


COSC 143 Cyber Wellness-NewCrs-2015-08-26

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Form Information

 Page Naming Example: CRIM 101 Intro to Criminology-NewCrs-2015-08-10

Please direct any questions to curriculum-approval@iup.edu

**Indicates a required field*

Proposer*	Therese D. O'Neil	Proposer Email*	therese.oneil@iup.edu
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Proposing Department/Unit*	Computer Science	Contact Phone*	724-357-1328

Course Prefix*	<p><i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i></p> <p>COSC</p>
Course Number*	<p><i>If Dual Listed, enter both course numbers</i></p> <p>143</p>
Course Title*	Cyber Wellness
Course Level*	undergraduate-level
Cross Listed*	<p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
Variable Credit*	<p>NO</p> <p>If YES, enter the number of credits:</p>
Variable Title*	<p>NO</p> <p>If YES, enter the title(s):</p>
Number of Credits*	<p>Credits:3</p> <p>UG Class Hours:3</p> <p>UG Lab Hours:0</p>
Prerequisite(s)	NONE
Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>NONE</p>

<p>Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education liberal-studies</p>
<p>Recommended Class Size</p>	<p>YES</p> <p>Number (Enter Zero if No):40</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Pedagogical</p> <p>Explain (required):</p> <p>Computer use by student will require direct assistance by instructor</p>
<p>Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Investigates the different categories of cyber wellness and how they affect emotional, physical, social and intellectual wellness. Focuses on demonstrating intellectual agility and creativity in order to maintain physical wellness while using technology. Examines the effect technological changes have had on various disciplines and their impacts on society in relation to health and wellness. Discusses theories and principles related to the physical, mental, social, and emotional aspects of personal computer usage including cyberspace. Completion of COSC 143 fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.</p>
<p>Student Learning Outcomes*</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. recognize health risks associated with Internet use 2. describe how the use of technology has advanced the medical field 3. examine the cause and effect of social media on health and wellness 4. recognize websites created by social engineers that gather data and information for the intent of identity theft 5. investigate the use of mobile devices and their effect on health issues 6. explain the causes of computer addiction and how it can be avoided 7. apply healthy computing habits including ergonomic principles

<p>Brief Course Outline*</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Introduction –Dimensions of Wellness focus: Intellectual and social. The history of computer generations will be covered. An overview of how the Internet grew from a need for the National Defense Department to have a central network to a vast arena of dangerous websites that affect health and wellness. Included will be a brief history of computers in healthcare.</p> <p>2. Dimensions of Wellness focus: Intellectual, physical and emotional. Advancements in Medical Field: Advancements in the medical field will be explored. Topics for investigation will be biomedical chips, Verichips, virtual surgeries, virtual doctors and nurses, nanotechnology, the Cyberkinetics, or any other topic the student may research. Students will discuss digital medication, computer simulations of the human anatomy, bionic exoskeletons and 3D bioprinted organs. Global health issues will be discussed and how technology enables global change affecting infectious diseases. In addition, a discussion of health-care robots that not only do surgery from another location, but also bring experts to bedsides.</p> <p>3. Social Media: Dimensions of Wellness focus: intellectual, social and emotional. Examination of the fifteen most currently used social media websites will take place and how they may be hazardous to their health. Topics for discussion will be their own use of each site and how they interact with each site. Analysis of the content in the sites will allow the students to identify the motives of the site and recognize the health dangers such as cyberstalking and cyberbullying. A discussion will be held on methods of preventing and reporting cyberstalking and cyberbullying and a look at ethnicity on this subject. A specific area that will be discussed will be social media sites for fitness. A discussion will be held on how health professionals are using social media to interact with patients beyond the hospitals and doctors' offices, monitoring progress. A look at social networking use and cyberbullying by ethnicity will be covered. A list of social media dedicated to health issues will be evaluated.</p> <p>4. Social Engineering Websites: Dimensions of Wellness focus: Intellectual, social and emotional. Definition of social engineer. An overview of identity theft will be discussed. Using the skills learned in objective 3, a discussion will be held on recognizing websites that specifically ask for information that will lead to identity theft. Awareness, prevention and action will be discussed in the area of identity theft. An exercise will be given that will have the student find fraudulent sites by analyzing the content of the site looking for typosquatters. Discussions will be held comparing sites and listing the risks on that site. Identification of a secure website will be covered.</p> <p>5. Mobile Devices: Dimensions of Wellness focus: Intellectual, social, physical and emotional</p> <p>Explanation and discussion of an overview of all of the products that are considered mobile devices. A discussion will be held on each specific student's use of their own device. Exploration of apps available that relate to health and fitness. Other topics will include statistics on deaths by distracted driving, cellphones, texting, etc. This will be discussed by age group and which age group is most at risk.</p> <p>6. Computer and Internet Addiction: Explanation and discussion of what causes computer addiction and how computer addiction works. Each student will complete an 'Internet Addiction Quiz' that will analyze their potential of being an addict. How to recognize when one is addicted to computing or aspects of computing. Discussions of how to avoid or stop computer and internet addiction. Also, treatments of computer addiction will be discussed.</p> <p>7. Human Factors and Ergonomic Considerations: Dimensions of Wellness focus: Intellectual, emotional and physical. A discussion of ways of improving efficiency, providing comfort and safety while working at the computer. Distinguishing between the various designs of furniture and tools for working with the computer. An in-depth discussion of what health officials have said about the healthy and non-healthy aspects of sitting for so long while working at the computer. A discussion on how to set up their own computer and other equipment to minimize risk of injury or discomfort like back and neck pain, headaches, shoulder and arm pain. Sitting for prolonged periods of time causes physical fatigue. Students will list ways to prevent computer-related muscle and joint injuries. Discuss repetitive motion illnesses like carpal tunnel. Discuss the statistics of hearing loss from high-decibel sound levels in earbuds and methods to prevent said hearing loss.</p> <p>8. Applying Cyber Wellness: A culminating activity will have the student choose any topic discussed in the course of the semester and write a research paper on the health and wellness of that topic.</p>
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<p style="text-align: center;">Rationale for Proposal</p>	
<p>Why is this Course Being Proposed?*</p>	<p>The course will help students identify the positive and negative aspects of computers and cyber safety.</p>
<p>University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course will help students identify the positive and negative aspects of computers and cyber safety.</p>

