<td>Security+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Microsoft SQL Server 2008</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Computer Hacking Forensic Investigator</td>
<td>EC-Council</td>
</tr>
<tr>
<td>CIT 282</td>
<td>Project+</td>
<td>CompTia</td>
</tr>
</tbody>
</table>
### Course: CIT 231

<table>
<thead>
<tr>
<th>Course</th>
<th>4</th>
<th>4</th>
<th>6</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>233</td>
<td>236.55</td>
<td>186.17</td>
<td>50.13%</td>
<td>79.90%</td>
</tr>
</tbody>
</table>

(classes in Learning Outcome C not offered this semester: CIT 221, 222)

Learning Outcome C: working knowledge in local area networks, wide area networks, servers and other end-user devices enabling graduates to critic.

Summative Assessment: Average results from all learning outcomes in the courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course</th>
<th>Students $\times$</th>
<th>Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>55.25</td>
<td>97.82%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>94.60%</td>
</tr>
<tr>
<td>CIT 122</td>
<td>15</td>
<td>18</td>
<td>13</td>
<td>78.58%</td>
</tr>
<tr>
<td>CIT 125</td>
<td>9</td>
<td>8.33</td>
<td>7.67</td>
<td>92.59%</td>
</tr>
<tr>
<td>CIT 170</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 220</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 292</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>154</td>
<td>148.53</td>
<td>136.67</td>
<td>91.85%</td>
</tr>
</tbody>
</table>

(classes in Learning Outcome C not offered this semester: CIT 221, 222)

Learning Outcome D: the utilization of mathematics to collect, analyze and interpret technical data collected through investigations and experiments.

Summative Assessment: Average results from all learning outcomes in the courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course</th>
<th>Students $\times$</th>
<th>Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>55.25</td>
<td>97.82%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>94.60%</td>
</tr>
<tr>
<td>CIT 122</td>
<td>15</td>
<td>18</td>
<td>13</td>
<td>78.58%</td>
</tr>
<tr>
<td>CIT 125</td>
<td>9</td>
<td>8.33</td>
<td>7.67</td>
<td>92.59%</td>
</tr>
<tr>
<td>CIT 170</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 220</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 292</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>154</td>
<td>148.53</td>
<td>136.67</td>
<td>91.85%</td>
</tr>
</tbody>
</table>

(classes in Learning Outcome D not offered this semester: CIT 221, 222)

Learning Outcome E: an application of software requirements for managing software, security, and user accounts to gain hands-on experience.

Summative Assessment: Average results from all learning outcomes in the courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course</th>
<th>Students $\times$</th>
<th>Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS/N5</td>
<td>177.2</td>
<td>163.93</td>
<td>150.08</td>
<td>91.35%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2013: The evaluated and overall success are very strong. To accommodate industry needs, bringing to the advisory board.

### CIT 101

Changes needed to improve student success:

Yelping: add a couple of projects in the course

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course</th>
<th>Students $\times$</th>
<th>Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>55.25</td>
<td>97.82%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2013: In the eight week class, Sumanth reported that she started earlier with Exam Cram so the students will have more time.

### CIT 120

Changes needed to improve success:
Weaver: Since the course happens so late in the semester, need to work on time management with students. The end of the class catches them so qui

Changes needed to improve retention:
Weaver: Since the course happens so late in the semester, need to work on time management with students. The end of the class catches them so qui

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 110</td>
<td>16</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>78.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>68.75%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported back that the class is working well and that the students are very successful. No changes recommen

CIT 112
Changes needed to improve student success:
Horton: Student success is very high in this course. Students who complete the course are very likely to pass the A+ Cert Test.

Changes needed to improve retention:
Horton: Student success is very high in this course. Students who complete the course are very likely to pass the A+ Cert Test.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 112</td>
<td>15</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>86.67%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported back that the students needed more time at the beginning of the class to pre-test so that the cours

CIT 115
Changes needed to improve student success:
Cooper: Students should be required to submit their assignments in a more timely manner. In all cases where success is less than 100%, it is due to s

Changes needed to improve retention:
Cooper: Retention was not an issue in this course. In a few cases, the students should have dropped the course rather than receive failing grades be

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students</th>
<th>Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty response from 9-9-2011: Faculty reported back that there is a need to update the prerequisite to CIT 101 for the course. Also, recommendations

CIT 120

Challenges needed to improve student success:
Hopkins: Add more lab to the course.

Challenges needed to improve retention:
Hopkins: I talked to several that had dropped and the main problem was they forgot they registered for the class and weren’t reading their BPCC e-mail.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 120</td>
<td>21</td>
<td>21</td>
<td>98.81%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: faculty reported that there are now more labs planned for the course and look forward to creating a voluntary lab.

CIT 121

Challenges needed to improve student success:
Cooper: Students must spend more time practicing math (particularly Chp 6). The subject is difficult and more practical applications of these calculat

Challenges needed to improve retention:
Cooper: For the HCC course, retention is not a problem. For the BPCC course, retention is very good as all the students are motivated to com

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>19</td>
<td>73.68%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this semester math will be introduced at the beginning of the semester so that students can g

CIT 122

Challenges needed to improve student success:
Cooper.
Changes needed to improve retention:

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students &amp; Students Sir Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 122</td>
<td>8,333,333</td>
<td>76.67%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the lab exercises will be incorporated into the second half of the course as the first half is very

CIT 150

Changes needed to improve student success:

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students &amp; Students Sir Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 150</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that email will be focused on more, for those students who don't respond, there will be additional:

CIT 150

Changes needed to improve student success:

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course Students &amp; Students Sir Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 150</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Faculty response from 9-9-2011: Faculty reported that the class worked very well and will be working on increasing awareness about the course to get

CIT 170
Changes needed to improve student success:
Horton: We need more technology! The machines in our labs aren't capable of running the new 2.18 server without issue.

Changes needed to improve retention:
Horton: 100% student success

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day test</th>
<th>Students</th>
<th>5</th>
<th>Students</th>
<th>6</th>
<th>Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 170</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that he will be completing a tech fee request for additional memory and hardware to make the lab

CIT 172
Changes needed to improve student success:
Horton:

Changes needed to improve retention:
Horton: Retention in this course is very high.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day test</th>
<th>Students</th>
<th>5</th>
<th>Students</th>
<th>6</th>
<th>Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 172</td>
<td>25</td>
<td>23</td>
<td>22.83</td>
<td>97.10%</td>
<td>89.33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this class will work best as a C term offering and ensuring that the CIT 101 prerequisite will be

CIT 190
Changes needed to improve student success:
Horton: This is an excellent course as is, giving the students the opportunity to get real work experience before they enter the workforce.

Changes needed to improve retention:
Horton:
CT 225
Changes needed to improve student success:
Overall this was a good course. The biggest issue is that students are overloading their schedules so much that they can not dedicate the time needed.

Changes needed to improve retention:
Good as is

Summary of results from all Learning Outcomes
<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course</th>
<th>Students</th>
<th>Students Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 225</td>
<td>16</td>
<td>16</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the course plan is that staying similar, but there will be an increased focus on students to sched-

CT 270
Changes needed to improve student success:
Game: Focus on practicing for the SQL certification exam early in the semester.

Changes needed to improve retention:
Game: Talk to student and see how they are doing in managing their schedule due to the fact they may have multiple cert they have to take at the:

Summary of results from all Learning Outcomes
<table>
<thead>
<tr>
<th>Course</th>
<th>14-day course</th>
<th>Students</th>
<th>Students Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 270</td>
<td>3</td>
<td>3</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that there will be more targeted practice for the certification incorporated throughout the course.

CT 280
Changes needed to improve student success:
Rondeau:
PD - This was a great experience. The students really dug in and learned. There was one student that just did not want to work.
BPCC: Coming off of teaching this too PD it was really disappointing. The students at BPCC did not put as much effort into the course as this.

Changes needed to improve retention:
Rondeau:
PD - When teaching at off site locations we still need to have full net access. The Bosier School filter blocked us from some labs.
Cooper:

Changes needed to improve retention.
Cooper:

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day cou Students</th>
<th>Students S. Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 292</td>
<td>4</td>
<td>4</td>
<td>100.00% 100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the interns to ensure they are placed earlier and better prepared for

CIT 283

Changes needed to improve student success:
Horton: We need to lay and get the students placed in work earlier than we were able to this semester.

Changes needed to improve retention:
Horton: Retention in this course is 100 percent.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day cou Students</th>
<th>Students S. Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 283</td>
<td>2</td>
<td>2</td>
<td>100.00% 100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the interns to ensure they are placed earlier and better prepared for

CIT 299

Changes needed to improve student success:
Gurwani: Find the students employment early in the semester, and make sure those companies are willing to train and the students have good chance

Changes needed to improve retention:
Gurwani: 100% retention

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day cou Students</th>
<th>Students S. Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 299</td>
<td>1</td>
<td>1</td>
<td>100.00% 100.00%</td>
</tr>
</tbody>
</table>
Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the means to ensure they are played earlier and better prepared for.

CWD 190

Changes needed to improve student success:
Glasses: Make Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work.

Changes needed to improve retention:
Glasses: Make Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day avg Students &amp; Students Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 190</td>
<td>61</td>
<td>50%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that there are laptops in the library for students to check out and students will be encouraged to check.

CWD 170

Changes needed to improve student success:
Hoping: A web server would help the students see their site as it would be published.

Changes needed to improve retention:
Hoping: Retention is good once we started but the session caused many to forget they had registered. They evidently were looking at their BPCC.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day avg Students &amp; Students Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 170</td>
<td>61</td>
<td>5%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that there is a new server available for students that will allow off-campus access to the software in.

CWD 280

Changes needed to improve student success:
Review: Overall great class. Some of the tools are becoming outdated and need to be updated. Will be working on finding replacements. One stu

Change needed to improve retention:

Random: I am going to post all lectures for students to be able to have better access to my notes.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>10-day test</th>
<th>Students</th>
<th>Students % Evaluated</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMD 280</td>
<td>10</td>
<td>12</td>
<td>12.5</td>
<td>95.85%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2014: Faculty stated that they will be providing updated podcasts of lectures for students to have detailed information abo
I. Introductions
   a. The meeting was called to order at 3:45pm and everyone introduced themselves.
   b. Attendees were Laura Goadrich, Jason Cooper, Kelly Stough, Gary Ware, Adam Hofslund, and Mary Dahlberg.

II. ATMAE – The Association of Technology, Management, and Applied Engineering
   a. An update on the recent ATMAE visit was given; all programs except Admin were approved.
   b. It was recommended that the Physical Science Electives options be updated to replace PHSC 105: Elemental Physics with the following classes:
      - CHEM 101 General Chemistry I
      - CHEM 107 Introductory Chemistry
      - PHYS 105 Elemental Physics
      - PHYS 106 Elemental Chemistry
      - PHYS 107 Environmental Science
      - PHSC 110 Astronomy
      - PHSC 111 Physical Geology
      - PHSY 201 General Physics I
      Mary Dahlberg moved to approve the options and was seconded by Kelly Stough. All members approved.
   c. Learning outcomes were discussed. A handout was provided with information concerning the classes in the degree. This information also includes the class number, how many students tested, how many passed, and the 14-day count.
   d. CWD 130, a web exposure class, was discussed. The class is intended to expose students to other areas so that they will know a little about everything. Gary Ware expressed concern with the class statistics. A group email to the students in the class was suggested to explain what will be expected of them.

III. Certifications
   a. ATMAE has required that certifications be added to and required for classes. The students will be expected to at least attempt the certification.
   b. Mary Dahlberg expressed concerns about students having so many certs in one semester, which could occur if a student were enrolled in several cert classes in one term. Suggestions were made to place priority on certain classes for certs.
   c. Kelly Stough moved that a cert fee be tied to classes with certs. The motion was seconded by Mary Dahlberg. All approved.

IV. New Courses and Mappings
   a. Mapping to four-year institutions, LSUS and Northwest University (U of L at Alexandria), is beneficial to our students and will allow them to further their educations. Please see the attached handout for mapping to LSUS.
   b. Technical Competency Areas were also discussed. TCAs are available in Software Applications and Web Design.
Information Programmer Analyst
Subcommittee Meeting Minutes
October 7, 2011
2:00pm
A-230

Members Present:
Laura Goadrich, Dean of TEAM
Jennifer Bowman, New Tech
Brandon Buck, BPCC Student
Steve Miller, Software & S
Kevin Smith, PRAESES
Michael Marshall, Logic Navron
Bart Bordelon, Logic Navron
Brian Sullivan, Falcon Applications
Dalia Gumeel, BPCC Instructor
Jason Cooper, BPCC Instructor

The meeting was called to order at 2:00pm by Dalia Gumeel. Members of the committee introduced themselves.

Laura Goadrich announced that the program was recommended for approval by the accreditation visiting team for Association of Technology, Management, and Applied Engineering (ATMAE) in spring and will be recommended to the board in November. Dalia announced that the ATMAE team was impressed with advisory board and the group of students they had spoken with.

Dalia discussed certifications with the committee. She announced that CIS 151 or CIS 130 or CIS 282 all require students to take the certifications in these classes. Kevin Smith asked the committee about a NCISSP course. He said that BAFB could use the test and it would be convenient for the area.

Dalia went over the changes made to the curriculum. She also announced the changes for consideration for the curriculum which are listed below.

- CIS102 had been enhanced with Python programming to add real programming experience to it.
- CIS115 (Software Applications) replaced with CIT 242 (Computer Architecture)*
- CIS117 (Introduction to Visual Basic) replaced with “Programming Elective”
- CIS209 (Advanced MS Access) replaced with CIT243 (Data Structures)*
- CIS217 (Visual Basic II) replaced with “Programming Elective”
- CIT160 (COBOL Programming) replaced with “CIT Elective”
- CIT 161 (COBOL Programming II) replaced with CIT151 (Advance Java Programming)
- CIT235 (Web Application Development) replaced with CIT 230 (Web Design II)
- CIT electives: CIT101, 112, 115, 282
- New Classes had been added to Curriculum: CIT242 (Computer Architecture), CIT243 (Data Structure)

Dalia announced the consideration of replacing PHSC105 (Elemental Physics) with “Physical Science Elective” listed below.

CHEM 101 General Chemistry I
CHEM 107 Introductory Chemistry
PHYS 105 Elemental Physics
PHYS 106 Elemental Chemistry
PHYS 107 Environmental Science
PHSC 110 Astronomy
PHSC 111 Physical Geology
PHSY 201 General Physics I
SCI 101 Foundation in Science

Laura announced that this was a subcommittee and that all the subcommittee will meet in the spring as one committee to discuss the programs.

Steve Miller asked the committee if there the student were being talk “interpersonal skill”. He said students have the technology skills but seem to lack skills like leadership and communication skills. Dalia suggested that CIS 282 would cover these skills and that student take certification in this class. Dalia discussed that the internship class and the CIT electives should help students prepare the background they need for future jobs.

Learning Outcomes handouts were given to the committee to review. Laura announced that the learning outcomes were reviewed at the start of the fall semester and instructors devised actions steps to improve the effectiveness of the learning outcomes. The committee was asked to send any suggestions or recommendation to them within the next two weeks.

Laura was asked by a committee member about feedback on student from BPCC. She said that LSUS gave great feedback on students especially since most of their student come from BPCC. She said that there was an articulation signed with LSUS last some and has been successful. The committee discussed that there are surveys that students and employers use during internships. Dalia announced that she works with the internships and that they meet every Monday.

Kevin Smith asked about the students being encouraged to participate in professional organizations. He suggested that students should keep a professional journal and attend professional meeting.
The committee voted on the changes of replacing PHSC105 with Physical Science Elective. The committee voted in favor of the changes.

With no further business, the meeting was adjourned at 3:00pm.

Steve Miller sent an email after the meeting to Dalia Gumeel. The article mentions have been attached to the minutes. “Thank you again for coordinating these meetings and inviting me to participate. Although this was my first meeting, I can see the value of the program and the benefits it will bring to BPCC, the students, and the local business community. During the meeting, I mentioned my thoughts regarding the importance of soft skills development, and wanted to follow up with a couple of articles on that topic.”
Information Programmer Analyst Subcommittee Meeting

October 07, 2011 @ 2:00 p.m.

