

LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: 03-6  
Submission Date: 02-26  
Action-Date: Appr 11/18/03  
Senate Appr 12/2/03

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Theresa O'Neil Phone 357-1328

Department Computer Science

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

\_\_\_\_\_ **COURSE** \_\_\_\_\_  
Suggested 20 character title

\_\_\_\_\_ New Course\* \_\_\_\_\_  
Course Number and Full Title

X \_\_\_\_\_ Course Revision BTED / IFMG /  
COSC 101 Microbased Computer Literacy  
Course Number and Full Title

\_\_\_\_\_ Liberal Studies Approval+  
for new or existing course \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ Course Deletion \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title

\_\_\_\_\_ New Number and/or Full New Title

X \_\_\_\_\_ Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ **PROGRAM:** \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_ Track

\_\_\_\_\_ New Program\* \_\_\_\_\_  
Program Name

\_\_\_\_\_ Program Revision\* \_\_\_\_\_  
Program Name

\_\_\_\_\_ Program Deletion\* \_\_\_\_\_  
Program Name

\_\_\_\_\_ Title Change \_\_\_\_\_  
Old Program Name

\_\_\_\_\_ New Program Name

**III. Approvals (signatures and date)**

Sanwar Ali 9/9/02  
Department Curriculum Committee  
[Signature] 9/18/02  
College Curriculum Committee

[Signature] 9/2/02  
Department Chair  
[Signature] 10/8/02  
College Dean

+Director of Liberal Studies (where applicable)

\*Provost (where applicable)



## **Part II Description of Curriculum Change**

### **1. New Syllabus of Record**

See Attachment A the new syllabus of record.

### **2. Summary of the proposed revision**

1. BE101 was changed to BTED101
2. CO101 was changed to COSC101
3. IM101 was changed to IFMG101
4. Objectives were added to accommodate Electronic Mail and the use of the Internet
5. Application added:
  - Use of the Internet for information retrieval and communications
  - Artificial Intelligence and Expert Systems (basic ideas)
  - Personal financial management
  - Electronic library catalogs and other public database systems
  - Information assurance issues such as information privacy, software piracy, computer crime, hackers, viruses and hoaxes.
6. More time was devoted to hands-on projects in the word processing, spreadsheet, database, presentation, and electronic mail units.
7. Changed the outline to include hours spent on each topic instead of how many weeks
8. An updated list of supplemental reading material was included
9. An updated list of computer concept textbooks was included
10. An updated list of software package textbooks was included
11. Video resources available was added

The principal revisions of course description are contained in Attachment A, the new syllabus of record.

### **3. Justification of the revision**

See Attachment B, the justification of the revision.

### **4. Old Syllabus of Record**

See Attachment C, the old syllabus of record.

### **5. Letters of Support**

Attached

## NEW COSC 101 Syllabus of Record

### I. Catalog Description

<b>BTED101</b>		Attachment A
<b>COSC101</b>	<b>Microbased Computer Literacy</b>	
<b>IFMG101</b>		3 class hours 0 lab hours 3 credits 3c-0l-3cr

An introductory course designed to provide students with a fundamental understanding of computers. The course familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major). Note: This course is cross-listed as BTED and IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

### II. Course Objectives

After successful completion of this course, The student will be able to:

- List the components of a microcomputer system.
- Use software in the categories of operating systems, word processing, spreadsheet, database management, and presentation graphics.
- Use e-mail and the Internet to communicate and locate information.
- Know the historical, current, and future trends in computing.
- Be prepared to new applications and technologies as they evolve in the coming years.
- Appreciate the value of computing as an intellectual skill.
- Identify issues in computing as they relate to ethical, social, psychological, political, and economic implications.
- Develop critical thinking skills in the area of current Information Technology issues.