<p>How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Liberal Studies</p> <p>If Other, please explain:</p>
<p>Is a Similar Class Offered in Other Departments?*</p>	<p>NO</p> <p>Please Provide Comment:</p>
<p>Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>This course will introduce students to practices to the security problems associated with computer use and what to do to ensure safe use of computers</p>
<p>Who is the Target Audience for the Course?*</p>	<p>Liberal Studies</p> <p>If Other, please explain:</p>
<p>Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There are no implications for other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>
<p>Attach Supporting Documents for Implications, if Necessary</p>	<p style="text-align: center;">File Modified</p> <hr style="width: 15%; margin: auto;"/>
<p>Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number	COSC143
Course Title	Cyber Wellness
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline	<i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i> <i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i> See above
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?	Professor O'Neil has nine graduate credits pertaining to teaching at a distance. She has taught online since 2005 and has created an online LBST499 course entitled Geeks Bearing Gifts and converted the COSC101 Computer Literacy course to an online version of the course.

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>Objective 1: Students will recognize the health risks associated with Internet use</p> <p>Given a list of websites, students will explore potential dangers located in the content of each site. Emphasis will be devoted to cyberstalking and cyberbullying.</p> <p>Objective 2: Students will describe how the use of technology has advanced the medical field.</p> <p>Video lectures will discuss current medical advances such as the biomedical chip, virtual operations, robotic checkups, digestible microchips and electronic aspirins.</p> <p>Objective 3: Students will examine the cause and effect of social media on health and wellness</p> <p>Video lectures will cover the fifteen most popular social networking websites as they pertain to health and fitness.</p> <p>Objective 4: Students will be able to recognize websites created by social engineers that gather data and information for the intent of identity theft</p> <p>Video lectures will discuss the definition of a social engineer and identity theft. Website examples will be given analyzing dangerous content that will cause information theft; leading to identity theft.</p> <p>Objective 5: Students will investigate the use of mobile devices and their effect on health issues</p> <p>Video lectures will discuss the FCC wireless regulations on mobile devices in relation to radiation and the effects to health. In addition discussion on mobile apps that specifically pertain to physical health and fitness.</p> <p>Objective 6: Students will be able to explain the causes of computer addiction and how it can be avoided</p> <p>An online Internet Addiction quiz will be given that will calculate the student's potential of being addicted. Several videos will be used depicting true stories of Internet addiction including gambling, online gaming, and general computer addictions. Websites will be given that will discuss preventive measures as well as treatment for Internet Addiction.</p> <p>Objective 7: Students will be able to apply healthy computing habits including ergonomic principles</p> <p>Video lectures will discuss ergonomics and the effects on health and fitness in the workplace and at home.</p>
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>1. All classes will be divided into discussion groups of five or six students. This will be his/her learning community. Discussion forums will be set up in the LMS used for student-to-student and student-to-instructor discussions of all topics. Google Drive will be used for groups to prepare reports of selected topics.</p>
<p>How will student achievement be evaluated?</p>	<p>A rubric will be provided in the syllabus that will chart how points are evaluated for the discussion forums and Google Doc reports. The final exam will be a research paper based upon several topics discussed in the course and how it relates to his /her health and fitness.</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>1. All evaluations will be Active learning assignments and projects using the LMS of choice. These will be based upon individual selected topics throughout the course. Each submission will be unique and submitted into the secure LMS location.</p>