AGENDA

1. Introductions

2. ATMAE Accreditations

3. Certifications

4. Changes made to curriculum.
   - CIS102 had been enhanced with Python programming to add real programming experience to it.
   - CIS115 (Software Applications) replaced with CIT 242 (Computer Architecture)*
   - CIS117 (Introduction to Visual Basic) replaced with “Programming Elective”
   - CIS209 (Advanced MS Access) replaced with CIT243 (Data Structures)*
   - CIS217 (Visual Basic II) replaced with “Programming Elective”
   - CIT160 (COBOL Programming) replaced with “CIT Elective”
   - CIT 161 (COBOL Programming II) replaced with CIT151 (Advance Java Programming)
   - CIT235 (Web Application Development) replaced with CIT 230 (Web Design II)
   - CIT electives: CIT101, 112, 115, 282
   - New Classes had been added to Curriculum: CIT242 (Computer Architecture), CIT243 (Data Structures)

5. Changes for consideration:
   - The consideration of replacing PHSC105 (Elemental Physics) with “Physical Science Elective“:
     CHEM 101 General Chemistry I
     CHEM 107 Introductory Chemistry
     PHYSC 105 Elemental Physics
     PHYSC 106 Elemental Chemistry
     PHYSC 107 Environmental Science
     PHSC 110 Astronomy
     PHSC 111 Physical Geology
     PHSY 201 General Physics I
     SCI 101 Foundation in Science

6. Wrap up and Closing Remarks
Programming Advisory Board Meeting
October 7, 2011
2:00pm in G-219

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura</td>
<td>Goodrich</td>
<td>BPCC</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Bowman</td>
<td>New Tech</td>
</tr>
<tr>
<td>Brandon</td>
<td>Buck</td>
<td>BPCC (Student)</td>
</tr>
<tr>
<td>Steve</td>
<td>Miller</td>
<td>Software &amp; Services</td>
</tr>
<tr>
<td>Kevin</td>
<td>Smith</td>
<td>ACCESS</td>
</tr>
<tr>
<td>Michael</td>
<td>Marshall</td>
<td>Logic Nation</td>
</tr>
<tr>
<td>Barb</td>
<td>Condlin</td>
<td>Logic Nation</td>
</tr>
<tr>
<td>Brian</td>
<td>Sullivan</td>
<td>Falcon Application</td>
</tr>
</tbody>
</table>
Cyber Information Technology
Information Systems Administration Specialist
Subcommittee

Agenda Discussion: Certification Mapping

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Certification</th>
<th>Certification Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 114</td>
<td>Microsoft Windows 7 Configuration (72-680)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Microsoft Office Word 2007 (77-601)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 207</td>
<td>Microsoft Office Excel 2007 (77-602)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 209</td>
<td>Microsoft Office Access 2007 (77-605)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Microsoft Office PowerPoint 2007 (77-603)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>✅ CIT 101</td>
<td>Network+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 112</td>
<td>A+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 122</td>
<td>ICND1</td>
<td>Cisco</td>
</tr>
<tr>
<td>✅ CIT 130</td>
<td>CIW Web Design Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 149</td>
<td>CIW JavaScript Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 151</td>
<td>SCJA Java</td>
<td>Sun Microsystems</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Server 2008 (70-642)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>✅ CIT 172</td>
<td>Linux+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 222</td>
<td>ICND2 or CCNA</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 225</td>
<td>Security+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Microsoft SQL Server 2008</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Computer Hacking Forensic Investigator</td>
<td>EC-Council</td>
</tr>
<tr>
<td>✅ CIT 282</td>
<td>Project+</td>
<td>CompTia</td>
</tr>
</tbody>
</table>
# Bossier Parish Community College

## Unofficial Curriculum Sheet

This unofficial curriculum sheet is established for guidance of students while pursuing an associate degree or certificate at BPCC. Courses marked below which are transferred from another institution are not applicable to degree requirements until approved by the Office of Academic Affairs.

### Associate of Applied Science in Information Programmer-Analyst

<table>
<thead>
<tr>
<th>Name:</th>
<th>CWID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Phone:</td>
</tr>
<tr>
<td>City:</td>
<td>State:</td>
</tr>
<tr>
<td>Date Initiated:</td>
<td></td>
</tr>
</tbody>
</table>

---

### Freshman Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Grade</th>
<th>Equivalent Transfer</th>
<th>Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 102: Problem Solving and Programming Techniques</td>
<td>Add Python programming</td>
<td>CIT242 (Computer Architecture)</td>
<td>(3rd Semester)</td>
<td>3</td>
</tr>
<tr>
<td>CIS 105: Computer Concepts</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101: Composition &amp; Rhetoric I</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MATH 102: College Algebra</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105: Elemental Physics</td>
<td>or any Physical Science Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**2nd Semester**

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th>Grade</th>
<th>Equivalent Transfer</th>
<th>Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 115: Software Applications</td>
<td>CIT242 (Computer Architecture)</td>
<td>(3rd Semester)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 117: Introduction to Visual Basic Programming Elective</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CWD 130: Website Design I</td>
<td>Add HTML, First - Dream Weaver</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Humanities Elective</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**Social Science Elective</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Freshman Year Total Hours:** 15

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>Grade</th>
<th>Equivalent Transfer</th>
<th>Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 209: Advanced MS Access</td>
<td>CIT243 (Data Structure)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 217: Visual Basic II Programming Elective</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIT 150: Introduction to Java Programming</td>
<td>2nd Semester</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIT 160: COBOL Programming I</td>
<td>Hardware Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CWD 150: Web Scripting I</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**3rd Semester Total Hours:** 15

<table>
<thead>
<tr>
<th>4th Semester</th>
<th>Grade</th>
<th>Equivalent Transfer</th>
<th>Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 161: COBOL Programming II</td>
<td>CIT151 (Advance Java Programming)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIT 235: Web Application Development</td>
<td>CWD230 (Web Design II)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIT 270: Relational Database Coding</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIT 299: Programmer-Analyst Internship</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPCH 110: Principles of Speech</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**4th Semester Total Hours:** 15

---

### Total Hours: 60

**Advisory:**

*Humanities elective must be chosen from ENGL 201, 202, 255, or 256; FREN 101, 102 or 201; HIST 101, 102, 103, 104, 201, 202, or 203; HUMAN 201***, 202****, 203****; RLGN 201 or 202; SPAN 101, 102 or 201; SPCH 110*** OR 115***

**Social Science elective must be chosen from ANTH 201 OR 202; BADM 201 OR 202; GPHY 101 or 102; POSC 201 OR 202; PSYC 201, 202, 205, 210, 211, 220, 225; SLGY 201, 202, 203 OR 207

***May not be sole humanities course

****May only be used for AAS degrees

Students must meet prerequisites before taking any given course.

Approved electives: All electives must be approved in accordance with the policy in the BPCC catalog.

---

**Programming Electives:**

- CIS113, 213, CIT160, 161, CWD210

**CIT Electives:**

- CIT282, CIT101, CIT115, And CIT112

**New Classes:**

- CIT242: Computer Architecture, CIT242-Data Structure
# Associate of Applied Science in Information Programmer- Analyst

**Unofficial Curriculum Sheet**

This unofficial curriculum sheet is established for guidance of students while pursuing an associate degree or certificate at BPCC. Courses marked below which are transferred from another institution are not applicable to degree requirements until approved by the Office of Academic Affairs.

## Name: ____________________________
## Address: ____________________________
## City: ______ State: ______ Zip: ______
## CVID#: ____________________________
## Phone: ____________________________
## Date Initiated: ________________________

### Freshman Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 102: Problem Solving and Programming Techniques</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIS 105: Computer Concepts</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101: Composition &amp; Rhetoric I</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MATH 102: College Algebra</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105: Elemental Physics</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 130: Website Design I</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 150: Introduction to Java Programming</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*Programming Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*Humanities Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>**Behavioral/Social Science Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Semester Credit Hours: 15 |

### Sophomore Year

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 242: Computer Architecture</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 243: Data Structures</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 149: Web Scripting I</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*Programming Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*CIT Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 151: Advanced Java Programming</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 230: Website Design II</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 270: Relational Database Coding</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 299: Programmer-Analyst Internship</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110: Principles of Speech</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Semester Credit Hours: 15 |

| Advisor: ____________________________ | Total Hours: 60 |

* Programming Electives: CIS 113, CIT 160, CIT 161, CIT 209
** CIT Electives: CIT 101, CIT 112, CIT 115, CIT 282
*Humanities elective must be chosen from ENGL 201, 202, 255, or 256; FREN 101, 102 or 201; HIST 101, 102, 103, 104, 201, 202, or 203; HUMAN 201****, 202**** or 203****; RLGN 201 or 202; SPAN 101, 102 or 201; SPCH 110**** OR 115****

** Social Science elective must be chosen from ANTH 201 OR 202; BADM 201 OR 202; GPHY 101 or 102; POSC 201 OR 202; PSYC 201, 202, 205, 206, 210, 215, 220, 225; SLGY 201, 202, 203 OR 207
***May not be same humanities course ****May only be used for AAS degrees

Students must meet prerequisites before taking any given course. 04/8/2011
Cyber Information Technology

Information Systems Administration Specialist

Subcommittee

Agenda Discussion: Physical Science Electives

CHEM 101 - General Chemistry I
CHEM 107 - Introductory Chemistry
PHSC 105 - Elemental Physics
PHSC 106 - Elemental Chemistry
PHSC 107 - Environmental Science
PHSC 110 - Astronomy
PHSC 111 - Physical Geology
PHSY 201 - General Physics I
SCI 101 - Foundation in Science
### First Year

#### 1st Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 102</td>
<td>Problem Solving and Programming</td>
<td>3</td>
<td>CSC 120</td>
<td>3</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Computer Concepts</td>
<td>3</td>
<td>CSC 115</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric I</td>
<td>3</td>
<td>ENGL 105</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 121</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105</td>
<td>Elemental Physics</td>
<td>3</td>
<td>PHSC 105</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 2nd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 243</td>
<td>Computer Organization</td>
<td>3</td>
<td>CSC 242</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Programming Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 130</td>
<td>Website Design I</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western World I or Western World II</td>
<td>3</td>
<td>HIST 105 or HIST 106 or HIST 107</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC201</td>
<td>Intro to Psychology or Intro to</td>
<td>3</td>
<td>PSYC 152 or SOCL 105</td>
<td>3</td>
</tr>
<tr>
<td>SLGY201</td>
<td>Sociology (Social Sci Elective)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Second Year

#### 3rd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 242</td>
<td>Data Structures</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network Essentials</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 150</td>
<td>Intro to Programming in Java</td>
<td>3</td>
<td>CSC 135</td>
<td>3</td>
</tr>
<tr>
<td>CIT 120</td>
<td>Network Routing and Switching OR</td>
<td>3</td>
<td>CSC 230</td>
<td>3</td>
</tr>
<tr>
<td>CIT 121</td>
<td>CCNA 1 (in place of Programming Elective)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 149</td>
<td>Web Scripting I</td>
<td>3</td>
<td>General Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

#### 4th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 151</td>
<td>Advanced Java Programming</td>
<td>3</td>
<td>CSC 145</td>
<td>3</td>
</tr>
<tr>
<td>CIT 230</td>
<td>Web Design II</td>
<td>3</td>
<td>General Elective</td>
<td>0</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Relational Database Coding</td>
<td>3</td>
<td>General Elective</td>
<td>0</td>
</tr>
<tr>
<td>CIT 292</td>
<td>Internship</td>
<td>3</td>
<td>General Elective</td>
<td>0</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>Principles of Speech</td>
<td>3</td>
<td>COMM 135</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Total Hours**: 60

**Hours Transferred**: 50
# Degree Progress Sheet for a Major in Computer Information Systems (Effective Fall 2011)

**NAME:** Dr. Jack Russell  
**CWID:**  
**E-mail:** jrussell@msula.edu  
**Cell Phone:** 318-527-9836

<table>
<thead>
<tr>
<th>University Core</th>
<th>Hrs</th>
<th>BPCC Core</th>
<th>Hrs</th>
<th>CIS Core</th>
<th>Hrs</th>
<th>BPCC Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>3</td>
<td>ENGL 101</td>
<td></td>
<td>CIS 1030</td>
<td>3</td>
<td>CIS 117</td>
</tr>
<tr>
<td>ENGL 1020</td>
<td></td>
<td>ENGL 102</td>
<td></td>
<td>CIS 2020</td>
<td>3</td>
<td>CIT 160</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1020 College Algebra</td>
<td>3</td>
<td>MATH 102</td>
<td>3</td>
<td>CIS 2100</td>
<td>3</td>
<td>CIS 217</td>
</tr>
<tr>
<td>MATH 1060 Finite Math</td>
<td>3</td>
<td></td>
<td></td>
<td>CIS 2980</td>
<td>3</td>
<td>CIT 169</td>
</tr>
<tr>
<td><strong>SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI 1010</td>
<td>3</td>
<td></td>
<td></td>
<td>CIS 3000</td>
<td>3</td>
<td>CIT 151</td>
</tr>
<tr>
<td>SCI 1020</td>
<td>3</td>
<td>BLGY 105</td>
<td>3</td>
<td>CIS 3500</td>
<td>3</td>
<td>CIT 120 or 121</td>
</tr>
<tr>
<td>SCI 2010 or 2020</td>
<td>3</td>
<td></td>
<td></td>
<td>CIS 4000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2110</td>
<td>3</td>
<td></td>
<td></td>
<td>CIS 4020</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIST (from 1010, 1020, 2010, 2020)</td>
<td>3</td>
<td>HIST (from 101, 102, 201, 202)</td>
<td>3</td>
<td>CIS 4030</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COMM 1010</td>
<td>3</td>
<td>SPCH 110</td>
<td>3</td>
<td>CIS 4600</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>FINE ARTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FA 1040</td>
<td>3</td>
<td></td>
<td></td>
<td>CIS electives (from 3980, 4040, 4050, 4100, 4200, 4220, 4300, 4400, 4700)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL SCIENCES**  
| ECON 2000       | 3   | BAOM 201  | 3   | ACCT 2000 | 3   | ACCT 205   |
| **BEHAVIORAL SCIENCE** |     |           |     |          |     |           |
| PSYC 1010       | 3   |           | 3   | ACCT 2010 | 3   | ACCT 206   |
| **ORIENTATION** |     |           |     |          |     |           |
| OR 1010         | 1   |           |     | BUAD 2120 | 3   | MATH 210   |

**Additional Support Courses**  
| CIS 1090 & 2000 (Intro to Comp. Apps & Spreadsheets) | 6   | CIS 105 | CIS 207 | MGT 4300 | 3   | Management Policy |
| ECON 2010 Prin. Of Microeconomics | 3   |          |          |          |          |          |
| Academic elective CIS 1060 | 2   | CIS 111  |          |          |          |

**Total University Core Hours:** 40  
**Total Business Core:** 24  
**Total Additional Hours:** 11  
**TOTAL DEGREE HOURS:** 120