### III. Detailed Course Outline

A.	Introduction to Computing Systems	3 hours
	1. History of Computer Development	
	2. Components of Computer Systems	
	3. Classification of Computer Systems	
B.	Microcomputer Hardware	3 hours
	1. Microprocessors	
	2. Primary and Secondary Storage	
	3. Input/Output Components	
C.	Microcomputer Operating Systems	4 hours
	1. Single-user, Multi-user, and Multitasking Operating Systems,	
	2. System Software: Language Translators & Utility Programs	
	3. Advanced Features of Operating Systems	

<b>D.</b>	<b>Major Applications</b>	
1.	<b>Word Processing</b>	<b>5 hours</b>
	a. Fundamental Concepts	
	b. Basic Applications	
	c. Integration	
2.	<b>Electronic Spreadsheets</b>	<b>5 hours</b>
	a. Fundamental Concepts	
	b. Basic Applications	
	c. Integration	
3.	<b>Record and File Management Systems</b>	<b>1 hour</b>
	a. Fundamental Concepts	
	b. Basic Applications	
4.	<b>Database Management Systems</b>	<b>4 hours</b>
	a. Fundamental Concepts	
	b. Basic Applications	
	c. Integration	
5.	<b>Presentation Graphics Applications and Integrated Software</b>	<b>4 hours</b>
	a. Fundamental Concepts	
	b. Basic Applications	
	c. Integration	
6.	<b>Use of the Internet for Information Retrieval and Communications</b>	<b>3 hours</b>
	a. Fundamental Concepts	
	b. Basic Applications	
<b>E.</b>	<b>Other Personal Use Applications Software</b>	<b>1 hours</b>
1.	Personal Financial Management	
2.	Management Information Systems/Decision Support Systems	
3.	Artificial Intelligence and Expert Systems (Basic ideas)	
<b>F.</b>	<b>Data Communications</b>	<b>2 hours</b>
1.	Components of Data Communications Systems	
2.	Diversity of Networks	
3.	Electronic Library Catalogs and other Public Database Systems	
<b>G.</b>	<b>Impact of Computers on Society and the Individual</b>	<b>2 hours</b>
1.	Computers in Business, Education, Government, Arts and Sciences	
2.	Ethical considerations, social, psychological, political and economics	
3.	Ergonomics, Green Computing.	
<b>H.</b>	<b>Information Assurance</b>	<b>3 hours</b>
1.	Individual Privacy on the Internet	
2.	Software Piracy	
3.	Computer Crime/hackers	
4.	Computer Viruses and hoaxes	
5.	Computer Surveillance	

I. Class Tests	2 hours
<b>Total =</b>	<b>42 hours</b>

#### IV. Evaluation Methods

The final grade for the course will be determined as follows:

	Suggested Percentage
1. Projects. Five projects covering word processing, spreadsheets, database management, presentation graphics and electronic mail.	30 – 40%
2. Reaction papers and book review. Library and Internet search and reaction to articles dealing with computer applications. A minimum of two reaction papers of this nature.	10 – 20%
3. Quizzes and homework assignments	10 – 20%
4. Examinations. Minimum of two exams during the course of the regular teaching semester, and a final exam at the end of the semester	40 – 50%

#### Grading Scale:

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 and below = F

**Attendance Policy:** The attendance policy will conform to the University-wide attendance criteria.

#### V. Required Textbook(s), Supplemental Books and Readings

This course requires three textbooks, one for theory, one for lab, and the other for book report. Following are typical up-to-date textbooks that have been used by various professors in all three departments.

#### Computer Concepts textbooks (not limited to these texts)

Baber, Roberto, Meyer, Marilyn, Pfaffenberger, Bryan, Computers in the Future, Prentice Hall Publishing, Copyright 1999, ISBN: 1-58076-085-6

Capron, H. L. Computers: Tools for an Information Age, Brief Edition, Prentice Hall Publishing, Copyright 2000, ISBN: 0-201-47660-6.

Cashman, Thomas J, Shelly, Gary B, and Vermaat, Misty E Discovering Computers 2001 Concepts for a Connected World, -Course Technology Publishing, Copyright, March, 2000 ISBN: 0-7895-5937-4

Long, Larry & Long, Nancy, Computers, 9<sup>th</sup> Edition, Prentice Hall Publishing, Copyright 2002, ISBN: 0-13-092991-3.

O'Leary, Linda I & O'Leary, Timothy J Computer Essentials, 1999-2000 Edition, Eleventh Edition, McGraw Hill Publishing, Copyright 1999, ISBN: 0-07-365556-2.

O'Leary, Linda I & O'Leary, Timothy J, Computer Essentials Brief, 1999-2000, McGraw-Hill Publishing, Copyright, 1999, ISBN: 0-07-365555-4.