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

Knowledge Area:

dimensions, of, wellness

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one
information, literacy

Expected Undergraduate Student

Learning Outcomes

(EUSLOs)

Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

COSC143 Cyber Wellness

Objective 1: Students will recognize the health risks associated with Internet use

Expected Undergraduate Student Learning Outcome 2, 3 Empowered and Responsible Learners

Rationale: Students have been using computers from a very early age. Many do not realize the health risks associated with Internet use. Course content and assignments will include analyzing various websites and how their behavior and input may encourage cyberbullying, cyberstalking and related dangers. Preventive measures will be discussed so they can make good judgement when on the Internet.

Objective 2: Students will describe how the use of technology has advanced the medical field.

Expected Undergraduate Student Learning Outcomes 2, 3 Empowered and Responsible Learners

Rationale: The use of technology in medicine is one of the fastest growing industries. Course content and assignments will explore current medical advances like the VeriMed chip implant in Alzheimer patients, biomedical chips assisting the physically challenged individuals to walk, virtual operations, robotic checkups and there is even an electronic aspirin. Discussion will be held on the decision of the FDA to approve digestible microchips.

Objective 3: Students will examine the cause and effect of social media on health and wellness

Expected Undergraduate Student Learning Outcomes 1, 2 and 3 Informed, Empowered and Responsible Learners

Rationale: According to Neilson ratings, Internet users spend more time on social media sites than any other type of site. Course content and assignments will have the students investigate the fifteen most common social media sites. Topics discussed will be how social media affects self-esteem and the difference in physical exercise vs using social media by age and gender.

Objective 4: Students will be able to recognize websites created by social engineers that gather data and information for the intent of identity theft

Expected Undergraduate Student Learning Outcomes 2 and 3 Empowered and Responsible Learners

Rationale: One of the fastest growing crimes on the Internet is Identity Theft. This is a clear danger to financial wellness. Social engineers create very convincing websites that gather information to be used for fraudulent purposes. Course content and assignments will have the student explore the pattern of rhetoric on websites that signify the sites as legitimate or not legitimate. Students will analyze the script on the website, evaluate the content and decide whether or not that site is phishing for information.

Objective 5: Students will investigate the use of mobile devices and their effect on health issues

Expected Undergraduate Student Learning Outcomes 2, 3 Empowered and Responsible Learners

Rationale: Most all students use mobile devices, from cell phones, to smartphones, tablets, even watches. Course content and assignments will have the students review the FCC wireless regulations on mobile devices in relation to radiation and the effects to health. Students will discuss the use of mobile devices to text and walk and drive.

Objective 6: Students will be able to explain the causes of computer addiction and how it can be avoided

Expected Undergraduate Student Learning Outcomes 1, 2 and 3 Informed, Empowered and Responsible Learners

Rationale: Students do not realize the cause and effect of Computer Addiction. Course content will delve into the causes of Computer Addiction. In addition, discuss preventive measures as well as treatment of Computer Addiction.