---

A total of 60 hours from BPCC will articulate into the CIS 2011-12 4 Year Curriculum at Northwestern. These courses are highlighted in Red in the column labeled BPCC Equivalency.
<table>
<thead>
<tr>
<th>Louisiana Tech University Computer Science Curriculum Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Cwd.</td>
</tr>
<tr>
<td><strong>Minor(s):</strong></td>
</tr>
<tr>
<td><strong>Advisor:</strong></td>
</tr>
<tr>
<td><strong>Communications (12 hrs.)</strong></td>
</tr>
<tr>
<td>* ENGL 101 - Composition I 3</td>
</tr>
<tr>
<td>ENGL 102 - Composition II 3</td>
</tr>
<tr>
<td>ENGL 303 - Technical Writing 3</td>
</tr>
<tr>
<td>ENGL 363 - Sci. &amp; Tech. Presentations 3</td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td>ENGL 101</td>
</tr>
<tr>
<td>ENGL 102</td>
</tr>
<tr>
<td>ENGL 102</td>
</tr>
<tr>
<td>SPCCH 1107</td>
</tr>
<tr>
<td><strong>Humanities / Social Sciences (18 hrs.)</strong></td>
</tr>
<tr>
<td>ECON 215 - Fundamentals of Econ. [1] 3</td>
</tr>
<tr>
<td>Fine Arts Elective [2]</td>
</tr>
<tr>
<td>HIS 101 - World History since 1500 [3] 3</td>
</tr>
<tr>
<td>ENGL 201, 202, 210, 211 or 212 Literature 3</td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td>BADM 202</td>
</tr>
<tr>
<td>ART MUSC THTTR</td>
</tr>
<tr>
<td>HIST 102</td>
</tr>
<tr>
<td>ENGL 200 level</td>
</tr>
<tr>
<td><strong>Social Science Elective (4)</strong></td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td>GPHY, POSC, SLGY, PSYC</td>
</tr>
<tr>
<td><strong>Computer Science (48 hrs.)</strong></td>
</tr>
<tr>
<td>* CSC 100 - Overview of Computer Sci. 3</td>
</tr>
<tr>
<td>* CSC 120 - Intro. to Comp. Programming 3</td>
</tr>
<tr>
<td>* CSC 122 - Intermediate Comp. Prog. 3</td>
</tr>
<tr>
<td>* CSC 220 - Data Structures 3</td>
</tr>
<tr>
<td>* CSC 222 - Systems Programming 3</td>
</tr>
<tr>
<td>* CSC 265 - Intro. to Digital Design 2</td>
</tr>
<tr>
<td>* CSC 269 - Digital Design Lab 1</td>
</tr>
<tr>
<td>* CSC 310 - Theory of Computing 3</td>
</tr>
<tr>
<td>* CSC 325 - Adv. Data Struc. &amp; Algor. 3</td>
</tr>
<tr>
<td>* CSC 330 - Programming Languages 3</td>
</tr>
<tr>
<td>* CSC 345 - Operating Systems 3</td>
</tr>
<tr>
<td>* CSC 364 - Computer Architecture 3</td>
</tr>
<tr>
<td>* CSC 403 - Softw. Design &amp; Engineering 3</td>
</tr>
<tr>
<td>* CSC 404 - Senior Capstone 3</td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td>CIT 102</td>
</tr>
<tr>
<td>CIT 150 OR CIS 113</td>
</tr>
<tr>
<td>CIT 151 OR CIS 213</td>
</tr>
<tr>
<td>CIT 243</td>
</tr>
<tr>
<td>CWD 230</td>
</tr>
<tr>
<td>CIT 242</td>
</tr>
<tr>
<td>CIS 213</td>
</tr>
<tr>
<td>CIS 213</td>
</tr>
<tr>
<td>CIT 242</td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td><strong>Catalog for Graduation:</strong></td>
</tr>
<tr>
<td><strong>Target Graduation Date:</strong></td>
</tr>
<tr>
<td><strong>Status:</strong></td>
</tr>
<tr>
<td><strong>Math and Science (30 hrs.)</strong></td>
</tr>
<tr>
<td>* MATH 240 - Math. for Eng. &amp; Sci. I 3</td>
</tr>
<tr>
<td>* MATH 241 - Math. for Eng. &amp; Sci. II 3</td>
</tr>
<tr>
<td>* MATH 242 - Math. for Eng. &amp; Sci. III 3</td>
</tr>
<tr>
<td>MATH 311 - Discrete Mathematics I 3</td>
</tr>
<tr>
<td>STAT 405 - Statistics 3</td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td>MATH 250</td>
</tr>
<tr>
<td>MATH 251</td>
</tr>
<tr>
<td>MATH 252</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td><strong>Humanities / Social Sciences (18 hrs.)</strong></td>
</tr>
<tr>
<td>ECON 215 - Fundamentals of Econ. [1] 3</td>
</tr>
<tr>
<td>Fine Arts Elective [2]</td>
</tr>
<tr>
<td>HIS 101 - World History since 1500 [3] 3</td>
</tr>
<tr>
<td>ENGL 201, 202, 210, 211 or 212 Literature 3</td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td>BADM 202</td>
</tr>
<tr>
<td>ART MUSC THTTR</td>
</tr>
<tr>
<td>HIST 102</td>
</tr>
<tr>
<td>ENGL 200 level</td>
</tr>
<tr>
<td><strong>Social Science Elective (4)</strong></td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td>GPHY, POSC, SLGY, PSYC</td>
</tr>
<tr>
<td><strong>Math/Science Elective</strong></td>
</tr>
<tr>
<td><strong>BPCC Equivalent:</strong></td>
</tr>
<tr>
<td><strong>Minor / Support Area (12 hrs.)</strong></td>
</tr>
<tr>
<td>* grade of C or better is required</td>
</tr>
<tr>
<td>All students must complete a minor, to be approved by the Program Chair. After requirements for a minor have been met, the balance of the minor / support area courses can be chosen from science, math, engineering, computer science, or approved business courses. CIS not accepted.</td>
</tr>
<tr>
<td>(1) Prefer instead ECON 202 if minoring in Economics, Finance or Bus. Admin.</td>
</tr>
<tr>
<td>(2) Fine Arts: ART 250, MUSC 250, SPTH 250, HES 280 or KINE 280</td>
</tr>
<tr>
<td>(3) If substituting another history, GEOG 205 or GEOG 210 MUST be taken (if so, it can also be a Social Science Elective (International requirement)</td>
</tr>
<tr>
<td>(4) Social Science: Geography / Pol. Sci. / Sociology / Psych / Anthropology</td>
</tr>
<tr>
<td>The lab sequence may be changed to another science; ask Program Chair</td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
</tr>
</tbody>
</table>

152 | Page
# Summary of Spring 2011

Program and Course Learning Outcomes

**Associate of Applied Science in Information Programmer Analyst**

Learning Outcome A: clarity in verbal and written communication to accurately convey technical information and to critically read and interpret technical literature;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
<td>75.86%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>48</td>
<td>38</td>
<td>84.49%</td>
<td>62.30%</td>
</tr>
<tr>
<td>CIT 150</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 160</td>
<td>10</td>
<td>6.5</td>
<td>7.75</td>
<td>91.18%</td>
<td>77.50%</td>
</tr>
<tr>
<td>CIT 282</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>88.59%</td>
<td>88.59%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>115</strong></td>
<td><strong>50.50</strong></td>
<td><strong>31.75</strong></td>
<td><strong>62.99%</strong></td>
<td><strong>71.09%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome A not offered this semester: CIS 113, CIT 161, CWD 150, 230)

Learning Outcome B: the ability to critically analyze the use of mainframe computers in conjunction with web and server applications;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 160</td>
<td>10</td>
<td>6.5</td>
<td>7.75</td>
<td>91.18%</td>
<td>77.50%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>39</strong></td>
<td><strong>37.5</strong></td>
<td><strong>29.75</strong></td>
<td><strong>79.33%</strong></td>
<td><strong>79.28%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome B not offered this semester: CIS 113, CIT 161, CWD 150, 230)

Learning Outcome C: working knowledge by learning relevant computer languages to enabling graduates to critically analyze and react to new developments in their field;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.60%</td>
<td>75.60%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>48</td>
<td>38</td>
<td>84.49%</td>
<td>62.30%</td>
</tr>
<tr>
<td>CIT 150</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 160</td>
<td>10</td>
<td>8.5</td>
<td>7.75</td>
<td>91.18%</td>
<td>77.50%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>166</strong></td>
<td><strong>69.50</strong></td>
<td><strong>73.75</strong></td>
<td><strong>62.40%</strong></td>
<td><strong>69.58%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome C not offered this semester: CIS 113, CIT 161, CWD 150, 230)

Learning Outcome D: the utilization of mathematics to collect, analyze and interpret technical data collected through investigation and experimentation

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.60%</td>
<td>75.60%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>29</strong></td>
<td><strong>29</strong></td>
<td><strong>22</strong></td>
<td><strong>75.60%</strong></td>
<td><strong>75.60%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome D not offered this semester: CWD 150, 230)
Learning Outcome E: an application of computer web server and programming applications to gain hands-on experience.

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall StudentSuccess</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 160</td>
<td>10</td>
<td>8.5</td>
<td>7.75</td>
<td>91.18%</td>
<td>77.50%</td>
</tr>
<tr>
<td>CIT 232</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>88.89%</td>
<td>88.89%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>19</td>
<td>18</td>
<td>16</td>
<td>90.00%</td>
<td>82.89%</td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome E not offered this semester: CIS 113, CIT 161, CWD 150, 230)

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASIPA</td>
<td>61.6</td>
<td>54</td>
<td>45</td>
<td>81.99%</td>
<td>72.40%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: The evaluated and overall success are very strong. To accommodate industry needs, bringing to the advisory board the catalog change to phase out CIT 120 by 2011-2012 year and require instead CIT 121 for students to gain Cisco experience.
### CIT 101

**Changes needed to improve student success:**
- Hopkins: Add a couple of projects in the course.
- Gemmel: I think next semester I need to use Exam Cram as practice for the Network+. I don't think the Measure exam that comes with the book is effective enough. Also, I need to let the student practice for the Network+ earlier and continue through out the class (Focus of practicing for the Network+).

**Changes needed to improve retention:**
- Hopkins: The students talked to about why they dropped mostly did so because they took more classes then they could handle. No student that I know dropped due to the course work or class structure.
- Gemmel: I think I need to pay very close attention to the students attendance early and through out the class life cycle, and try to call those that were not participating in the class and help them manage their schedule and see if they have any issues with layout of the class.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54</td>
<td>53.25</td>
<td>97.82%</td>
<td>84.52%</td>
</tr>
</tbody>
</table>

**Faculty response from 9-9-2011:** In the eight week class, Gemmel reported that she started earlier with Exam Cram so the students will have more time to practice with the assignments, quizzes, and adaptive drills. Hopkins reported that there were and increased number of projects required and has started sending out emails earlier to make the class more personal to the students. As a result, Hopkins reported that three students that would have been suspended, came back to class and are doing well.

### CIT 110

**Summary of results from all Learning Outcomes:**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 110</td>
<td>16</td>
<td>15</td>
<td>11</td>
<td>73.33%</td>
<td>68.75%</td>
</tr>
</tbody>
</table>

**Faculty response from 9-9-2011:** Faculty reported back that the class is working well and that the students are very successful. No changes recommended.

### CIT 112

**Changes needed to improve student success:**
- Horton: Student success is very high in this course. Students who complete the course are very likely to pass the A+ Cert Test.

**Changes needed to improve retention:**
- Horton: Student success is very high in this course. Students who complete the course are very likely to pass the A+ Cert Test.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 112</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>100.00%</td>
<td>86.67%</td>
</tr>
</tbody>
</table>

**Faculty response from 9-9-2011:** Faculty reported back that the students needed more time at the beginning of the class to pre-test so that the

### CIT 115

**Changes needed to improve student success:**
- Cooper: Students should be required to submit their assignments in a more timely manner. In all cases where success is less than 100%, it is due to student failure to submit work. Overall, the students performed well on all work they completed.

**Changes needed to improve retention:**
- Cooper: Retention was not an issue in this course. In a few cases, the students should have dropped the course rather than receive failing grades because of a failure to submit assignments. In the online section, it would benefit the students to remind them more often about deadlines during the short session of Term B.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>23.67</td>
<td>81.61%</td>
<td>81.61%</td>
</tr>
</tbody>
</table>

**Faculty response from 9-9-2011:** Faculty reported back that there is a need to update the prerequisite to CIT 101 for the course. Also, recommendation to move to a sixteen week face to face format offering to allow for more lab time. For the accelerated, we will still have the 6-week online course available.

### CIT 120

**Changes needed to improve student success:**
- Hopkins: Add more labs to the course.

**Changes needed to improve retention:**
- Hopkins: I talked to several that had dropped and the main problem was they forgot they registered for the class and weren't reading their BPCC email. The ones that dropped after class started did so due to overload. Retention may be helped by obtaining a personal email to contact them before class starts and remind them.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 120</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>98.18%</td>
<td>98.18%</td>
</tr>
</tbody>
</table>

**Faculty response from 9-9-2011:** Faculty reported that there are now more labs planned for the course and look forward to creating a volunteer lab to create a network for the online students to gain similar experience. There is also an increase in email conversation follow-up to students who are not responding to email questions and concerns.
CIT 121
Changes needed to improve student success:
Cooper: Students must spend more time practicing math (particularly Chp 6). The subject is difficult and more practical applications of these calculations would enhance their understanding.

Changes needed to improve retention:
Cooper: For the high school course, retention is not a problem. For the BPCC course, retention is very good as all the students are motivated to complete the CCNA certification.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>73.68%</td>
<td>73.68%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this semester, math will be introduced at the beginning of the semester so that students can get more familiar with the upcoming calculations embedded throughout the course.

CIT 122
Changes needed to improve student success:
Cooper: The high school students need more engaging practical activities to keep their attention focused on tasks. The BPCC campus students

Changes needed to improve retention:
Cooper: There is no issue with retention in either section. The 482 students are all dual-enrolled high school students and Cisco students in general are very self-motivated.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 122</td>
<td>9</td>
<td>6333333333</td>
<td>766.67%</td>
<td>92.59%</td>
<td>0.851518182</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the lab exercises will be incorporated into the second half of the course as the first half is very busy with new material.

CIT 150
Changes needed to improve student success:
Gumel: 100% success!

Changes needed to improve retention:
Gumel: Talk to student more often and try to see how I can improve their understanding of the subject

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 150</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that email will be focused on more, for those students who don’t respond, there will be additional follow-up to help ensure their success and that they don’t get behind in the course.

CIT 160
Changes needed to improve student success:
Agawal: 100% student success

Changes needed to improve retention:
Agawal: 100% student success

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 160</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the class worked very well and will be working on increasing awareness about the course to get more students in both the course and the program.

CIT 170
Changes needed to improve student success:
Horton: We need more technology! The machines in our labs aren’t capable of running the new 3k8 server without issue.

Changes needed to improve retention:
Horton: 100% student success

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 170</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that he will be completing a tech fee request for additional memory and hardware to make the lab more effective.
Changes needed to improve student success:
Horton: Retention in this course is very high.

Changes needed to improve retention:
Horton: Retention in this course is very high.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 172</td>
<td>23</td>
<td>23</td>
<td>22.33</td>
<td>97.10%</td>
<td>89.33%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this class will work best as a C term offering and ensuring that the CIT 101 prerequisite will be enforced for all students to ensure their success.

Changes needed to improve student success:
Horton: This is an excellent course as is, giving the students the opportunity to get real work experience before they enter the workforce.

Changes needed to improve retention:

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 190</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this is a smooth capstone class, but has low attendance due to low number of students enrolled in the program. There will be increased recruitment to try and get more students in the one-year program.

Changes needed to improve student success:

Changes needed to improve retention:
Horton: Retention in this course is 100 percent.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the labs are being updated. This course is now mapped with CNSS, which many Bakersale students need. This course will also be needed by the new Hachi TCA which will help increase enrollment in future offerings.

Changes needed to improve student success:
Cooper: These sections used this course to put the first Cyber Defense Competition. In future semesters, the course should have a structured curriculum.

Changes needed to improve retention:
Cooper: Retention was acceptable. Efforts should be made to reach out more frequently to the online students.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 220</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this course is being moved to cover the first half of CISSP preparation. This course has always had a hard time known as firewalls as there was not enough material for a 3-credit hour course. The increased need for CISSP on base will help get more students into the course.

Changes needed to improve student success:
Overall this was a good course. The biggest issue is that students are overloading their schedules so much that they can not dedicate the time needed for any one course. They are stretching themselves thin.

Changes needed to improve retention:
Good as is

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 225</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the course plan is that staying similar, but there will be an increased focus on students to schedule their time and assignments to ensure more student success.
CIT 270

Changes needed to improve student success:
Gume: Focus on practicing for the SQL certification exam early in the semester.

Changes needed to improve retention:
Gume: Talk to student and see how they are doing in managing their schedule due to the fact they may have multiple cert they have to take at the same semester.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 270</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that there will be more targeted practice for the Certification incorporated throughout the course.

CIT 280

Changes needed to improve student success:
Rondeau: PD - This was a great experience. The students really dug in and learned. There was one student that just did not want to work.
BPPCC - Coming off of teaching this too PD it was really disappointing. The students at BPPCC did not put as much effort into the course as the high school students did. Some tried but half the class thought it was too much work and pretty much shut down. This is an upper level course that the high school students handled. I think our students are either just not wanting to work or they have overloaded their schedules to such a degree that they cannot function.

Changes needed to improve retention:
Rondeau: PD - When teaching at off site locations we still need to have full net access. The Bossier School filter blocked us from some labs.
BPPCC - Not sure at this time. I need to figure out why the students are not trying. this seems to be across multiple classes from talking with other teachers.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 280</td>
<td>16</td>
<td>15</td>
<td>13</td>
<td>93.75%</td>
<td>81.25%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that they will encourage more student ownership of projects and that every Friday students will complete end of week notes so students can stay up to date with deadlines. For students who are in need of forensics laptops, a tech fee was approved last semester to allow students to check out laptops specifically for this course.

CIT 282

Changes needed to improve student success:
Gume: Add more screen cast and podcast material to improve student understanding for the subject.

Changes needed to improve retention:
Gume: Add more screen cast and podcast material to improve student understanding for the subject.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 282</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>100.00%</td>
<td>88.89%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that they will be adding more voice overs and narrations to the online material to assist online students. Lectures will be emailed and contain more history and background to better prepare students.

CIT 291

Changes needed to improve student success:
Gume: Find the students employment early in the semester, and make sure those companies are willing to train and the students have good chance to be hired in those companies.

Changes needed to improve retention:
Gume: 100%

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 291</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the internships to ensure they are placed earlier and better prepared for their work environment. Internship classes will report out to Laura every Thursday to ensure that progress is being made.

CIT 292

Changes needed to improve student success:
Cooper: The students were very successful with their internships-in most cases, they already work in the IT field. They successfully completed job search related activities. Future sections should focus more on ethics in information technology.

Changes needed to improve retention:
Cooper: The students were very successful with their internships-in most cases, they already work in the IT field. They successfully completed job search related activities. Future sections should focus more on ethics in information technology.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 292</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the internships to ensure they are placed earlier and better prepared for their work environment. Internship classes will report out to Laura every Thursday to ensure that progress is being made.
CIT 293

Changes needed to improve student success:
Horton: We need to try and get the students placed in work earlier than we were able to this semester.

Changes needed to improve retention:
Horton: Retention in this course is 100 percent.

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the intern to ensure they are placed earlier and better prepared for their work environment. Internship classes will report out to Laura every Thursday to ensure that progress is being made.

CIT 299

Changes needed to improve student success:
Gumeel: Find the students employment early in the semester, and make sure those companies are willing to train and the students have good chance to be hired in those companies.