Ola, Dan and Parsons Jamrich, June, New Perspectives on Computer Concepts Fourth Edition, Comprehensive, Course Technology Publishing, Copyright, March, 2000 ISBN: 0-7600-6499-7

#### **Software Package Textbooks (not limited to these texts)**

Adamski, Joseph J, Finnegan, Kathy, & Hommel, Charles T. New Perspectives on Microsoft Access 2000 – Introductory, Course Technology Publishing, Copyright 1999, ISBN: 0-7600-7089-X

Ageloff, Roy, Carey, Patrick, Parsons, Jamrich, Oja, June Dan New Perspectives on Microsoft Excel 2000 – Introductory, Course Technology Publishing, Copyright, 1999, ISBN: 0-7600-7087-3

Barber, MaryAnn, & Grauer, Robert, Exploring Microsoft Office Professional 2002, Brief, first edition, Prentice Hall Publishing, Copyright, 2001, ISBN: 0-13-034274-2.  
ISBN 0-7600-6991-3@2000

O'Leary, Linda I, & O'Leary, Timothy J, Microsoft Office 2000 Introductory Concepts and Techniques, McGraw-Hill Company, Copyright, 2000. ISBN: 0-07-233474-8

Shaffer, Ann, Zimmerman, Beverly B, Zimmerman, S. Scott, New Perspectives on Microsoft Word 2000 – Brief, Course Technology Publishing, Copyright, July, 1999.

Zimmerman, Beverly B, Zimmerman, S. Scott New Perspectives on Microsoft PowerPoint 2000 – Introductory, Course Technology Publishing, Copyright, August, 1999,

#### **Reading Requirement Books (not limited to these books)**

Berners-Lee, Tim with Mark Fischetti,, Weaving the Web, HarperSanFrancisco Publishing, Copyright, 1999, ISBN: 0-06-251586-1

Dushkin, CT, Guildford, Schellenberg, K Computers in Society (8th edition) McGraw-Hill.

Hafner, Katie & Markoff, John, Cyberpunk, Outlaws and Hackers on the Computer Frontier, Published by Simon & Schuster, Copyright, 1995, ISBN: 0-684-81862-0.

Shimomura, Tsutomu, with Markoff, John, TakeDown, The Pursuit and Capture of Kevin Mitnick, America's Most Wanted Computer Outlaw—By the Man Who Did It, 1996, Hyperion, New York, ISBN: 0-7868-8913-6.

Smith, Michael, Station X, Decoding Nazi Secrets, Published by TV Books, New York, Copyright, 1999, ISBN: 1-57500-094-6

Stoll, Cliff, Silicon Snake Oil, Published by Anchor Books, Copyright, 1995,

Stoll, Cliff, The Cuckoo's Egg, Published by Pocket Books, Copyright 1990,  
Valovic, Thomas Digital Mythologies, Rutgers University Press, Copyright, 2000.

#### **VI. Special Resource Requirements (*for students*)**

Zip diskettes and CDR

#### **VII. Bibliography**

In addition to the above texts, following is a list of video resources used in preparation of this course material.

Criminals in Cyberspace, 20<sup>th</sup> Century with Mike Wallace. An A&E Home Video. Copyright 1996.  
Approximately 50 minutes, VHS Documentary, Cat No. AAE-21507.

Understanding Computing, Discovery Channel School, Approximately 51 minutes/2 segments, Copyright 1997 Discovery Communications, Inc. ISBN 1-56331-629-3.

IUP introduced Microbased Computer Literacy to its curriculum in 1989. Its goal was to give students the following knowledge set:

1. **Basic Concepts of Information Technology:** A student is expected to know about the basic physical make-up of a personal computer and understand some of the basic concepts of IT such as data storage and memory, the context for computer-based software applications in society, and the users of information networks within computing. He or she shall also appreciate how IT systems are found in everyday situations, and how personal computers can affect health.
2. **Using the Computer and Managing Files:** A student is expected to demonstrate knowledge and competence in using the basic functions of a personal computer and its operating system. A student shall be able to operate effectively within the desktop environment. He or she shall be able to manage and organize files and directories/folders and know how to copy, move, and delete files, and directories/folders. A student shall demonstrate the ability to work with desktop icons and to manipulate windows. He or she shall demonstrate the ability to use search features, simple editing tools, and print management facilities available within the operating system.
3. **Word Processing:** A student is expected to demonstrate the ability to use a word processing application on a personal computer. He or she shall understand and be able to accomplish basic operations associated with creating, formatting, and finishing a word processing document ready for distribution. The student shall demonstrate competence in using some of the more advanced features associated with word processing applications such as creating standard tables, using pictures and images within a document, importing objects and using mail merge tools.
4. **Spreadsheets:** A student is expected to understand the basic concepts of spreadsheets and to demonstrate the ability to use a spreadsheet application on a personal computer. He or she shall understand and be able to accomplish basic operations associated with developing, formatting, and using a spreadsheet. The student shall be able to accomplish standard mathematical and logical operations using basic formulas and functions. The student shall demonstrate competence in using some of the more advance features of a spreadsheet application such as importing objects, and creating graphs and charts.
5. **Database:** A student is expected to understand the basic concepts of databases and demonstrate the ability to use a database on a personal computer. He or she should be able to design and plan a simple database using a standard database package as well as being able to retrieve information from an existing database by using the query, select and sort tools available in the database. The student shall also be able to create and modify reports.