Objective 7: Students will be able to apply healthy computing habits including ergonomic principles

Expected Undergraduate Student Learning Outcomes 1, 2 and 3 Informed, Empowered and Responsible Learners

Rationale: Not much thought is given to the ergonomics of a computer workplace. Many illnesses occur because of poor ergonomics. Course content will discuss measures to avoid computer-related illnesses. Healthy computing techniques will be discussed as well.

<p>Description of the Required Content for this Category</p>	<p><i>Narrative on how the course will address the Selected Category Content</i></p> <ol style="list-style-type: none"> 1. Introduction – An overview of how the Internet grew from a need for the National Defense Department to have a central network to a vast arena of dangerous websites that affect health and wellness. A look at various websites and an analysis of the content can show risks of cyberbullying, cyberstalking and other related dangers. A discussion of how to detect a site is detrimental to their health. 2. Advancements in Medical Field: Advancements in the medical field will be explored. Topics for investigation will be biomedical chips, Verichips, virtual surgeries, virtual doctors and nurses, nanotechnology, the Braingate Neural interface, or any other topic the student may research. Students will write a report and discuss their findings with the class. 3. Social Media: Examination of the fifteen most currently used social media websites will take place. A discussion will be held about each site and how each specific site affects their health. Topics for discussion will be their own use of each site and how they interact with each site. Analysis of the content in the sites will allow the students to identify the motives of the site and recognize the health dangers such as cyberstalking and cyberbullying. A look at privacy issues and how they relate to use of social media. 4. Social Engineering Websites: An overview of identity theft will be discussed. Using the skills learned in objective 3, a discussion will be held on recognizing websites that specifically ask for information that will lead to identity theft. Awareness, prevention and action will be discussed in the area of identity theft. An exercise will be given that will have the student find fraudulent sites by analyzing the content of the site. Discussions will be held comparing sites and listing the risks on that site. 5. Mobile Devices: Explanation and discussion of an overview of all of the products that are considered mobile devices. A discussion will be held on each specific student's use of their own device. Exploration of apps available that relate to health. Some apps measure pulse, count steps taken, assess nutrition. An exercise will include students downloading approved apps that have been shown to be successful in monitoring physical wellness and use illustrative examples that demonstrate "False hope" apps, and reporting on their findings. For example, the student could estimate how far they walk in a typical day and have them compare to what the app recorded. What the student would submit is the comparison. Have the student then list a few things they could do and then try them. Other topics will include texting while driving and walking and how that affects health. A discussion of the health problems with the latest technology. For example, the new Apple Watch is causing problems with people who have dark tattoos on their wrists. An exercise will entail students listing safe health usage practices with a specific mobile device. 6. Computer and Internet Addiction: Explanation and discussion of what causes computer addiction and how computer addiction works. Each student will complete an 'Internet Addiction Quiz' that will analyze their potential of being an addict. How to recognize when one is addicted to computing or aspects of computing. Discussions of how to avoid or stop computer and internet addiction. Also, treatments of computer addiction will be discussed. 7. Human Factors and Ergonomic Considerations: A discussion of ways of improving efficiency, providing comfort and safety while working at the computer. Distinguishing between the various designs of furniture and tools for working with the computer. An in-depth discussion of what health officials have said about the healthy and non-healthy aspects of sitting for so long while working at the computer. A discussion on how to set up their own computer and other equipment to minimize risk of injury or discomfort like back and neck pain, headaches, shoulder and arm pain. Sitting for prolonged periods of time causes physical fatigue. Students will list ways to prevent computer-related muscle and joint injuries. Discuss repetitive motion illnesses like carpal tunnel. Discuss the statistics of hearing loss from high-decibel sound levels in earbuds. 8. Applying Cyber Wellness: A culminating activity will have the student choose any topic discussed in the course of the semester and write a research paper on the health and wellness of that topic.
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All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	<p>The course will list the use of computers in the different areas of the course; social media, mobile devices, etc. by age, race and gender. Further analysis of this data will explore the differences in use and how they relate to health and wellness.</p>
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	<p>Students will read and discuss books related to computer security, use of computers in health related occupations, ergonomic aspects of extensive computer use, etc.</p>

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 15%; margin-left: auto; margin-right: auto;"/>

Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>
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For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments: "Components of this course could be taught by other departments (e.g. ergonomics by safety sciences or effects of social media could be covered by information management or communications media). However, we are unaware of any wellness courses from those departments covering this material."

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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>