Changes needed to improve retention:
Gumeel: 100% retention.

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the intern to ensure they are placed earlier and better prepared for their work environment. Internship classes will report out to Laura every Thursday to ensure that progress is being made.

CWD 130

Changes needed to improve student success:
Kassara: Make Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work. Add more real-life experiences/projects. Arrange with the testing center to add the Adobe Dreamweaver certification practice and exam to this course.

Changes needed to improve retention:
Kassara: Make Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work. Add more real-life experiences/projects. Arrange with the testing center to add the Adobe Dreamweaver certification practice and exam to this course.

Faculty response from 9-9-2011: Faculty stated that there are laptops in the library for students to check out and students will be encouraged to check them out sooner in the semester to have access to needed software. Lynne Brown is providing a discount for students to take associated certification as this course moves to being mapped with CIT. This semester, there will be a smaller number of assignments required, but the assignments will be comprehensive to help students handle the course load. Also, a new server is available for students that will allow off campus access to the software.

CWD 170

Changes needed to improve student success:
Hopkins: A web server would help the students see their site as it would be published.

Changes needed to improve retention:
Hopkins: Retention is good once we started but the Q season caused many to forget they had registered. They evidently were looking at their BPCC email so contacting them was difficult. Maybe having alternate personal email would help.

Faculty response from 9-9-2011: Faculty stated that there is a new server is available for students that will allow off campus access to the software needed for the course. Also, the instructors will work on using personal emails to help remind students about assignments and deadlines.

CWD 280

Changes needed to improve student success:
Rondeau: Over all great class. Some of the tools are becoming outdated and need to be updated. Will be working on finding replacements. One student just came to class and did nothing. Based on my attendance requirements I could not suspend. I will look at adjusting my policy to include participation in course as part of the attendance requirement.

Changes needed to improve retention:
Rondeau: I am going to POD cast all lectures for students to be able to have better access to my notes.

Faculty response from 9-9-2011: Faculty stated that they will be providing updated podcasts of lectures for students to have detailed information about the labs in the new textbook edition.
Career Spotlight: Software Programmer

By Allan Hoffman, Monster Tech Jobs Expert

The stereotypical lonely programmer coding away for hours in a cubicle is mostly just that — a worn-out image that bears little resemblance to the current working lives of US programmers, often called software developers or software engineers. Working on teams, handling presentations and accompanying sales staff to client meetings are all part of their work.

"The idea that it's a lonely job where you sit in an office and interact with a computer all day long is the biggest misconception" about programming, says Joel Spolsky, founder of New York City-based Fog Creek Software who blogs at Joel on Software. "Almost every programming project these days is a team effort. A huge part of programming involves communicating and interacting with people.

Programming Job Basics

Programming is the backbone of information technology. Programmers write the code that runs everything from Web pages to cell phones to computer games. Without software developers, there would be no Google or Halo II.

As Frederick Brooks writes in the classic The Mythical Man-Month: Essays on Software Engineering, programmers, like poets, form things out of nothing. David Thomas, who coauthored The Pragmatic Programmer with Andrew Hunt, says this is incredibly satisfying. "You start out with nothing more than an idea, and some time later, thousands of people are using the manifestation of that idea.

Such work is notoriously demanding, especially in high-pressure industries. As a study from the International Game Developers Association notes, coding at some companies means 80-hour weeks, with employees prone to burnout after several years.

Programmer Education and Training

Programmers come from a variety of backgrounds, but many follow one of two paths. Some learn programming as part of a formal computer science or information technology degree program, while others start out in a related area of IT, such as tech support or Web design, and pick up programming along the way. Some even started programming as kids.

"The best computer science students show up at college already knowing how to program pretty well," Spolsky says. A bachelor's degree was not always a prerequisite for programmers, but now most companies require it. Some prefer a master's degree.

Just don't stick with this career if it's not for you. "It's important to understand that programming well is a particular kind of talent that requires a particular kind of brain," says Spolsky. "Tone-deaf people are not going to go very far as musicians, so if coding is not for you, don't force it."
What Employers Want

With companies now regularly considering whether to send programming projects overseas, US-based developers should consider what they can offer employers that a developer in India or Russia cannot. More often than not, that's a combination of communication skills and industry expertise.

"Successful developers are first and foremost communicators," says Thomas. "They talk to customers, they talk with each other, and they talk to computers. Indeed, you could argue that the job of a developer is to act as a translator between a customer's needs and a computer's needs.

Would-be programmers, as well as ones trying to reinvent themselves, should focus not only on keeping their technical skills fresh, but also on ensuring their business know-how is top-notch. "Talking with customers, acting as an ambassador between business units, integrating proprietary systems with commodity systems -- all these things are intrinsically part of a local business," says Thomas. "They won't be moving to China or India. And the good thing is that all of these skills are more valuable to your company than merely churning out yet one more Java package.

Moving on from Programming

What happens when a developer decides programming is just one step on their career path rather than the destination? Programmers often move onto other positions, such as a project leader, project manager or software architect, gaining management experience along the way.

"Former programmers -- good ones -- are in a unique position," says Hunt. "They understand technology, they are quick learners, and they can apply both logical thought processes and unfettered creativity to solve problems. People like that can go on to do anything they choose, whether it's moving into management or going out on their own in a startup environment."
Soft Skills vs. Software Skills

When building a team of software developers, it is very important to define the profile of the engineers we want to compose it: Do we want to give importance mostly to the software skills, or do we want also to give a big weight to the soft skills?

This is how Wikipedia defines soft skills:

"Soft skills is a sociological term relating to a person's EQ (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job."

It is clear that the ideal developer must have a combination of the two types of skills. We don’t want someone in our team who is a brilliant programmer but is never ready to share his knowledge with others. We also do not want someone who is very nice and pleasant, but writes low quality code and has low productivity.

I think it is natural that in the software industry, in general, companies will have some preference for hiring the best engineers, even if they are not the best team players. For example, this is what Eric Schmidt recently said in an interview about Google’s hiring process:

"You are going to have to deal with the odd people. Not every single one of these incredibly smart people is a team player... even if people don’t want them around, we still need them."

In some cases, people with poor soft skills can be really prejudicial. My experience is that a problematic personality is normally the main reason for a software developer to be fired or transferred to a different project.

The amount of damage that a developer with poor soft skills can cause to the team depends on the development methodology being used:
- If the developers are working following traditional methods, in which they do not have many dependencies on each other tasks, then it is easier to make the most benefit of that black-belt programmer that does not happen to have the best inter-personal skills.
- If the team is using Agile methods such as Scrum, then we do expect that the developers will work closely together, and being a good team-player becomes essential. In a Scrum team, a programmer with poor soft skills may cause more damage than benefit.

At the bottom line, when considering a candidate for an engineering position, I believe there should be some essential requirements regarding the software skills, but I would never hire someone who clearly has poor soft skills.
Information Programmer Analyst Subcommittee Meeting

October 07, 2011 @ 2:00 p.m.

AGENDA

1. Introductions

2. ATMAE Accreditations

3. Certifications

4. Changes made to curriculum:
   - CIS102 had been enhanced with Python programming to add real programming experience to it.
   - CIS115 (Software Applications) replaced with CIT 242 (Computer Architecture)*
   - CIS117 (Introduction to Visual Basic) replaced with “Programming Elective”
   - CIS209 (Advanced MS Access) replaced with CIT243 (Data Structures)*
   - CIS217 (Visual Basic II) replaced with “Programming Elective”
   - CIT160 (COBOL Programming) replaced with “CIT Elective”
   - CIT 161 (COBOL Programming II) replaced with CIT151 (Advance Java Programming)
   - CIT235 (Web Application Development) replaced with CIT 230 (Web Design II)
   - CIT electives: CIT101, 112, 115, 282
   - New Classes had been added to Curriculum : CIT242 (Computer Architecture), CIT243 (Data Structure)

5. Changes for consideration:
   - The consideration of replacing PHSC105 (Elemental Physics) with “Physical Science Elective”:
   - CHEM 101 General Chemistry I
   - CHEM 107 Introductory Chemistry
   - PHYS 105 Elemental Physics
   - PHYS 106 Elemental Chemistry
   - PHYS 107 Environmental Science
   - PHSC 110 Astronomy
   - PHSC 111 Physical Geology
   - PHSY 201 General Physics I
   - SCI 101 Foundation in Science

6. Wrap up and Closing Remarks
Cyber Information Technology

Information Systems Administration Specialist

Subcommittee

Agenda Discussion: Certification Mapping

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Certification</th>
<th>Certification Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 114</td>
<td>Microsoft Windows 7 Configuration (72-680)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Microsoft Office Word 2007 (77-601)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 207</td>
<td>Microsoft Office Excel 2007 (77-602)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 209</td>
<td>Microsoft Office Access 2007 (77-605)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Microsoft Office PowerPoint 2007 (77-603)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>✔ CIT 101</td>
<td>Network+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 112</td>
<td>A+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 122</td>
<td>ICND1</td>
<td>Cisco</td>
</tr>
<tr>
<td>✔ CIT 130</td>
<td>CIW Web Design Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>✔ CIT 149</td>
<td>CIW JavaScript Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>✔ CIT 151</td>
<td>SCJA Java</td>
<td>Sun Microsystems</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Server 2008 (70-642)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>✔ CIT 172</td>
<td>Linux+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 222</td>
<td>ICND2 or CCNA</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 225</td>
<td>Security+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Microsoft SQL Server 2008</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Computer Hacking Forensic Investigator</td>
<td>EC-Council</td>
</tr>
<tr>
<td>✔ CIT 282</td>
<td>Project+</td>
<td>CompTia</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1st Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td>CIS 102</td>
<td>Problem Solving and Programming Techniques</td>
</tr>
<tr>
<td>1st Semester</td>
<td>CIS 105</td>
<td>Computer Concepts</td>
</tr>
<tr>
<td>1st Semester</td>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric I</td>
</tr>
<tr>
<td>1st Semester</td>
<td>MATH 102</td>
<td>College Algebra</td>
</tr>
<tr>
<td>1st Semester</td>
<td>PHSC 105</td>
<td>Elemental Physics or any Physical Science Elective</td>
</tr>
<tr>
<td>1st Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td>CIS 145</td>
<td>Software Applications</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>CIS 147</td>
<td>Introduction to Visual Basic Programming Elective</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>CWD 130</td>
<td>Website Design I</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>*Humanities Elective</td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td><strong>Social Science Elective</strong></td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Semester</td>
<td>CIS 209</td>
<td>Advanced MS Access</td>
</tr>
<tr>
<td>3rd Semester</td>
<td>CIS 217</td>
<td>Visual Basic II Programming Elective</td>
</tr>
<tr>
<td>3rd Semester</td>
<td>CIT 150</td>
<td>Introduction to Java Programming (2nd semester)</td>
</tr>
<tr>
<td>3rd Semester</td>
<td>CIT 160</td>
<td>COBOL Programming I</td>
</tr>
<tr>
<td>3rd Semester</td>
<td>CWD 130</td>
<td>Web Scripting I</td>
</tr>
<tr>
<td>3rd Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Semester</td>
<td>CIT 161</td>
<td>COBOL Programming II</td>
</tr>
<tr>
<td>4th Semester</td>
<td>CIT 225</td>
<td>Web Application Development</td>
</tr>
<tr>
<td>4th Semester</td>
<td>CIT 270</td>
<td>Relational Database Coding</td>
</tr>
<tr>
<td>4th Semester</td>
<td>CIT 299</td>
<td>Programmer-Analyst Internship</td>
</tr>
<tr>
<td>4th Semester</td>
<td>SPCH 110</td>
<td>Principles of Speech</td>
</tr>
<tr>
<td>4th Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Humanities elective must be chosen from: ENGL 201, 202, 255, or 256; FREN 101, 102 or 201; HIST 101, 102, 103, 104, 201, 202, or 203; HMAN 201, 202, 203, 204, 205, or 206; RLG 210 or 212; SPAN 101, 102 or 201; SPCH 110, 115, or 117*

**Social Science elective must be chosen from: ANTH 201 OR 202; BADM 201 OR 202; BIOS 101 OR 102; PSYC 201, 202, 205, 210, 215, 220, 222, 225; SLGY 201, 202, 203 OR 207**

***May not be sole humanities course

****May only be used for AAS degrees

**Students must meet prerequisites before taking any given course.**

---

Approved electives: All electives must be approved in accordance with the policy in the BPCC catalog. **08/9/2010**

**Programming Electives:** CIT113, 213, CIT160, 161, CWD210

**CIT Electives:** CIT282, CIT101, CIT115, And CIT112

**New Classes:** CIT242- Computer Architecture, CIT243-Data Structure
**Unofficial Curriculum Sheet**

This unofficial curriculum sheet is established for guidance of students while pursuing an associate degree or certificate at BPCC. Courses marked below which are transferred from another institution are not applicable to degree requirements until approved by the Office of Academic Affairs.

**Associate of**

**Applied Science in**

**Information Programmer-Analyst**

<table>
<thead>
<tr>
<th>Name:</th>
<th>CWID#:</th>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**Freshman Year**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 102: Problem Solving and Programming Techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 105: Computer Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 101: Composition &amp; Rhetoric I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 102: College Algebra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>PHSC 105: Elemental Physics</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2nd Semester**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 130: Website Design I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 150: Introduction to Java Programming</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Programming Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Behavioral/Social Science Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 242: Computer Architecture</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 243: Data Structures</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 149: Web Scripting I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Programming Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**4th Semester**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent Transfer Name of Institution</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 151: Advanced Java Programming</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 230: Website Design II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 270: Relational Database Coding</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIT 299: Programmer-Analyst Internship</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110: Principles of Speech</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Adviser**

| Total Hours: | 60 |

* Programming Electives: CIS 113, CIT 160, CIT 161, CIT 209
** CIT Electives: CIT 101, CIT 112, CIT 115, CIT 282
*Humanities elective must be chosen from ENGL 201, 202, 255, or 256; FREN 101, 102 or 201; HIST 101, 102, 103, 104, 201, 202, or 203; HMAM 201***, 202**** or 203****; RLGN 201 or 202; SPAN 101, 102 or 201; SPCH 110*** or 115***

** Social Science elective must be chosen from ANTH 201 OR 202; BADM 201 OR 202; GPHY 101 or 102; POSC 201 OR 202; PSYC 201, 202, 205, 206, 210, 215, 220, 225; SLGY 201, 202, 203 OR 207
*** May not be used for Humanities course
** May only be used for AAS degrees
Students must meet prerequisites before taking any given course.

04/8/2011
Cyber Information Technology

Information Systems Administration Specialist

Subcommittee

Agenda Discussion: Physical Science Electives

CHEM 101 - General Chemistry I
CHEM 107 - Introductory Chemistry
PHSC 105 - Elemental Physics
PHSC 106 - Elemental Chemistry
PHSC 107 - Environmental Science
PHSC 110 - Astronomy
PHSC 111 - Physical Geology
PHSY 201 - General Physics I
SCI 101 - Foundation in Science
Appendix D
AAS IPA

Bossier Parish Community College - Louisiana State University at Shreveport
Articulation of BPCC AAS Information Programmer Analyst to LSUS BS in Computer Information Systems
Up to 60 total hours may transfer from BPCC to LSUS

First year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 102</td>
<td>Problem Solving and Programming</td>
<td>3</td>
<td>CSC 120</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Computer Concepts</td>
<td>3</td>
<td>CSC 115</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric I</td>
<td>3</td>
<td>ENGL 105</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 121</td>
</tr>
<tr>
<td>PHSC 105</td>
<td>Elementel Physics</td>
<td>3</td>
<td>PHSC 105</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>Credit Hours</td>
<td>LSUS Course</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>Course</td>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 243</td>
<td>Computer Organization Programming Elective</td>
<td>3</td>
<td>CSC 242</td>
</tr>
<tr>
<td>CIT 130</td>
<td>Website Design I</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>HIST 101 or</td>
<td>Western World I or Western World II</td>
<td>3</td>
<td>HIST 105 or HIST 106 or HIST 107</td>
</tr>
<tr>
<td>HIST 102</td>
<td>(Humanities Elective)</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>PSYC201 or</td>
<td>Intro to Psychology or Intro to Sociology (Social Sci Elective)</td>
<td>3</td>
<td>PSYC 152 or SOCL 105</td>
</tr>
<tr>
<td>SLGY201</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 242</td>
<td>Data Structures</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network Essentials</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>CIT 150</td>
<td>Intro to Programming in Java Network Routing and Switching OR CCNA 1 (in place of Programming Elective)</td>
<td>3</td>
<td>CSC 135</td>
</tr>
<tr>
<td>CIT 120 or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 121</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 149</td>
<td>Web Scripting I</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>4th Semester</td>
<td>Credit Hours</td>
<td>LSUS Course</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>Course</td>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 151</td>
<td>Advanced Java Programming</td>
<td>3</td>
<td>CSC 145</td>
</tr>
<tr>
<td>CIT 230</td>
<td>Web Design II</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Relational Database Coding</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>CIT 292</td>
<td>Internship</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>Principles of Speech</td>
<td>3</td>
<td>COMM 135</td>
</tr>
<tr>
<td>Degree Total Hours</td>
<td>60</td>
<td>Hours Transferred</td>
<td>50</td>
</tr>
</tbody>
</table>
A total of 60 hours from BPCC will articulate into the CIS 2011-12 4 Year Curriculum at Northwestern. These courses are highlighted in Red in the column labeled BPCC Equivalency.
# Louisiana Tech University Computer Science Curriculum Fall 2010

<table>
<thead>
<tr>
<th>Name:</th>
<th>Credit</th>
<th>BPCC Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Communications (12 hrs.)
- ENGL 101 - Composition I 3 ENGL 101
- ENGL 102 - Composition II 3 ENGL 102
- ENGL 303 - Technical Writing 3
- ENGL 363 - Sci. & Tech. Presentations 3 SPCH 110?