Technology has transformed much of this knowledge over the years (e.g. personal computers are more powerful, software is easier to use and includes more features), but it is a testimony to the foresight of the creators of the original course that these topics remain as relevant today as they did a decade ago. However, several new developments have expanded our definition of what it means for an individual to be computer literate. Specifically, it is time to formally include in our syllabus of record three additional areas.

6. **Presentation:** A student is expected to demonstrate competence in using presentation tools on a personal computer. He or she shall be able to accomplish basic tasks such as creating, formatting, and preparing presentations for distribution and display. The student is expected demonstrate the ability to create a variety of presentations for different target audiences or situations. The candidate shall demonstrate the ability to accomplish basic operations with graphics and charts and to use various slide show effects.



7. **Information and Communication:** The students are expected to accomplish basic Web search tasks using a Web browser application and available search engine tools, to bookmark search results and to print Web pages and search reports. He or she shall demonstrate their ability to use electronic mail software to send and receive messages, to attach documents or files to a message, and to organize and manage message folders or directories within electronic mail software.
8. **Societal Issues:** In recent years Information Technology (IT) raised many ethical issues involving the computer. The students are expected to address these issues in Information Assurance: identity theft, information privacy, electronic surveillance, invasion of privacy, software piracy, commercial exploitation, and how they affect their daily lives.

These areas can be accommodated into the current course structure due in large part to two factors.

- Thanks to prior exposure to computers, students today have a shorter learning curve when it comes to assimilating new software packages and Information Technology concepts. As a result, students master packages like Word, Excel, Access, and Power Point at a faster rate.
- Improvements in the software packages like their mouse point and click graphical user interfaces and extensive help facilities enable students to complete powerful manipulations and data transformations with ease, further reducing the time necessary to accomplish these learning units.

As a result of these timesaving, we can now introduce new material into the course without eliminating the other learning units that are still a vital part of computer literacy. Computer skills are increasingly important to people in all walks of life. This revised course is intended for those who need to, or wish to, know how to use a personal computer. It is suitable for people from every work discipline, for people entering the job market, and for all ages. The course revisions presented in this proposal will update the content of Microbased Computer Literacy so that it covers the basic knowledge and competence in using a personal computer and common computer applications required for the early 21st century.

# Old COSC 101 Syllabus of Record

Attachment C

## Catalog Description:

COSC 101 MICROBASED COMPUTER LITERACY

3c-01-3sh

An introductory course designed to provide students with a fundamental understanding of computers. The course familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and data base management), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major; BE 101 and IM 101 are equivalent courses)

## Course Objectives:

The objectives of this course are:

- a. to provide instruction on the components of a microcomputer system.
- b. To provide laboratory and theoretical instruction on how to use software in the categories of operating systems, word processing, spreadsheet, database, and desktop publishing.
- c. To develop an understanding of historical, current, and future trends in computing that will enable one to comprehend better and react to new applications and technologies as they evolve in the coming years.
- d. to develop an understanding of the use of computing as an intellectual tool in the solving of problems, the manipulation of information, and the enhancement of learning.
- e. To develop an understanding of the value of computing as an intellectual skill whose concepts have inherent value analogous to those of mathematical and logical reasoning, and to those of language itself.
- f. to develop an awareness of issues in computing as to relate to ethical, social, psychological, political, and economic implications.