## Humanities / Social Sciences (18 hrs.)
- ECON 215 - Fundamentals of Econ. [1] 3 BADM 202
- Fine Arts Elective [2] 3 ART, MUSC, THTR
- HIST 102 - World History since 1500 [3] 3 HIST 102
- ENGL 201, 202, 210, 211 or 212 Literature 3 ENGL 200 level
- Social Science Elective [4] 3 GPHY, POSC, SLGY, PSYC
- Social Science Elective [4] 3 GPHY, POSC, SLGY, PSYC

## Computer Science (48 hrs.)
- CSC 100 - Overview of Computer Sci. 3 CIS 102
- CSC 120 - Intro. to Comp. Programm. 3 CIT 105 OR CIT 113
- CSC 122 - Intermediate Comp. Prog. 3 CIT 151 OR CIT 213
- CSC 220 - Data Structures 3
- CSC 222 - Systems Programming 3 CWS 230
- CSC 263 - Intro. to Digital Design 2 CIT 242
- CSC 269 - Digital Design Lab 1 CIT 242
- CSC 310 - Theory of Computing 3
- CSC 325 - Adv. Data Struc. & Algor 3
- CSC 330 - Programming Languages 3
- CSC 345 - Operating Systems 3
- CSC 364 - Computer Architecture 3
- CSC 403 - Softw. Design & Engineering 3
- CSC 404 - Senior Capstone 3

## Math and Science (30 hrs.)
- MATH 240 - Math. for Eng. & Sci. I 3 MATH 250
- MATH 241 - Math. for Eng. & Sci. II 3 MATH 251
- MATH 242 - Math. for Eng. & Sci. III 3 MATH 252
- MATH 311 - Discrete Mathematics I 3
- STAT 406 - Statistics 3
- PHYS 201 - Physics for Eng. & Sci. I 3 CHIFM 101
- PHYS 202 - Physics for Eng. & Sci. II 3 CHEM 102
- PHYS 203 - General Physics I Lab 1 CHEM 101L
- PHYS 204 - General Physics II Lab 1 CHEM 102L
- BISC 130 - Biological Principles 3 BILG 101
- BISC 131 - Biological Principles Lab 1 BILG 101L
- Math/Science Elective 3 BILG (not 101 or 101L)

## Minor / Support Area (12 hrs.)
- For a minor in Web design, 12 hours from CWD 111, 130, 150, 160, 170, 210, 230, CIT 235, 282.
- For a minor in Networking, 12 hours from CIT 101, 112, 115, 120, 121, 122, 170, 172, 210, 225, 280.

* grade of C or better is required

All students must complete a minor, to be approved by the Program Chair. After requirements for a minor have been met, the balance of the minor / support area courses can be chosen from science, math, engineering, computer science, or approved business courses. CIS not accepted.

[3] If substituting another history, GEOG 205 or GEOG 210 MUST be taken –
* if to it can also be a Social Science Elective (international requirement)
[4] Social Science: Geography / Pol. Sci. / Sociology / Psych./ Anthropology

The lab sequence may be changed to another science, ask Program Chair.
Summary of Spring 2011
Program and Course Learning Outcomes

Received by faculty on August 15, 2011
Reviewed by faculty in division meeting on 9-9-2011

Associate of Applied Science in Information Programmer Analyst

Learning Outcome A: clarity in verbal and written communication to accurately convey technical information and to critically read and interpret technical literature;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
<td>75.86%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>46</td>
<td>38</td>
<td>84.49%</td>
<td>82.30%</td>
</tr>
<tr>
<td>CIT 150</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 190</td>
<td>10</td>
<td>8.5</td>
<td>7.75</td>
<td>91.18%</td>
<td>77.50%</td>
</tr>
<tr>
<td>CIT 232</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>88.89%</td>
<td>88.89%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>98.50</strong></td>
<td><strong>31.75</strong></td>
<td><strong>82.99%</strong></td>
<td><strong>71.09%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome A not offered this semester: CIS 113, CIT 161, CWD 150, 230)

Learning Outcome B: the ability to critically analyze the use of mainframe computers in conjunction with web and server applications;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
<td>75.86%</td>
</tr>
<tr>
<td>CIT 150</td>
<td>10</td>
<td>8.5</td>
<td>7.75</td>
<td>91.18%</td>
<td>77.50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
<td><strong>37.5</strong></td>
<td><strong>29.75</strong></td>
<td><strong>79.59%</strong></td>
<td><strong>75.23%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome B not offered this semester: CIS 113, CIT 161, CWD 150, 230)

Learning Outcome C: working knowledge by learning relevant computer languages to enabling graduates to critically analyze and react to new developments in their field;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
<td>75.86%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>46</td>
<td>38</td>
<td>84.49%</td>
<td>82.30%</td>
</tr>
<tr>
<td>CIT 150</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>CIT 190</td>
<td>10</td>
<td>8.5</td>
<td>7.75</td>
<td>91.18%</td>
<td>77.50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>106</strong></td>
<td><strong>89.50</strong></td>
<td><strong>73.76</strong></td>
<td><strong>82.40%</strong></td>
<td><strong>69.59%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome C not offered this semester: CIS 113, CIT 161, CWD 150, 230)

Learning Outcome D: the utilization of mathematics to collect, analyze and interpret technical data collected through investigation and experimentation

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>75.86%</td>
<td>75.86%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>29</strong></td>
<td><strong>29</strong></td>
<td><strong>22</strong></td>
<td><strong>75.86%</strong></td>
<td><strong>75.86%</strong></td>
</tr>
</tbody>
</table>

(Classes in Learning Outcome D not offered this semester: CWD 150, 230)
Learning Outcome E: an application of computer web server and programming applications to gain hands-on experience.

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 160</td>
<td></td>
<td>10</td>
<td>8.5</td>
<td>7.75</td>
<td>91.18%</td>
</tr>
<tr>
<td>CIT 262</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>88.69%</td>
</tr>
</tbody>
</table>

TOTAL: 19 18 16 90.00% 82.89%

(Classes in Learning Outcome E not offered this semester: CIS 113, CIT 161, CWD 150, 230)

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASIFA</td>
<td>61.6</td>
<td>54</td>
<td>45</td>
<td>81.99%</td>
<td>72.40%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: The evaluated and overall success are very strong. To accommodate industry needs, bringing the advisory board the catalog change to phase out CIT 120 by 2011-2012 year and require instead CIT 121 for students to gain Cisco experience.
CIT 101

Changes needed to improve student success:
Gomez: I think next semester I need to use Exam Cram as practice for the Network+ I don't think the Measure exam that comes with the book is effective enough. Also I need to let the student practice for the Network+ earlier and continue through out the class (Focus of practicing for the Network+).

Changes needed to improve retention:
Hopkins: The students I talked to about why they dropped mostly did so because they took more classes then they could handle. No student that I know dropped due to the course work or class structure.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>63</td>
<td>54.5</td>
<td>53.25</td>
<td>97.82%</td>
<td>84.52%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: In the eight week class. Gomez reported that she started earlier with ExamCram so the students will have more time to practice with the assignments, quizzes, and adaptive drills. Hopkins reported that there were an increased number of projects required and he started sending out emails earlier to make the class more personal to the students. As a result, Hopkins reported that three students that would have been suspended, came back to college and are doing well.

CIT 110

Changes needed to improve success:
Weaver: Since the course happens so late in the semester, need to work on time management with students. End of the end the class catches them so quickly. Also they need to have all of their required material on day one.

Changes needed to improve retention:
Weaver: Since the course happens so late in the semester, need to work on time management with students. End of the end the class catches them so quickly. Also they need to have all of their required material on day one.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 110</td>
<td>16</td>
<td>15</td>
<td>11</td>
<td>73.33%</td>
<td>68.75%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported back that the class is working well and that the students are very successful. No changes recommended.

CIT 112

Changes needed to improve student success:
Horizon: Student success is very high in this course. Students who complete the course are very likely to pass the A+ Cert Test.

Changes needed to improve retention:
Horizon: Student success is very high in this course. Students who complete the course are very likely to pass the A+ Cert Test.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 112</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>100.00%</td>
<td>86.67%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported back that the students needed more time at the beginning of the class to pre-test so that the

CIT 115

Changes needed to improve student success:
Cooper: Students should be required to submit their assignments in a more timely manner. In all cases where success is less than 100%, it is due to student failure to submit work. Overall, the students performed well on all work they completed.

Changes needed to improve retention:
Cooper: Retention was an issue in this course. In a few cases the students should have dropped the course rather than receive failing grades because of a lack of deadlines. It would benefit the students to read them more often about deadlines during the short session of Term B.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>29</td>
<td>29</td>
<td>23.67</td>
<td>81.61%</td>
<td>81.61%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported back that there is a need to update the prerequisite to CIT 101 for the course. Also, recommendation to move to a sixteen week face to face format offering to allow for more lab time. For the accelerated, we will have the 8 week online course available.

CIT 120

Changes needed to improve student success:
Hopkins: Add more labs to the course.

Changes needed to improve retention:
Hopkins: I talked to several that had dropped and the main problem was they forgot they registered for the class and weren't reading their BPCC email. The ones that dropped after class started did so due to over load. Retention may be helped by obtaining a personal email to contact them before class starts and remind them.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 120</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>95.81%</td>
<td>95.81%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that there are more lab plans prepared for the course and too toward to creating a voluntary lab to create a network for the online students to gain similar experience. There is also an increase in email communication follow-up to students who are not responding to email questions and concerns.
CIT 121

Changes needed to improve student success:
Cooper: Students must spend more time practicing math (particularly Chp 6). The subject is difficult and more practical applications of these calculations would enhance their understanding.

Changes needed to improve retention:
Cooper: For the high school course, retention is not a problem. For the BPCC course, retention is very good as all the students are motivated to complete the CCNA certification.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>73.68%</td>
<td>73.68%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this semester, math will be introduced at the beginning of the semester so that students can get more familiar with the upcoming calculations embedded throughout the course.

CIT 122

Changes needed to improve student success:
Cooper: The high school students need more engaging practical activities to keep their attention focused on tasks. The BPCC campus students:

Changes needed to improve retention:
Cooper: There is no issue with retention in either section. The 462 students are all dual-enrolled high school students and Cisco students in general are very self-motivated.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 122</td>
<td>9</td>
<td>8,333333333</td>
<td>766.67%</td>
<td>92.59%</td>
<td>851851852</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the lab exercises will be incorporated into the second half of the course as the first half is very busy with new material.

CIT 150

Changes needed to improve student success:
Gumel: 100% success!

Changes needed to improve retention:
Gumel: Talk to student more often and try to see how I can improve their understanding to the subject.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 150</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that email will be focused on more, for those students who don’t respond, there will be additional follow-up to help ensure their success and that they don’t get behind in the course.

CIT 160

Changes needed to improve student success:
Aganwal: 100% student success

Changes needed to improve retention:
Aganwal: 100% student success

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 160</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the class worked very well and will be working on increasing awareness about the course to get more students in both the course and the program.

CIT 170

Changes needed to improve student success:
Horton: We need more technology! The machines in our labs aren’t capable of running the new 2KB server without issue.

Changes needed to improve retention:
Horton: 100% student success

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 170</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that he will be completing a tech fee request for additional memory and hardware to make the lab more effective.
Changes needed to improve student success:
Horton: Retention in this course is very high.

Changes needed to improve retention:
Horton: Retention in this course is very high.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 172</td>
<td>25</td>
<td>23</td>
<td>22.33</td>
<td>97.10%</td>
<td>89.33%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this class will work best as a C term offering and ensuring that the CIT 191 prerequisite will be enforced for all students to ensure their success.

Changes needed to improve student success:
Horton - This is an excellent course as is, giving the students the opportunity to get real work experience before they enter the workforce.

Changes needed to improve retention:

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 190</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this is a smooth capstone class, but has low attendance due to low number of students enrolled in the program. There will be increased recruitment to try and get more students in the one-year program.

Changes needed to improve student success:

Changes needed to improve retention:

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 210</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the labs are being updated. This course is now mapped with CNSS, which many Bankside students need. This course will also be needed by the new Model TCA which will help increase enrollment in future offerings.

Changes needed to improve student success:
Cooper: These sections used this course to put on the first Cyber Defense Competition. In future semesters, the course should have a structured curriculum.

Changes needed to improve retention:
Cooper: Retention was acceptable. Efforts should be made to reach out more frequently to the online students.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 220</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that this course is being moved to cover the first half of CISSP preparation. This course has always had a hard time known as firewalls as there was not enough material for a 3 credit hour course. The increased need for CISSP on base will help get more students into the course.

Changes needed to improve student success:
Overall this was a good course. The biggest issue is that students are overloading their schedules so much that they can not dedicate the time needed for any one course. They are stretching themselves thin.

Changes needed to improve retention:
Good as is

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 225</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that the course plan is that staying similar, but there will be an increased focus on students to schedule their time and assignments to ensure more student success.
Changes needed to improve student success:
Gumeel: Focus on practicing for the SQL certification exam early in the semester.

Changes needed to improve retention:
Gumeel: Talk to student and see how they are doing in managing their schedule due to the fact they may have multiple cert they have to take at the same semester.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 270</td>
<td>3</td>
<td>3</td>
<td>3 100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that there will be more targeted practice for the Certification incorporated throughout the course.

Changes needed to improve student success:
Rondreau: PD - This was a great experience. The students really dug in and learned. There was one student that just did not want to work.
BPCC - Coming off of teaching this top PD it was really disappointing. The students at BPCC did not put as much effort into the course as the high school students did. Some tried but half the class thought it was too much work and pretty much shut down. This is an upper level course that the high school students handled. I think our students are either just not wanting to work or they have overloaded their schedules to such a degree that they cannot function.

Changes needed to improve retention:
Rondreau: PD - When teaching at off-site locations we still need to have full net access. The Bossier School filter blocked us from some labs
BPCC - Not sure at this time. I need to figure out why the students are not trying. This seems to be across multiple classes from talking with other teachers.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 280</td>
<td>10</td>
<td>15</td>
<td>13 93.75%</td>
<td>81.25%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that they will encourage more student ownership of projects and that every Friday students will complete end of week notes so students can stay up to date with deadlines for students who are in need of forensics laptops, a tech fee was approved last semester to allow students to check out laptops specifically for this course.

Changes needed to improve student success:
Gumeel: Add more screen cast and podcast material to improve student understanding for the subject.

Changes needed to improve retention:
Gumeel: Add more screen cast and podcast material to improve student understanding for the subject.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 282</td>
<td>9</td>
<td>9</td>
<td>8 100.00%</td>
<td>88.89%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty reported that they will be adding more voice overes and narrations to the online material to assist online students. Lectures will be emailed and contain more history and background to better prepare students.

Changes needed to improve student success:
Gumeel: Find the students employment early in the semester, and make sure those companies are willing to train and the students have good chance to be hired in those companies.

Changes needed to improve retention:
Gumeel: 100%

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 291</td>
<td>1</td>
<td>1</td>
<td>1 100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the interns to ensure they are placed earlier and better prepared for their work environment. Internship classes will report out to Laura every Thursday to ensure that progress is being made.

Changes needed to improve student success:
Cooper: The students were very successful with their internships-in most cases, they already work in the IT field. They successfully completed job search tasks related activities. Future sections should focus more on ethics in information technology.

Changes needed to improve retention:
Cooper: The students were very successful with their internships-in most cases, they already work in the IT field. They successfully completed job search tasks related activities. Future sections should focus more on ethics in information technology.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 292</td>
<td>4</td>
<td>4</td>
<td>4 100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the interns to ensure they are placed earlier and better prepared for their work environment. Internship classes will report out to Laura every Thursday to ensure that progress is being made.
### CIT 293

**Changes needed to improve student success:**
*Hinton:* We need to try and get the students placed in work earlier than we were able to this semester.

**Changes needed to improve retention:**
*Hinton:* Retention in this course is 100 percent.

#### Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 293</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the terms to ensure they are placed earlier and better prepared for the work environment. Internship classes will report to Laura every Thursday to ensure that progress is being made.