## Outline:

- |   |        |
|---|--------|
| I. Evolution of Computing Systems         | 1 week |
| A. Early systems/hardware                 |        |
| B. Current status of computing            |        |
| C. Future trends of computing             |        |
| II. Microcomputer Components              | 1 week |
| A. Microprocessors                        |        |
| B. Primary and Secondary Storage          |        |
| C. Input/Output Components                |        |
| III. Software                             |        |
| A. Operating Systems                      | 1 week |
| 1. Concepts                               |        |
| a. Single-user, multi-user, multi-tasking |        |

- b. Language translators and utility programs
  - 2. Skill Development
    - a. Command structure
    - b. Use of utilities
- B. Word Processing 1 week
  - 1. Concepts and applications
  - 2. Skill development
    - a. command structure
    - b. creation and manipulation of text
- C. Spreadsheet 1 week
  - 1. Concepts and applications
  - 2. Skill development
    - a. command structure
    - b. creation and manipulation of data
- D. Database Management 2 weeks
  - 1. Concepts and applications
  - 2. Skill development
    - a. command structure
    - b. creation and manipulation of databases
- E. Desktop Publishing/Graphics 2 weeks
  - 1. Concepts and applications
  - 2. Skill development
    - a. command structure
    - b. designing effective print communications
  - 3. Integrated application packages
- IV. Interconnecting Computer Resources 1 week
  - A. Local area networks
  - B. Electronic mail/bulletin boards
  - C. Electronic database retrieval systems
- V. Microcomputing and Society 2 weeks
  - A. Home computing
  - B. Computers in education
  - C. Computers in the arts
  - D. Computers in the natural sciences and mathematics
  - E. Computers in the humanities and social sciences
  - F. Computers in business

VI. Issues in Microcomputing

1 week

- A. Theft and embezzlement
- B. Security
- C. Computer crime legislation
- D. Computer privacy

**Assignments:**

Assignments will include laboratory projects on word processing, spreadsheet and database manipulation. Also, students will read articles and at least one book dealing with the application of computers in subject areas that are related to their major fields of study or are of interest to them. The students then present summary reports of the articles and book(s) together with their reactions. The word processing package taught in the course will be used for the reports.

**Evaluation Methods:**

The final grade for the course will be determined as follows:

- |  |     |
|--|-----|
| 1. Laboratory projects. Three laboratory projects covering word processing, spreadsheet, and database manipulation.                              | 30% |
| 2. Reaction papers. Library search and reaction to articles dealing with computer applications. A minimum of two reaction papers of this nature. | 20% |
| 3. Quizzes and homework assignments.   | 10% |
| 4. Examinations/Tests. Two tests during the course of the regular teaching semester, and a final test at the end of the semester.                | 40% |

**Support Equipment**

At present, the microcomputer laboratories at IUP are insufficient and overused. More microcomputer laboratories available to the entire university community are needed (possibly a minimum of one microcomputer laboratory per building). These laboratories should be accessible to all departments that teach microcomputer related courses and should be of sizes that can accommodate regular class sizes.

**Typical Texts:**

Anderson, R. E. and Sullivan, D. R., World of Computing, Houghton Mifflin Company, Boston, MA, 1988.

Capron, H. L., Computers, Tools for an Information Age, Benjamin/Cummings Publishing Company, Inc., Menlo Park, CA, 1987.

Parker, Charles S., Understanding Computers and Data Processing: Today and Tomorrow, Holt, Rinehart and Winston, New York, NY, 1987.

and selection(s) from the accompanying Software Solution Series:

- Using SuperCalc 4
- Using Lotus 1-2-3

Using WordStar  
Using Microsoft Works  
Using dBASE III Plus  
Using Word Perfect  
Using Page Maker

or other appropriate word processing, spreadsheet, and/or file management and database management packages.



From: "Therese D. O'Neil" <toneil@grove.iup.edu>  
Sender: "Therese D. O'Neil" <toneil@grove.iup.edu>  
Subject: Email of Support: MIS  
Date: Mon, 11 Feb 2002 22:26:05 -0500  
To: Sanwar <sanwar@grove.iup.edu>

>===== Original Message From Elizabeth Pierce <EMPIERCE@grove.iup.edu> =====  
From: IN%"lbburky@grove.iup.edu" "lbburky" 23-JUL-2001 12:14:23.28  
To: IN%"EMPIERCE@grove.iup.edu", IN%"GLBUTER@grove.iup.edu"  
CC: IN%"BOBCAMP@grove.iup.edu", IN%"LBBURKY@grove.iup.edu",  
IN%"MOORE@grove.iup.edu"  
Subj: New 101 Syllabus

To all concerned,

The new syllabus for IFMG looks fine. In fact I am quite pleased with the content improvement and send you this letter of support. Nice job.