### CIT 299

**Changes needed to improve student success:**
*Quinet:* Find the students’ employment early in the semester, and make sure those companies are willing to train and the students have a good chance to be hired in those companies.

**Changes needed to improve retention:**
*Quinet:* 100% retention

#### Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 299</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty and Dean have revised the schedule for the terms to ensure they are placed earlier and better prepared for the work environment. Internship classes will report to Laura every Thursday to ensure that progress is being made.

### CWD 130

**Changes needed to improve student success:**
*Kassau:* Take Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work.

Add more real-life experiences/projects. Arrange with the testing center to add the Adobe Dreamweaver certification practice and exam to this course.

**Changes needed to improve retention:**
*Kassau:* Take Dreamweaver more accessible to students. Lower number of assignments and projects so students can keep up with pace of work.

Add more real-life experiences/projects. Arrange with the testing center to add the Adobe Dreamweaver certification practice and exam to this course.

#### Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>333.33%</td>
<td>3</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that there are laptops in the library for students to check out and students will be encouraged to check them out sooner in the semester to have access to needed software. Lynn Brown is providing a discount for students to take associated certification as this course moves to being mapped with C.W. This semester, there will be a smaller number of assignments required, but the assignments will be comprehensive to help students handle the course load. Also, a new server is available for students that will allow off-campus access to the software.

### CWD 170

**Changes needed to improve student success:**
*Hopkins:* A web server would help the students see their site as it would be published.

**Changes needed to improve retention:**
*Hopkins:* Retention is good once we started but the C session caused many to forget they had registered. They evidently were looking at their BPPC email so contacting them was difficult. Maybe having alternate personnel email would help.

#### Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 170</td>
<td>61</td>
<td>3333333333</td>
<td>3</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that there is a new server is available for students that will allow off-campus access to the software needed for the course. Also, the instructors will work on using personal emails to help remind students about assignments and deadlines.

### CWD 280

**Changes needed to improve student success:**
*Rondel:* Over all great class. Some of the tools are becoming outdated and need to be updated. We will be working on finding replacements. One student just came to class and did nothing. Based on my attendance requirements I could not suspend. Will look at adjusting my policy to include participation in course as part of the attendance requirement.

**Changes needed to improve retention:**
*Rondel:* I am going to PCD cast all lectures for students to be able to have better access to my notes.

#### Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 280</td>
<td>14</td>
<td>12</td>
<td>11.5</td>
<td>91.83%</td>
</tr>
</tbody>
</table>

Faculty response from 9-9-2011: Faculty stated that they will be providing updated podcasts of lectures for students to have detailed information about the labs in the new textbook edition.
Web Analyst Programmer Advisory Meeting Minutes 2011

1. This meeting was held electronically. There were no questions or concerns voiced in this manner. We had 100% approval for items brought up for voting for changes in the programs.
   • Change in Science Electives
   • Learning Outcomes evaluations
   • Required Certifications

2. To take effect Spring of 2012 with the updates in the new catalog for March 2012.

Physical Science Electives in place of requiring PHSC 105: Elemental Physics. CHEM 101
   General Chemistry I
   CHEM 107 Introductory Chemistry
   PHYSC 105 Elemental Physics
   PHYSC 106 Elemental Chemistry
   PHYSC 107 Environmental Science
   PHSC 110 Astronomy
   PHSC 111 Physical Geology
   SCI 101 Foundation in Science

Required Certification – We would like to require students in courses that are mapped to national recognized certifications to be required to attempt certifications. These will be used in the course as part of the final exam.

3. Agenda, Web Analyst Learning Outcomes, and Unofficial Checklist are attached.
Meeting called by: Chris Rondeau
Attendees: Ken Hanson, Keith Hanson, Leslie Fife, Eddy Smith, Victoria Provenza, Chris Rondeau, Laura Goadrich, Mark Goadrich

**Items that require voting:**

**ATMAE**
The program that was not fully approved last year. We will be re-evaluated on November 9th. There are a few more updates that we need to make in order to fully comply with their requirements. The team from ATMAE is expected to revisit BPCC in May of 2012.

**Item to vote on**

*Physical Science Electives Options* – It is felt that the following courses should be allowed as Physical Science Electives in place of requiring PHSC 105: Elemental Physics.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101 General Chemistry I</td>
<td>CHEM 107 Introductory Chemistry</td>
<td>PHYS 105 Elemental Physics</td>
<td>PHYS 106 Elemental Chemistry</td>
</tr>
<tr>
<td>Elemental Physics</td>
<td></td>
<td>PHYS 107 Environmental Science</td>
<td>Physiology 107</td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSC 111 Physical Geology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSC 111 Physical Geology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation in Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please respond in with either **APPROVE** or **DO NOT APPROVE** for this change to the change of the Physical Science Elective Option.

**Learning Outcomes**

*Review of Learning Outcomes results and actions* – This summer we reviewed previous learning outcomes and instructors devised action steps to improve the effectiveness of the learning environment. Please see the PDF file that was also included in this email to review the steps that we are taking to improve our courses.

Please respond in with either **APPROVE** or **DO NOT APPROVE** for the way we evaluated and changes that we are making. If you feel another course of action should be taken for course review and improvement please advise.

**Certifications**

*Required Certification* – We would like to require students in courses that are mapped to national recognized certifications to be required to attempt certifications. These will be used in the course as part of the final exam.

Please respond in with either **APPROVE** or **DO NOT APPROVE** for making certifications required.

**Certifications**

*New Certification alignments:*

*CIW* – Starting research to align Web Design courses with CIW certifications. These certifications will not be required, but will be encouraged.

*Adobe Certifications* – The courses that are using adobe products have been aligned with Adobe Certifications. These will not be required, but will be encouraged.
Curriculum Review
Please review the attached curriculum. If you feel any updates or changes are needed to be made to enhance the program please let me know.

CNSS
Last year we were awarded CNSS 4011 and 4012. Because of this we were able to create two new Technical Certifications, one for each of the certification. We have submitted the proper documentation and applications for the 4013 and 4014. We will learn if these will be awarded this Spring.

CAE2Y
We have started the application process. We hope to submit by December.

Articulation
We now have an articulation agreement with LSUS
Bossier Parish Community College  
Unofficial Curriculum Sheet  

This unofficial curriculum sheet is established for guidance of students while pursuing an associate degree or certificate at BPCC. Courses marked below which are transferred from another institution are not applicable to degree requirements until approved by the Office of Academic Affairs.

**Associate of Applied Science in Web Analyst Programmer**

<table>
<thead>
<tr>
<th>Name: ______________________________</th>
<th>CWID#: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: ____________________________</td>
<td>Phone: __________________________</td>
</tr>
<tr>
<td>City: ______ State: _____ Zip: _____</td>
<td>Date Initiated: _________________</td>
</tr>
</tbody>
</table>

**Freshman Year**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Grade</th>
<th>Equivalent Transfer</th>
<th>Name of Institution</th>
<th>Credit</th>
<th>Hours</th>
</tr>
</thead>
</table>


CIS 102: Problem Solving and Programming Techniques 3
CIS 105: Computer Concepts 3
ENGL 101: Composition & Rhetoric I 3
MATH 102: College Algebra 3
PHSC 105: Elemental Physics 3

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 115: Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIT 130: Website Design I</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110: Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>*Programming Elective</td>
<td>3</td>
</tr>
<tr>
<td>*Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Semester</td>
<td></td>
</tr>
<tr>
<td>CIS 209: Advanced MS Access</td>
<td>3</td>
</tr>
<tr>
<td>CIT 150: Introduction to Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIT 149: Web Scripting I</td>
<td>3</td>
</tr>
<tr>
<td>CIT 169: Database Interactions or CIT 101 Network Essentials</td>
<td>3</td>
</tr>
<tr>
<td>CIT 230: Website Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 151: Advanced Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIT 235: Web Application Development</td>
<td>3</td>
</tr>
<tr>
<td>CIT 270: Relational Database Coding</td>
<td>3</td>
</tr>
<tr>
<td>CIT 294: Web Analyst Programmer Internship</td>
<td>3</td>
</tr>
<tr>
<td>**Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Advisor | Total Hours: 60 |

*Programming Electives: CIT 160, CIT 161, CIT 209, CIS 117, CIS 217
*Humanities elective must be chosen from ENGL 201, 202, 255, or 256; FREN 101, 102 or 201; HIST 101, 102, 103, 104, 201, 202, or 203; HMAN 201****, 202**** or 203****; RLGN 201 or 202; SPAN 101, 102 or 201; SPCH 110*** or 115***
**Social Science elective must be chosen from ANTH 201 OR 202; BADM 201 OR 202; GPHY 101 or 102; POSC 201 OR 202; PSYC 201, 202, 205, 206, 210, 215, 220, 225; SLGY 201, 202, 203 OR 207
***May not be sole humanities course
****May only be used for AAS degrees

Students must meet prerequisites before taking any given course.
Approved elective: All electives must be approved in accordance with the policy in the BPCC catalog.

04/8/
Advisory members were presented with updates to the Natural Science Electives. The proposed change introduced the following classes as replacements for the PHSC 105:

- CHEM 101 General Chemistry I
- CHEM 107 Introductory Chemistry
- PHYSC 105 Elemental Physics
- PHYSC 106 Elemental Chemistry
- PHYSC 107 Environmental Science
- PHSC 110 Astronomy
- PHSC 111 Physical Geology
- PHSY 201 General Physics I

The Advisory members voted unanimously for the proposed changes.
Computer Information Systems Subcommittee
Meeting Minutes October 6, 2011
12:30pm – 1:30pm
A-230

Members Present:
Laura Goadrich, Dean of TEAM
Paul Weaver, Professor at BPCC
Jennifer Voisin, Chesapeake
Ryan Thomas, Citizens National Bank
    Morris Busby, Webster Parish
    Schools Cliff Broussard, Willis
    Knighton Bossier Bill Bell, City of
    Bossier City
Sally Namie, Bossier School System
    Pam Milstead, Asst. Professor at
    BPCC Henry Burns, Wooden
    Spoon
Annette Shows, Asst. Professor BPCC
    Robert Callan, WKMC
Dr. Jack Raley, Program Director

The meeting was called to order at 12:30pm by Dr. Jack Raley, Program Director of CIS. Committee members were introduced.

Laura Goadrich announced that the program was recommended for approval by the accreditation visiting team for Association of Technology, Management, and Applied Engineering (ATMAE) in spring and will be recommended to the board in November. The visiting team had the recommendation that the program update the Natural Electives to Physical Science Elective options.

Learning Outcomes handouts were given to the committee to review. Laura announced that the learning outcomes were reviewed at the start of the fall semester and instructors devised actions steps to improve the effectiveness of the learning outcomes. Dr. Raley added that BPCC uses the outcomes to build student confidence for success. The committee was asked to send any suggestions to them within the next two weeks.

Worksheets on certifications and Technical Competency were given to the committee. The Software Applications TCA requires student to complete the following courses and demonstrate proof of knowledge and skills necessary to meet the backs computer needs in business. CIS 105
Computer Concepts, CIS 114 Operating Environments, CIS 115 Software Applications, CIS 205 Advanced MS Word, or CIS 207 Advanced MS Excel, or CIS 209 Advanced MS Access.
Pam Milstead discussed the following courses for the committee to review: CIS 106 Introduction to Management Information Systems, CIS 120 Survey of E-Commerce and CIS 299 Digital Communication. The committee agrees to merge CIS 120 to CIS106. The committee recommended that CIS 299 be kept. The committee recommended that CIS 299 be offered to student in there sophomore year. Jennifer Voisin said that Chesapeake uses social media pages and that this course would be a “win…win” situation.

Dr. Raley ask for internship help for CIS 298. He called it “free labor” for companies and allows the students to gain the work skills need for them to find a job. The committee discussed how the internship would be a great ambassador to a company to get the word out. Morris Busby encouraged help on their webpage from students.

Laura discussed the Committee on National Security Systems (CNSS). Last year the program was awarded CNSS 4011 and 4012. The program has submitted the documentation and applications for the 4013 and 4014 and will submit the application to CAE2Y in January.

Dr. Raley announced that Bossier Parish Community College now has articulation agreements with LSUS, NSU, and University of Maryland University College. Laura added that the University of Maryland will accept 70 credit hours from BPCC.

Paul Weaver discussed the benefits of the CALL program. The CIS degree is mapped to the CALL accelerated program which is designed to help individuals in the workforce complete their degree.

The committee voted on the program learning outcomes. The committee voted unanimous for the changes.

With no further business, the meeting was adjourned at 1:20pm.
ATMAE is faculty, students, and industry professionals dedicated to solving complex technological problems and developing the competitive technologist and applied engineering workforce.
# Summary of Spring 2011

## Program and Course Learning Outcomes

**Associate of Applied Science in Computer Information Systems**

**Learning Outcome A:** ability to perform basic tasks in the Windows operating system.

**Summative Assessment:** Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 114</td>
<td>56</td>
<td>43</td>
<td>41</td>
<td>97.78%</td>
<td>84.62%</td>
</tr>
<tr>
<td>CIS 227</td>
<td>29</td>
<td>26</td>
<td>23</td>
<td>87.75%</td>
<td>79.31%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>85</strong></td>
<td><strong>69.2</strong></td>
<td><strong>64.2</strong></td>
<td><strong>92.77%</strong></td>
<td><strong>75.53%</strong></td>
</tr>
</tbody>
</table>

**Learning Outcome B:** ability to create and edit word processing documents involving formatting skills.

**Summative Assessment:** Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>1,006</td>
<td>658</td>
<td>607</td>
<td>92.25%</td>
<td>60.34%</td>
</tr>
<tr>
<td>CIS 115</td>
<td>123</td>
<td>82</td>
<td>79</td>
<td>100.00%</td>
<td>66.67%</td>
</tr>
<tr>
<td>CIS 205</td>
<td>30</td>
<td>28</td>
<td>25</td>
<td>86.61%</td>
<td>80.83%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1,159</strong></td>
<td><strong>767.75</strong></td>
<td><strong>710.5</strong></td>
<td><strong>92.54%</strong></td>
<td><strong>61.30%</strong></td>
</tr>
</tbody>
</table>

**Learning Outcome C:** ability to create and edit electronic spreadsheet documents utilizing basic mathematical skills.

**Summative Assessment:** Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>1,006</td>
<td>658</td>
<td>607</td>
<td>92.25%</td>
<td>60.34%</td>
</tr>
<tr>
<td>CIS 115</td>
<td>123</td>
<td>82</td>
<td>79</td>
<td>100.00%</td>
<td>66.67%</td>
</tr>
<tr>
<td>CIS 207</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>82.00%</td>
<td>82.00%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1,139</strong></td>
<td><strong>749.75</strong></td>
<td><strong>693.7</strong></td>
<td><strong>92.52%</strong></td>
<td><strong>60.90%</strong></td>
</tr>
</tbody>
</table>

**Learning Outcome D:** ability to create and edit relational databases.

**Summative Assessment:** Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>1,006</td>
<td>658</td>
<td>607</td>
<td>92.25%</td>
<td>60.34%</td>
</tr>
<tr>
<td>CIS 115</td>
<td>123</td>
<td>82</td>
<td>79</td>
<td>100.00%</td>
<td>66.67%</td>
</tr>
<tr>
<td>CIS 209</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>70.83%</td>
<td>60.71%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1,136</strong></td>
<td><strong>1,495.75</strong></td>
<td><strong>1,383.45</strong></td>
<td><strong>92.51%</strong></td>
<td><strong>121.78%</strong></td>
</tr>
</tbody>
</table>
Learning Outcome E: ability to create and edit electronic presentations.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>1,006</td>
<td>658</td>
<td>607</td>
<td>92.25%</td>
<td>60.34%</td>
</tr>
<tr>
<td>CIS 115</td>
<td>123</td>
<td>82</td>
<td>79</td>
<td>100.00%</td>
<td>66.67%</td>
</tr>
<tr>
<td>CIS 210</td>
<td>20</td>
<td>18</td>
<td>15</td>
<td>81.94%</td>
<td>73.75%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1149</strong></td>
<td><strong>757.75</strong></td>
<td><strong>700.25</strong></td>
<td><strong>92.41%</strong></td>
<td><strong>60.94%</strong></td>
</tr>
</tbody>
</table>

Learning Outcome F: ability to navigate and utilize the Internet.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 111</td>
<td>44</td>
<td>37</td>
<td>35</td>
<td>94.81%</td>
<td>80.30%</td>
</tr>
<tr>
<td>CWD 130</td>
<td>61</td>
<td>42</td>
<td>34</td>
<td>81.75%</td>
<td>59.36%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>105</strong></td>
<td><strong>78.90</strong></td>
<td><strong>69.19</strong></td>
<td><strong>87.69%</strong></td>
<td><strong>65.90%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASCIS</td>
<td>4,773</td>
<td>3,919</td>
<td>3,621</td>
<td>92.41%</td>
<td>75.87%</td>
</tr>
</tbody>
</table>
Changes needed to improve student success:
Allen: Students need to be motivated to complete assignments and to complete them on time.
Bynog: Students need to have all materials and be computer literate.
Milstead: Students need to have all materials on day one.
Raley: Students must attend class on the day test are scheduled and need to follow directions.
Robins: Students must realize the importance on completing the assignments.
Shaw, C: Students need to have all materials on day one.
Shaw, A: Following the directions in the book is essential.
Shows: Students need textbook, SAM code, and software when course begins.
Weaver: Must have textbook, Must have SAM code. Must have software.
Whitten: Students need to follow step by step instructions to complete the tutorials and lab assignments.

Changes needed to improve retention:
Allen: More instructor/student contact.
Bynog: Students need materials from the beginning and must understand the scope of the work.
Milstead: Students need to have materials from day one.
Robins: Instructors need to stress importance of submitting assignments.
Shaw, C: Students need to have all materials on day one.
Shaw, A: It would be nice if SAM could provide more accurate grading.
Shows: Students need textbook, SAM code, and software when course begins. For 8-week classes, make sure students realize the class is faster.
Weaver: Must have textbook. Must have SAM code. Must have software.
Whitten: Students need to realize they will have to complete some work outside the classroom.

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>1006</td>
<td>658</td>
<td>607</td>
<td>92.25%</td>
<td>60.34%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The concern about increasing retention by needing to have the materials on day one has been addressed in that students now receive their SAM2010 codes the first day using the course fee system. For the course, each student is charged a course fee of the cost of one license, reducing the cost of the individual licenses by over 60% and ensuring that students can start in SAM2010 on the first day of class.

Changes needed to improve student success:
Shaw, A: Course text is Windows 7, but VLAN ghost image was Windows Vista. Built in test banks were outdated and not very practical.
Weaver: Textbook and software a MUST.
Shaw, C: Students need to have all materials on day one.
Changes needed to improve retention:
Shaw, A: Course text has a lot of hands on experience, but little explanation of how Windows works. Lecture needs the "how it works" aspect of the material.
Weaver: textbook and software a MUST
Shaw, C: Students need to have all materials on day one.

<table>
<thead>
<tr>
<th>Summary of results from all Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>CIS 114</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty will be directing students to eHub.com on the first day of the semester so that students can get a free copy of Windows 7 for the class. This will help ensure that the students can get started on their material at the start of the semester.

Changes needed to improve student success:
Allen: students need to be encouraged to complete assignments and to begin day 1
Shaw, C: Students need to have all materials on day one.
Shaw, A: Beware of dangers with Excel auto-fill features that can lock the spreadsheet.
Shows: Students need textbook and software at beginning of course.
Weaver: must have textbook and software to start course.

Changes needed to improve retention:
Allen: more instructor/student contact
Shaw, C: Students need to have all materials on day one.
Shaw, A: This course has a lot of assignments. Students need to be ready to begin working from the first day of class.
Shows: Make sure students realize they are enrolled in an 8-week course.
Weaver: MAKE SURE STUDENT ARE ENROLLED IN THE proper section.

<table>
<thead>
<tr>
<th>Summary of results from all Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>CIS 115</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: To help increase the retention, the faculty will be directing students to eHub.com on the first day of the semester so that students can get a free copy of Windows 7 for the class. The division will also make sure that there are enough licenses in the bookstore for Office 2010.
CIS 205

Changes needed to improve student success:
Weaver: this was one of the best classes I have ever taught. Everyone turned in their work consistently. I always have lots of assignments to grade.
Maybe if it was known how wonderful this class was then activities to pair stronger and weaker students could have been used.
for th 901, a 16 week course is too long for an Internet class
Changes needed to improve retention:
Weaver:
Help students with inability to complete to be able to withdraw better. Need a BPCC retention group

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 205</td>
<td>30</td>
<td>28</td>
<td>25</td>
<td>86.61%</td>
<td>80.83%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty are making use of the new BPCC retention website at the first sign of student concerns.

CIS 207

Changes needed to improve student success:
Weaver: for the 901, a 16 week course is too long for an Internet class

Changes needed to improve student retention:
Weaver:
Help students with inability to complete to be able to withdraw better. Need a BPCC retention group

Summary of results from all Learning Outcomes:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207</td>
<td>10</td>
<td>10</td>
<td>8.2</td>
<td>82.00%</td>
<td>82.00%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty responded that there will be more consistency in the course for this semester. The course no longer has the CIS 115 prerequisite, as requested by the faculty.

CIS 209

Changes needed to improve student success:
Weaver: Offer vased session lengths. Better advising in program management. More focus on advanced chapters

Changes needed to improve retention:
Weaver: Offer vased session lengths. Better advising in program management
All student that stayed in the course passed. Two student withdrew.
Changes needed to improve student success:
for the 901, a 16 week course is too long for an Internet class

Changes needed to improve retention:
Weaver:
Help students with inability to complete to be able to withdraw better. Need a BPCC retention group

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 209</td>
<td>7</td>
<td>6</td>
<td>4.25</td>
<td>70.83%</td>
<td>60.71%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty responded that there will be a stronger focus on the advanced chapters this semester. To increase the number of students, the course no longer has the CIS 115 prerequisite, as requested by the faculty.

**CIS 210**

Changes needed to improve student success:
for the 901, a 16 week course is too long for an Internet class

Changes needed to improve retention:
Weaver:
Help students with inability to complete to be able to withdraw better. Need a BPCC retention group

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 210</td>
<td>20</td>
<td>18</td>
<td>14.75</td>
<td>81.94%</td>
<td>73.75%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty are making use of the new BPCC retention website at the first sign of student concerns.

**CIS 227**

Changes needed to improve student success:
Shows: Students must complete assignments and projects

Changes needed to improve retention:
Shows: One student was “no-show,” all other students retained

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 227</td>
<td>23</td>
<td>26</td>
<td>23</td>
<td>87.75%</td>
<td>79.31%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty stated that for the spring semester, the course is changed to an application/project based book. As a capstone course, this is very comprehensive and went over well with the students.
MIS 120

Changes needed to improve student success:
Milstead: Make sure students begin work as soon as the semester begins. Make sure students understand due dates/deadlines.

Changes needed to improve retention:
Milstead: Make sure students begin work as soon as the semester begins. Make sure students understand due dates/deadlines.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 120</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>100%</td>
<td>88.24%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty stated to increase retention, more emails will be sent to the students at the start of the semester to make sure they get on the right path and maintain focus.

CWD 111

Changes needed to improve student success:
Rondeau: Many students thought this was going to be an easy "A" so they were not wanting to put out. Many choose not to do the final project which is what Learning Outcome C is on. They had four weeks to complete the project and I work a complete example in class. Not sure what to do at this time. I have noticed this issue across the board and with other teachers.
Shaw, C: Must have textbook. Must begin project before last week of class.

Changes needed to improve retention:
Rondeau: Students must be held more accountable for their actions.
Shaw, C: Must have textbook. Must begin project before last week of class.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWD 111</td>
<td>44</td>
<td>37</td>
<td>35</td>
<td>94.81%</td>
<td>80.30%</td>
</tr>
</tbody>
</table>

Faculty response from 9-7-2011: The faculty stated every Friday there will be an email to update the student on what work is still missing and upcoming deadlines and due dates. The faculty would also like to revisit the need for the CIS 105 co-requisite for students not aware and comfortable with computer.
Why Get Certifications?

Certifications will help you verify and learn the skills needed to find a job in IT. "Overall, professionals who had earned an IT or project management certification during the last five years earned an average of $5,242 more than their counterparts," states the 2010 IT Skills and Salary Report, published by Global Knowledge and TechRepublic. Basic certifications can give you a foundation to build upon, and can still give a pay increase. Certification also increases your potential for career advancement. Overall, certification shows employers that you are serious and dedicated to your career and it provides a pay boost for certified employees.

The Testing Center is located on campus in building D. This center provides much more than just ACT and CLEP testing, however! The center offers CISCO, CompTIA, and Microsoft exams. Students can register to take the aforementioned certification exams right here on the BPCC campus.

Many of our CIT courses will help prepare you for national certifications. Some certifications count for course credit. Please see the Prior Learning Assessment Matrix for further information.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Certification</th>
<th>Certification Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 114</td>
<td>Microsoft Windows 7 Configuration (72-680)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Microsoft Office Word 2007 (77-601)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 207</td>
<td>Microsoft Office Excel 2007 (77-602)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 209</td>
<td>Microsoft Office Access 2007 (77-605)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Microsoft Office PowerPoint 2007 (77-603)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network+</td>
<td>CompTIA</td>
</tr>
<tr>
<td>CIT 112</td>
<td>A+</td>
<td>CompTIA</td>
</tr>
<tr>
<td>CIT 122</td>
<td>ICND1</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 130</td>
<td>CIW Web Design Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 149</td>
<td>CIW JavaScript Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 151</td>
<td>SCJA Java</td>
<td>Sun Microsystems</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Server 2008 (70-642)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 172</td>
<td>Linux+</td>
<td>CompTIA</td>
</tr>
<tr>
<td>CIT 222</td>
<td>ICND2 or CCNA</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 225</td>
<td>Security+</td>
<td>CompTIA</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Microsoft SQL Server 2008</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Computer Hacking Forensic Investigator</td>
<td>EC-Council</td>
</tr>
<tr>
<td>CIT 282</td>
<td>Project+</td>
<td>CompTIA</td>
</tr>
</tbody>
</table>
# Associate of Applied Science in Computer Information Systems

The Associate of Applied Science in Computer Information Systems provides the graduate with the knowledge and applied technical skills needed to enter computer-related occupations in the business/industry job market.

## Learning Outcomes:

Recipients of the Associate of Applied Science in Computer Information Systems will have demonstrated:

A. ability to perform basic tasks in the Windows operating system.
B. ability to create and edit word processing documents involving formatting skills.
C. ability to create and edit electronic spreadsheet documents utilizing basic mathematical skills.
D. ability to create and edit relational databases.
E. ability to create and edit electronic presentations.
F. ability to navigate and utilize the Internet.

## Required courses for the Associate of Applied Science in Computer Information Systems:

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105: Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS 111: Internet Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101: Composition and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102: College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral/Social Science Elective</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 114: Microsoft Windows</td>
<td>3</td>
</tr>
<tr>
<td>CIS 206: Advanced MS Word</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102: Composition and Rhetoric II</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective **</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td>15</td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207: Advanced Excel</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110: Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Second Semester</td>
<td>Hours</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>CIS 227: Computer System Design</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>CIS 298: CIS Internship</strong></td>
<td>3</td>
</tr>
<tr>
<td>or Approved Elective *</td>
<td></td>
</tr>
<tr>
<td>Approved Elective *</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective *</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

*Approved Electives must be chosen from: CIS 102, CIS 106, CIS 113, CIS 115, CIS 120, CIS 209, CIS 210, CIS 209, CIT 101, CIT 110, CIT 112, CIT 130, CIT 149, CIT 150, CIT 151, CIT 160, CIT 209, CIT 220, CIT 242, TLCM 121, TLCM 216, TLCM 217, TLCM 218.*

**Business Electives must be chosen from: ACCT 205, ACCT 206, BADM 201, BADM 202, BADM 215.**

Students must make a "C" or higher in prerequisites before enrolling in any given course.

Back to Technology, Engineering, and Mathematics Division
## Technical Competency Area in Software Applications

The Software Applications TCA is a job-skills-specific program in the area of commonly used business software applications for students who do not need or wish to complete a two-year curriculum, but who are required to demonstrate proof of knowledge and skills necessary to meet the basic computer needs of the business community.

### Required courses for TCA in Software Applications:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS 114</td>
<td>Operating Environments</td>
<td>3</td>
</tr>
<tr>
<td>CIS 115</td>
<td>Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Advanced MS Word</td>
<td>3</td>
</tr>
<tr>
<td>or CIS 207</td>
<td>Advanced MS Excel</td>
<td>3</td>
</tr>
<tr>
<td>or CIS 209</td>
<td>Advanced MS Access</td>
<td></td>
</tr>
</tbody>
</table>

**Total hours**: 12

Students must meet prerequisites before taking these courses.
Bossier Parish Community College

Syllabus

Course Prefix and Number: CIS 106  Credit Hours: 3

Course Title: Internet Technology I

Co-Requisite: CIS 105

Textbook: The Internet: Comprehensive, Gary P. Schneider & Jessica Evans, Thomas

Course Description: This course provides the framework for learning how to access the
Internet and World Wide Web and use them for a variety of tasks
including communication, finding information and research, and
publishing on the Web. It is designed for people who are interested
in learning how to best use software tools, services, and resources
currently available on the Web. Emphasis will be placed on
networked computers, Internet design, protocols, software, etc.

Learning Outcomes:
At the end of the course, the student will:
A. Identify major events in the history of the Internet;
B. Identify Internet terminology and technologies; and
C. create, edit, & utilize basic web pages.

To achieve the learning outcomes, the students will (The letter designations at the end of
each statement refer to the learning outcome(s).)

1. describe how the Internet works; (A,B)
2. browse the World Wide Web and view HTML; (A,B)
3. use e-mail and view newsgroups; (A,B)
4. locate and evaluate information on the Internet; (A,B)
5. download data files from the Internet; (A,B)
6. create and edit basic HTML pages; (C)
7. identify security problems and solutions; (A,B)
8. name e-commerce elements. (A,B)

Course Requirements:
1. Class attendance (refer to the student handbook for attendance policies).
2. Achieve an average of 70% or above. The course will have a minimum of three
   exams.
3. Have access to a computer with notepad installed. The software is available to
   the student on campus either in a computer lab during scheduled lab times or in
the Technology Resource Center (TRC) located on the second floor of BPCC’s Library.

Course Grading Scale:
Ten point grading scale:
(89.50-100 = 'A'; 79.50-89.49 = 'B'; 69.50-79.49 = 'C'; 60-69.49 = 'D'; 59.9 or below = 'F')
Bossier Parish Community College
Syllabus

Course Prefix and Number: CIS 120
Credit Hours: 3

Course Title: Introduction to Management Information Systems

Course Prerequisites: CIS 105


Course Description: An introduction to the fundamentals underlying the design, implementation, control, evaluation, and strategic use of modern, computer-based information systems for business data processing, office automation, information reporting, and decision making.

Learning Outcomes:
At the end of this course, the student will

A. recognize the components and roles of information systems;
B. identify issues in information technology;
C. identify uses of information systems for operations, management, and competitive advantage;
D. identify the phases of the systems development life cycle; and
E. recognize managerial challenges related to information systems.

To achieve the learning outcomes the student will
(The letter designations at the end of each statement refer to the learning outcome(s).)

1. define information systems (A);
2. explain the information systems function (A);
3. identify business application software (B);
4. contrast the Internet, intranets, and extranets (B);
5. describe e-commerce (C);
6. recognize levels of management decision making (C);
7. define systems analysis (D);
8. define systems design (D);
9. define systems implementation (D);
10. identify ethical and privacy issues in using information systems (E); and
11. describe security issues and security management of information systems (E).
Course Requirements:
1. A student must successfully complete all learning outcomes to successfully complete the course.
2. Achieve a course average of 70% or above.
3. Each student is expected to attend class regularly; excessive unexcused absences constitute grounds for suspension (refer to the student handbook for attendance policies).
4. Students must have access to Microsoft Office 2007 Professional. The software is available to the student on campus during scheduled computer lab times and in the Technology Resource Center located on the second floor of the BPCC library.

Course Grading:
A. Letter grades will be assigned based on a ten point grading scale (89.50-100 = 'A', 79.50-89.49 = 'B', 69.50-79.49 = 'C', 59.50-69.49 = 'D', 0-59.49 = 'F').
Course Prefix and Number: CIS 299

Course Title: CIS Advanced Topics

Course Prerequisite: Permission of the Instructor

Textbook: none

Course Description: This course will provide the student with information on current trends and topics in technology. These include, but are not limited to, digital communication, ethics, new operating systems and new software applications.

Learning Outcomes:
A) Explore new operating systems and software applications
B) Explore current issues in Computer Information Systems

Course Objectives:
1) Demonstrate ability to understand and use new operating systems (A)
2) Understand and debate current issues and trends in Computer Information Systems (A and B)
3) Learn about new trends in technology and how it will impact the work environment (B)

Course Requirements:
1) Class attendance (refer to the student handbook for attendance policies).
2) Achieve an average of 70% or above.

Course Grading:
Pass/Fail
CIS Course Descriptions

102: Problem Solving and Programming Techniques. (3-3-0)
Prerequisite: none
A language-independent introduction to program development using various problem solving techniques. Emphasis is placed on problem analysis, algorithm and pseudo code development, as well as various data and control structures used in computer programming. Both structured programming and object-oriented programming are discussed in the context of Python.

105: Computer Concepts. (3-3-0)
Prerequisite: none
Introduction to personal computer application software, hardware components, and the Internet. The course covers an introduction to word processing, electronic spreadsheet, database, and presentation software.

106: Introduction to Management Information Systems. (3-3-0) - Fall only
Prerequisite: none
An introduction to the fundamentals underlying the design, implementation, control, evaluation, and strategic use of modern, computer-based information systems for business data processing, office automation, information reporting, and decision making.
(Previously listed as MIS 105.)