---

Mrs. Therese D. O'Neil, M.Ed. Instructor  
MOUS Certified, Word 2000 Expert  
Indiana University of Pennsylvania  
Armstrong Campus, 724-543-1078  
Main Campus Office, 724-357-1328  
Punxsutawney Office, 814-938-6711  
<http://www.cosc.iup.edu/toneil>



From: "Therese D. O'Neil" <toneil@grove.iup.edu>  
Sender: "Therese D. O'Neil" <toneil@grove.iup.edu>  
Subject: Email of Support: TS&T  
Date: Sat, 16 Feb 2002 20:04:51 -0500  
To: Sanwar <sanwar@grove.iup.edu>

>===== Original Message From Elizabeth Pierce <EMPIERCE@grove.iup.edu> =====  
From: IN%"moore@grove.iup.edu" "Dr.Wayne Moore" 23-JUL-2001 13:16:18.85  
To: IN%"lbburky@grove.iup.edu" "lbburky", IN%"EMPIERCE@grove.iup.edu",  
IN%"GLBUTER@grove.iup.edu"  
CC: IN%"BOBCAMP@grove.iup.edu"  
Subj: RE: New 101 Syllabus

The revised syllabus for BEDU/COSC/IFMG 101 looks good. The Technology Support and Training Department supports the revisions to the syllabus of record.

Wayne

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Mrs. Therese D. O'Neil, M.Ed. Instructor  
MOUS Certified, Word 2000 Expert  
Indiana University of Pennsylvania  
Armstrong Campus, 724-543-1078  
Main Campus Office, 724-357-1328  
Punxsutawney Office, 814-938-6711  
<http://www.cosc.iup.edu/toneil>

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-----  
Mrs. Therese D. O'Neil, M.Ed. Instructor  
MOUS Certified, Word 2000 Expert  
Indiana University of Pennsylvania  
Armstrong Campus, 724-543-1078  
Main Campus Office, 724-357-1328  
Punxsutawney Office, 814-938-6711  
<http://www.cosc.iup.edu/toneil>

Date: March 21, 2002

To: Gary L. Batterbaugh, Chair Computer Science Department

From: Kustim Wibowo, Chair MIS and Decision Sciences Curriculum Committee *kw*  
Louise B. Burky, Chair MIS and Decision Sciences Department *LB*

Subject: BTED/COSC/IFMG 101 Course Syllabus Revision

The rapid advancement of information technology in recent years makes it necessary to update this course syllabus. This new syllabus clearly provides the variety of the basic knowledge of information technology needed by the students to be successful in their study and their future job.

The MIS and Decision Sciences Department is pleased to support the revision of BTED/COSC/IFMG 101 course syllabus.



**LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6: Microbased Computer Literacy:  
BTED/COSC/IFMG101**

- A. The Syllabus of Record is used by all three departments teaching this course. In general, all sections of Microbased Computer Literacy share the same objectives, content, assignments and evaluation. A detailed list of each of these is in the Syllabus of Record. In addition, suggestions for current textbooks are also in the Syllabus of Record. Each professor, of course, will teach the course in his/her own teaching style, but the course is taught according to the standards set in the Syllabus of Record.

To assure that these standards are being met, each of the three disciplines, BTED, COSC and IFMG assign one person to serve on a joint Computer 101 committee. This committee meets regularly to assure each department is meeting the standards set in the Syllabus of Record. Each representative will then report to his/her own department the proceedings of the meeting.

- B. To assure students realize the impact of ethnic and racial minorities in the field of computer technology, a unit is presented entitled "Impact of Computers on Society and the Individual. Discussions can be held, or assignments can be made on trailblazers in the computer field like Grace Hopper, one of the developers of the programming language COBOL; Carly Fiorina, the current CEO of HP; Masayoshi Son, the 'Bill Gates of Japan"; Anita Brown; founder and chair of the Washington D.C. based Black Geeks Online, she is guiding online participation among the African-American community. Donna Dubinsky, President and CEO of 3Com's Palm Computing Division; Mark Dean, the first African-American to receive an IBM Fellowship, the company's highest technical ranking; Linus Torvalds, Finland's creator of the operating system, Linux or Dieter Sietzer and Heinz Gerhauser, German researchers who developed the MP3 format for music files.
- C. To meet the requirement of an outside reading in the field of computers, we have, in the Syllabus of Record, a list of novels previously used. Professors will assign, from this novel, an activity; perhaps an exam, or research paper, or just discussion in class. Some of the novels used in the past: "The Cuckoo's Egg", by Cliff Stoll, "CyberPunk, by Katie Hafner and John Markoff, there are several others mentioned in the Syllabus of Record.
- D. As an Introductory course in computers, topics chosen for instruction are covered only on an introductory level. Mastery of each concept is not the intent of our course. Students come from all realms of disciplines and the course is designed to teach them enough about computers to assist them in using the computer in their respective fields of study as well as in daily life.
- V. The checklist has been completed.
- VI. The Syllabus of Record has been submitted.

## 2. Summary of Changes

### Bachelor of Science in Education—Health and Physical Education (\*)

<i>Current</i>		<i>Proposed</i>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:	<b>54</b>	<b>Liberal Studies:</b> As outlined in Liberal Studies section with following specifications:	<b>48</b>
<b>Mathematics:</b> <u>MATH 217</u>		<b>Mathematics:</b> MATH 217 and 3 additional credits of an approved liberal studies MATH course	
<b>Health and Wellness:</b> <u>FDNT 143</u> or <u>MLSC 101-102</u>		<b>Natural Science:</b> BIOL 103-104 or CHEM 101-102	
<b>Natural Science:</b> <u>BIOL 103-104</u> or <u>CHEM 101-102</u>		<b>Social Science:</b> PSYC 101	
<b>Social Science:</b> <u>PSYC 101</u> , <u>SOC 151</u>		<b>Liberal Studies Electives:</b>	<b>0</b>
<b>Liberal Studies Electives:</b> <u>FDNT 145</u> , <u>PSYC 378</u> , or approved alternatives		<b>Major:</b>	
<b>Major:</b>		<b>Course Requirements:</b>	<b>31</b>
<b>Course Requirements:</b>	<b>31</b>	HPED 142 Foundations of Health, Physical Education, and Sport	<b>3cr</b>
HPED 142 Foundations of Health, Physical Education, and Sport	3sh	HPED 175 Prevention and Care of Injuries to the Physically Active	2cr
HPED 200 Fundamentals of Physical Activity	1sh	HPED 200 Fundamentals of Physical Activity	1cr
HPED 210 Motor Development	2sh	HPED 210 Motor Development	2cr
HPED 221 Human Structure and Function	3sh	HPED 221 Human Structure and Function	3cr
HPED 251 Foundations of Safety and Emergency Health Care	3sh	HPED 242 Emergency Health Care (+)	1cr
HPED 263 Aquatics	1sh	HPED 263 Aquatics	1cr
HPED 315 Biomechanics	3sh	HPED 315 Biomechanics	3cr
HPED 341 Evaluation in Health and Physical Education	3sh	HPED 341 Evaluation in Health and Physical Education	3cr
HPED 343 Physiology of Exercise	3sh	HPED 343 Physiology of Exercise	3cr
HPED 344 Adapted Physical Education	3sh	HPED 344 Adapted Physical Education or	
HPED 441 Psychosocial Implications for Health and Physical Education	3sh	HPED 370 Adapted Health and Physical Education (-)	3cr
HPED 442 Seminar in Health, Physical Education, and Recreation I	3sh	HPED 441 Psychosocial Implications for Health and Physical Education	3cr
<b>Professional Requirements</b>		HPED 442 Seminar in Health, Physical Education, and Recreation I	3cr
<b>Health and Physical Education:</b>	<b>22</b>	<b>Professional Requirements</b>	<b>20</b>
HPED 211 Dance, Rhythm Activities, and Gymnastics	3sh	<b>Health and Physical Education:</b>	
HPED 212 Team Sports	3sh	HPED 214 Teaching Health Fitness & Gymnastics	1cr
HPED 213 Individual and Dual Sports and Adventure Activities	3sh	HPED 215 Teaching Rhythmic Activities and Dance	1cr
HPED 318 Preprofessional Experience I	1sh	HEPD 216 Teaching Elementary Physical Education	2cr
HPED 321 Methods in Elementary Health and Physical Education	3sh	HPED 217 Teaching Middle School Physical Education	2cr
HPED 325 School and Community Health	3sh	HPED 218 Teaching High School Physical Education	2cr
HPED 426 Health Science Instruction	3sh	HPED 316 Teaching Elementary Health Education	2cr
HPED 450 Curriculum and Programming in Sexuality Education	3sh	HPED 318 Preprofessional Experience I	1cr
<b>Professional Education Requirements: (1)</b>	<b>24</b>	HPED 325 School and Community Health	3cr
COMM 103 Digital Instructional Technology	3sh	HPED 426 Health Science Instruction	3cr
EDSP 102 Educational Psychology	3sh	HPED 450 Curriculum and Programming in Sexuality Education	3cr
EDUC 242 Pre-student Teaching Clinical Exp I	1sh	<b>Professional Education Requirements:</b>	<b>21</b>
EDUC 342 Pre-student Teaching Clinical Exp II	1sh	COMM 103 Digital Instructional Technology	3cr
EDUC 421 Student Teaching	6sh	EDSP 102 Educational Psychology	3cr
EDUC 441 Student Teaching	6sh	EDUC 242 Pre-student Teaching Clinical Exp I	1cr
EDUC 442 School Law	1sh	EDUC 342 Pre-student Teaching Clinical Exp II	1cr
FDED 102 American Ed in Theory and Practice	3sh	EDUC 421 Student Teaching	6cr
<b>Other Requirements:</b>	<b>0</b>	EDUC 441 Student Teaching	6cr
<b>Free Electives:</b>	<b>0</b>	EDUC 442 School Law	1cr
<b>(#)Total Degree Requirements:</b>	<b>131</b>	<b>Other Requirements:</b>	<b>0</b>
		<b>Free Electives:</b>	<b>0</b>
		<b>(#)Total Degree Requirements:</b>	<b>120</b>