111: Internet Technology I. (3-3-0)
Corequisite: CIS 105.
This course provides the framework for learning how to access the Internet and World Wide Web and use them for a variety of tasks including communication, finding information and research, and publishing on the Web. It is designed for people who are interested in learning how to best use software tools, services, and resources currently available on the Web. This course will also introduce basic HTML coding. Emphasis will be placed on networked computers, Internet design, protocols, software, HTML, etc.
(Previously listed as CWD 111.)

112: Introduction to C++ Programming. (3-3-0) Fall only
Prerequisite: CIS 102.
This course introduces computer programming using the C++ programming language. Topics include input/output operations, decision, and looping statements. Upon completion, students should be able to design, code, debug, test and document programs using techniques of good programming style.

114: Microsoft Windows. (3-3-0)
Prerequisite: CIS 105.
An introduction to current operating systems and networking environments. The class is conducted in a laboratory setting where hands-on learning is emphasized.

115: Software Applications. (3-3-0)
Prerequisite: CIS 105.
Continuation of personal computer software applications. The course covers intermediate techniques in integrated software applications including word processing, electronic spreadsheet, database, and presentation software.

117: Introduction to Visual BASIC. (3-3-0) Spring only
Prerequisite: CIS 102.
An introduction to event-driven programming. This course is intended to introduce students to the Visual BASIC programming language and to reinforce the skills developed in CIS 102. Specific techniques discussed include programming style, user interface design, coding, debugging, and documentation skills.

120: Survey of E-commerce. (3-3-0) - Spring only
Prerequisite: none
An introduction to fundamental business concepts as they apply to the world of e-commerce. Personal applications such as banking, retail purchasing, and consumer education as well as business applications such as Internet marketing, advertising, and security are introduced and discussed.
(Previously listed as MIS 105.)
CIS Course Descriptions

205: Advanced MS Word. (3-3-0)
Prerequisite: CIS 105.
Using Microsoft Word, students will expand their word processing concepts utilizing software based on modern office settings. The course includes advanced formatting, merging, sorting, and inputting of letters, memos, reports, and tables. Students will also collaborate to create web pages.

207: Advanced MS Excel. (3-3-0)
Prerequisite: CIS 105.
Using Microsoft EXCEL spreadsheet software, students will expand on the correct and efficient design techniques necessary for the creation of practical, accurate spreadsheets. Formulas for data manipulation, report preparations, business graphic development, and macros will also be covered. Advanced techniques will also be covered such as pivot tables, what if analysis, and web file incorporation.

205: Advanced MS Access. (3-3-0)
Prerequisite: CIS 105.
Database design concepts, working and querying databases, creating forms, customizing reports and integrating Access with other programs will be explored in depth. Students will also be introduced to techniques of creating hyperlinks to other MS Office programs.

210: Advanced MS PowerPoint. (3-3-0)
Prerequisite: CIS 105.
An in-depth exposure to presentation design (presently Microsoft PowerPoint). The course includes how to plan, define, create, and modify presentations. Practical applications of integration of other documents will also be incorporated.

213: Advanced C++ Programming. (3-3-0) Spring only
Prerequisite: CIS 113.
A continuation of the C++ programming language. Students will develop programs involving arrays, data files, functions, and string manipulations.

217: Visual BASIC II. (3-3-0) Fall only
Prerequisite: CIS 117.
A continuation of CIS 117. Course begins with a quick review of CIS 117 and progresses to discussion of random access files, database access, and variable arrays. The majority of the course focuses on custom application development that brings together skills developed in the first course in the sequence. Students will use Visual Basic to design and create a custom program having "real world applicability."

227: Computer System Design. (3-3-0)
Prerequisite: CIS 205 or permission of instructor.
An in-depth study of information systems with an emphasis on "real world" situations.

298: CIS Internship. (3-3-0)
Prerequisite: permission of instructor
Real world experience at companies which employ individuals in the areas of Computer Information Systems.

299: CIS Advanced Topics. (3-3-0)
Prerequisite: Permission of the Instructor
This course will provide the student with information on current trends and topics in technology. These include, but are not limited to, digital communication, ethics, new operating systems and new software applications.
Cyber Information Technology (CIT)

101: Network Essentials. (3-3-0)
Prerequisite: none
Develop fundamental networking skills including an understanding of network hardware, installation, security and troubleshooting in a corporate environment. Through classroom and hands-on activities, learn how computers exchange information and how the Internet functions. In addition, this class will help students gain the skills required for the nationally recognized CompTIA Network+ certification exam. This course is one of the courses required to earn CNSS 4011 and CNSS 4012 certifications.

110: Help Desk Tools and Techniques. (3-3-0)
Prerequisite: none
Explores the customer service roles and responsibilities of an IT support professional. Examines the support software options for tracking and managing data: log, track, and escalate calls; resolve problems using a knowledge base. Covers documentation/reporting tools, asset management, hotline support, performance reports, trends, and career resources.

112: Support of Emerging Technologies. (3-3-0)
Prerequisite: none
This course prepares students to take the CompTIA A+ and Microsoft Certified Professional exams.

130: Web Design I. (3-3-0)
Prerequisite: CIS 105 or CIT 101
Software REQUIRED: Dreamweaver
An introduction to web fundamentals and web page layout using a WYSIWYG editor (Macromedia Dreamweaver). Students will develop web sites that will include inter- and intra-document links, color and graphics, document and image formatting, and sound and video. A hands-on approach will be used throughout this course so that the students can "learn-by-doing." At the end of the course, the student will have a solid understanding of how the different components of a Dreamweaver fit together and will have used all of the key tools to integrate all of his/her learning into a series of creative exercises.
(Previously listed as CWD 130.)

149: Web Scripting I. (3-3-0) Fall only
Prerequisite: CIS 102. Corequisite: CIT 130.
This course has been designed to teach students how to use Web Programming. They will be taught how to integrate JavaScript and HTML, create pop-up windows, add scrolling messages, validate forms, create cookies, arrays, frames, and more.
(Previously listed as CWD 150.)

160: Introduction to Programming with JAVA. (3-3-0) Spring only
Prerequisite: CIS 102
An introduction to programming and object-oriented design concepts using the Java programming language. Students learn all the Java programming basics and use a simple text editor as a development environment. Design concepts and programming tools will be integrated with an emphasis on practical business solutions.

151: Advanced Java Programming. (3-3-0) Fall only
Prerequisite: CIT 150
This course is a continuation of CIT150. The course begins with a quick review of CIT150 and progresses to discuss advanced object-oriented programming concepts using the Java. In this course students learn about arrays, implementing classes and class members, class relationships, and GUI Programming.

160: COBOL Programming I. (3-3-0) Spring only
Prerequisite: CIS 102
This course provides students with the ability to write well-designed COBOL programs. This includes planning, organizing the work, coding, testing, documenting and problem solving. The course covers both batch and interactive programs.
203: CGI/Perl Programming. (3-3-0) Fall only
Prerequisites: CIT 130 or CIS 102.
This course will show students how to use Perl for CGI applications. Coursework will introduce the wide range of uses for Perl as CGI, such as database interaction, form handling, XML, graphics manipulation, file handling, POP interaction and other functions that are needed in a large majority of Web-based applications. The discussions and hands-on assignments will reinforce for the students the host of different uses that allow writing of almost any CGI application with the tools and techniques shown.
(Previously listed as CWD 210.)

230: Advanced Topics in Programming. (3-3-0) Spring only
Prerequisites: CIT 130, Dreamweaver
Software REQUIRED: Dreamweaver
A continuation of CIT 130. Students will learn to add functionality, animation, and interactivity to web pages. Students will learn to incorporate and control multimedia elements including sound, graphics, and animation. Use of advanced interactions such as user authentication, database queries, and online ordering will also be introduced.
(Previously listed as CWD 230.)

242: Data Structures. (3-3-0)
Prerequisites: CIS 113, CIS 117, or CIT 150
The definition, representation, and manipulation of basic data structures such as arrays, stacks, queues, trees, and graphs. Practical applications of these structures will be emphasized.

Telecommunications (TLCM)

121: LightWave I. (3-3-0)
Prerequisites: CIS 105 or consent of instructor.
The student will learn skills in computer animation for video production using Light Wave 3D software.

216: Adobe Photoshop. (3-3-0)
Adobe Photoshop is explored as a pixel-based editing program. Student generated photographs are enhanced using Photoshop.

217: LightWave II. (3-3-0)
Prerequisite: TLMC 121 or consent of instructor.
This course is an advanced approach to computer animation skills for video production using Light Wave 3D software.

218: Adobe Illustrator. (3-3-0)
Adobe Illustrator is explored and utilized as the students create 2D projects.

Accounting (ACCT)

205: Introductory Financial Accounting. (3-3-0)
An introduction to accounting principles and methods for financial data gathering and reporting.

206: Introductory Managerial Accounting. (3-3-0)
Prerequisite: ACCT 205
An introduction to accounting principles and methods for data gathering and presentation for evaluation and decision-making by management.

201: Economic Principles I. (3-3-0)
An introduction to macroeconomic theory with application of macro principles to problems of unemployment, inflation, economic growth, fiscal policy, and monetary policy.
202: Economic Principles II, [3-3-0]
An introduction to microeconomics, the study of individual market interactions. Concentration on role of customers and producers in markets for particular goods and services. Topics include demand, supply, market equilibrium, international trade, production of goods under pure competition, monopoly, monopolistic competition, and oligopoly.

215: Business Law, [3-3-0]
Principles of law relating to legal aspects of business transactions with particular emphasis on contracts. Includes subjects such as bailments, commercial paper, insurance, agency, employment, regulation, property, and consumer protection. Case studies used in class.
### Articulation of BPCC AAS Computer Information Systems to LSUS BS in Computer Information Systems

Up to 60 total hours may transfer from BPCC to LSUS

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>Computer Concepts</td>
<td>3</td>
<td>CSC 115</td>
<td>3</td>
</tr>
<tr>
<td>CIS 102</td>
<td>Programming Logic (In place of CID 207)</td>
<td>3</td>
<td>CSC 120</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric I</td>
<td>3</td>
<td>ENGL 105</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
<td>3</td>
<td>MATH 121</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 201 or SENG 201</td>
<td>Intro to Psychology or Intro to Sociology (Social Sci. Elective)</td>
<td>3</td>
<td>PSYC 152 or SOCL 105</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211</td>
<td>Internet Technology</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIS 114</td>
<td>Microsoft Windows</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition &amp; Rhetoric II</td>
<td>3</td>
<td>ENGL 115</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td>BADM 201, BADM 215 or ACCT 205</td>
<td>3</td>
<td>ECON 201, BLAW 280 or ACCT 205</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 105 or PHYS 105</td>
<td>Elementary Biology or Elementary Physics (Natural Science Elective)</td>
<td>3</td>
<td>SCIENCE - 1 course + 2 course sequence (BIO 103 or PHYS 103)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Elective</td>
<td>BADM 201/202, BADM 215 or ACCT 205/206</td>
<td>3</td>
<td>ECON 201/202, BLAW 280, ACCT 205/206</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>Principles of Speech</td>
<td>3</td>
<td>COMM 135</td>
<td>3</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Advanced Word</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 350</td>
<td>Intro to Programming in Java (Elective)</td>
<td>3</td>
<td>CSC 135</td>
<td>3</td>
</tr>
<tr>
<td>CIT 242</td>
<td>Computer Architecture (Elective)</td>
<td>3</td>
<td>CSC 242</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 4th Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours</th>
<th>LSUS Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 127</td>
<td>Computer System Design</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIS 298</td>
<td>CIS Internship</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CIT 351</td>
<td>Advanced Java Programming (Elective)</td>
<td>3</td>
<td>CSC 145</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td>BADM 201/202, BADM 215 or ACCT 205/206 (In place of Approved Elective)</td>
<td>3</td>
<td>ECON 201/202, BLAW 280, ACCT 205/206</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101 or HIST 102</td>
<td>Western World I or Western World II (Humanities Elective)</td>
<td>3</td>
<td>HIST 105 or HIST 106 or HIST 107</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Total Hours 60 Hours Transferred 59
FOUND DOG

Adorable, loving, friendly, well-behaved dog found early Friday morning, June 1, wandering on the bike trail at Filcher Park in Hampton Township.

- Male, adult cocker spaniel
- Tan color with patches of white on his chest
- Green and silver collar with the name, Bailey, on the tag

If this is your lost dog, call 555-1029.
### Clothed for Campus

#### Third Quarter Expenses

<table>
<thead>
<tr>
<th></th>
<th>Finance</th>
<th>Marketing</th>
<th>Sales</th>
<th>Systems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>$7,829.50</td>
<td>$19,057.83</td>
<td>$24,010.25</td>
<td>$25,819.34</td>
<td>$76,716.92</td>
</tr>
<tr>
<td>Travel</td>
<td>4,427.45</td>
<td>18,132.00</td>
<td>24,217.92</td>
<td>25,859.62</td>
<td>72,636.99</td>
</tr>
<tr>
<td>Wages</td>
<td>22,891.55</td>
<td>19,029.36</td>
<td>35,919.30</td>
<td>35,140.84</td>
<td>112,981.05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$35,148.50</strong></td>
<td><strong>$56,219.19</strong></td>
<td><strong>$84,147.47</strong></td>
<td><strong>$86,819.80</strong></td>
<td><strong>$262,334.96</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing expenses by department and category](chart.png)
## Client Financial Report

**Wedneday, October 05, 2011**

<table>
<thead>
<tr>
<th>Client Number</th>
<th>Client Name</th>
<th>Amount Paid</th>
<th>Balance Due</th>
<th>Bookkeeper Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A54</td>
<td>Afton Mills</td>
<td>$575.00</td>
<td>$315.00</td>
<td>22</td>
</tr>
<tr>
<td>A62</td>
<td>Atlas Suppliers</td>
<td>$250.00</td>
<td>$175.00</td>
<td>24</td>
</tr>
<tr>
<td>B26</td>
<td>Blake-Scripps</td>
<td>$875.00</td>
<td>$250.00</td>
<td>24</td>
</tr>
<tr>
<td>D76</td>
<td>Dege Grocery</td>
<td>$1,015.00</td>
<td>$325.00</td>
<td>22</td>
</tr>
<tr>
<td>G56</td>
<td>Grand Cleaners</td>
<td>$485.00</td>
<td>$165.00</td>
<td>24</td>
</tr>
<tr>
<td>H21</td>
<td>Hill Shoes</td>
<td>$0.00</td>
<td>$285.00</td>
<td>34</td>
</tr>
<tr>
<td>J77</td>
<td>Jones Plumbing</td>
<td>$685.00</td>
<td>$0.00</td>
<td>22</td>
</tr>
<tr>
<td>M26</td>
<td>Mohr Crafts</td>
<td>$125.00</td>
<td>$185.00</td>
<td>24</td>
</tr>
<tr>
<td>S56</td>
<td>SeeSaw Industries</td>
<td>$1,200.00</td>
<td>$645.00</td>
<td>22</td>
</tr>
<tr>
<td>T45</td>
<td>Tate Repair</td>
<td>$345.00</td>
<td>$200.00</td>
<td>34</td>
</tr>
<tr>
<td>W24</td>
<td>Woody Sporting Goods</td>
<td>$975.00</td>
<td>$0.00</td>
<td>34</td>
</tr>
<tr>
<td>C29</td>
<td>Catering by Jenna</td>
<td>$0.00</td>
<td>$250.00</td>
<td>34</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Amount Paid</th>
<th>Balance Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,530.00</td>
<td>$2,795.00</td>
</tr>
</tbody>
</table>
Avoid getting or spreading the Flu

- Drink fluids and get plenty of rest
- Use soap, warm water for 20 seconds
- Wash hands frequently
- No tissue? Use your elbow or sleeve
- Cover mouth and nose with a tissue
- Sneeze and cough etiquette
Consideration to Revise the Program Learning Outcomes

Current Learning Outcomes:

Recipients of the Associate of Applied Science in Computer Information Systems will have demonstrated:

A. ability to perform basic tasks in the Windows operating system. CIS 114
B. ability to create and edit word processing documents involving formatting skills. CIS 205
C. ability to create and edit electronic spreadsheet documents utilizing basic mathematical skills. CIS 207
D. ability to create and edit relational databases. CIS 209
E. ability to create and edit electronic presentations. CIS 210
F. ability to navigate and utilize the Internet. CWD 111

Recommended Learning Outcomes:

Recipients of the Associate of Applied Science in Computer Information Systems will have demonstrated:

A. ability to navigate and utilize the Internet. CWD 111
B. ability to apply the fundamental of the Windows operating system. * CIS 114
C. ability to create and edit word processing documents involving formatting skills. CIS 205
D. ability to create and edit electronic spreadsheet documents utilizing basic mathematical skills. CIS 207
E. ability to identify and analyze information technology concepts in “real world” scenarios. ** CIS 227

*Revised

**New statement