- (\*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) Special Education Competency Requirement: Revision pending will eliminate exam option and will require EDEX 301 (2sh).
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

- (\*) See requirements leading to teacher certification, titled "IUP Teacher Education 3-Step Process" in the College of Education and Educational Technology section of this catalog.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.
- (+) Students are required to keep CPR Instructor Certification current from completion of HPED 242 until graduation.
- (-)Teacher Education majors must take HPED 370

## Proposed

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: **51**

- Mathematics: MATH 217,
- Health and Wellness: FDNT 143 or MLSC 101-102
- Natural Science: BIOL 103-104 or CHEM 101-102
- Social Science: PSYC 101, SOC 151
- Liberal Studies Electives: BTED/COSC/BIFMG 101\*and FDNT 145\*  
(needed to meet accreditation requirements)

**Major** **31**

### Core Requirements:

-HPED 142	Foundations of Health and Physical Education	3sh
-HPED 175	Prevention and Care of Injuries to the Physically Active	2sh
-HPED 200	Fundamentals of Physical Activity	1sh
-HPED 210	Motor Development	2sh
-HPED 221	Human Structure and Function	3sh
-HPED 242	Emergency Health Care	1sh
-HPED 263	Aquatics	1sh
-HPED 315	Biomechanics	3sh
-HPED 341	Evaluation in Health and Physical Education	3sh
-HPED 343	Physiology of Exercise	3sh
*-HPED 344	Adapted Physical Education	3sh
or		
-HPED 370	Adapted Health and Physical Education	3sh
-HPED 441	Psychosocial Implications for Health and Physical Education	3sh
-HPED 442	Seminar in Health, Physical Education and Recreation	3sh

**Athletic Training Requirements** **36**

-BIOL 151	Human Physiology	4sh
-PHYS 151	Medical Physics Lecture	3sh
-PHYS 161	Medical Physics Lab	1sh
-HPED 345	Athletic Training I	3sh
-HPED 346	Athletic Training Lab	1sh
-HPED 365	Advanced Athletic Training	4sh
-HPED 375	Physiological Basis of Strength Training	3sh
-HPED 376	Athletic Training Practicum I	1sh
-HPED 377	Athletic Training Practicum II	1sh
-HPED 380	Seminar in Sports Medicine	2sh
-HPED 411	Physical Fitness Appraisal	3sh
-HPED 446	Therapeutic Modalities	4sh
-HPED 448	Therapeutic Exercise for Athletic Injury Management	4sh
-HPED 476	Athletic Training Practicum III	1sh
-HPED 477	Athletic Training Practicum IV	1sh

**Free Electives** **2**

**Total Degree Requirements** **120**

\*required for Athletic Training Track