This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   ___X____ Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   ___X____ Completed   _______ NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department’s representative is prepared to address A2C2’s questions on this matter.
   ___X____ Completed   _______ NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   ___X____ Completed

   Name and office phone number of proposal's representative: __Sudharsan Iyengar____________________

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   _______ Completed   ___X____ NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   _______ Completed   ___X____NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   _______ Completed   ___X____ NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   _______ Completed   ___X____ NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   _______ Completed   ___X____ NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   ___X____ Completed   _______ NA

   ____________________________  2/13/2012
   Sudharsan Iyengar

   Department's A2C2 Representative or Alternate   Date

[Revised 9-05]
WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department __Computer Science_________________________ Date __February 13, 2012__________

__CS 110 ___________ __Computers in a Global Society ___________3________
Course No. Course Name Credits

Prerequisites __none________________________________________

GEP Goal Area(s):*

CORE GOAL AREAS
_____Goal 1: Communication
_____Goal 3: Natural Science
_____Goal 4: Mathematics/Logical Reasoning
_____Goal 5: History and the Social and Behavioral Sciences
_____Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS
_____Goal 7: Human Diversity
_____Goal 8: Global Perspective
_____Goal 9: Ethical and Civic Responsibility
_____Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

_____Intensive:

____ 1. Writing
____ 2. Oral Communication
____ 3. a. Mathematics/Statistics
     b. Critical Analysis

_____Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

Sudharsan R Iyengar x5539 sivengar@winona.edu
Name (please print) Phone e-mail address

[Revised 9-6-11]
### WINONA STATE UNIVERSITY
### GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course __CS-110____

<table>
<thead>
<tr>
<th>Department Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean’s Recommendation</th>
<th>____ Yes</th>
<th>____ No*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of College</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

<table>
<thead>
<tr>
<th>GEPS Recommendation</th>
<th>____ Approved</th>
<th>____ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Program Director</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2C2 Recommendation</th>
<th>____ Approved</th>
<th>____ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of A2C2</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Senate Recommendation</th>
<th>____ Approved</th>
<th>____ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>President of Faculty Senate</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vice President Recommendation</th>
<th>____ Approved</th>
<th>____ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Vice President</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decision of President</th>
<th>____ Approved</th>
<th>____ Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

Please forward to Registrar.

Registrar | Date entered | Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]
CS 110      Computers in a Global Society

Course Description: This course is designed to help students become informed users to succeed in the technologically connected global society. This non-technical introductory course covers fundamental knowledge of, and proper use of, the various types of computers and computer networks. The impact and significance of the information age is explored in the context of economic, political, cultural, legal, environmental, historical, ergonomic, and psychological topics.

The course emphasizes the risks to personal and organizational data and the security and privacy issues due to the extensive digitized information on networked computers. Discussion and illustrative format will be used to introduce topics such as: ethical use of computers, cyber security, privacy, civic responsibilities and cyber law, and intellectual property rights and piracy. These topics will be explored to develop scientific and philosophical perspectives at local and global level.

Prerequisites: None

Credits: 3 S.H.

MNTC Goal Area: 8: Global Perspective

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

Student Learning Outcomes:

01) Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.

02) Demonstrate knowledge of cultural, social, religious and linguistic differences.

03) Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

04) Understand the role of a world citizen and the responsibility world citizens share for their common global future.
Course Outline:

I. Advances in Computing
   a. Computers – Past and Present
   b. Computers - Basic components and configurations
   c. Advances in computer hardware and software
   d. Advances in computer networking and communications

II. Social Implications of Computing
   a. News and Information proliferation (O1)
   b. Electronic commerce and global competition (O1, O2)
   c. Telecommuting and Virtual Offices (O1)
   d. Education and Distance Learning (O1)
   e. Entertainment and Piracy (O1)

III. Internet and World Wide Web – a Revolution
   a. History of the evolution of internet and WWW
   b. Information and Services on WWW (O1)
   c. Effects of Information Technology around the world (O2)

IV. Security and Privacy
   a. Basics of secure transactions on the internet
   b. Security risks for individuals and institutions (O4)
   c. Privacy in the world of social networking (O1)
   d. Protecting Personal and Institutional information (O4)

V. Intellectual Property Rights and Ethical Use of Computers
   a. Validating Information on the Internet (O2)
   b. Using Information obtained online (O2)
   c. Netiquette and ethical responsibility on the net (O4)

VI. Universal Accessibility
   a. Digital Divide – haves and have not’s (O4)
   b. Disabilities and information access (O3)
   c. Effects of accessibility issues (O4)
   d. Global and local digital divide and its effects (O1, O4)

VII. Emerging Technologies
   a. New Technologies and their applications (O2)
   b. New Technologies and their risks (O4)
   c. Personal health, ergonomics, addiction and netiquette
   d. Social, Political, and Economic factors of new technologies (O3)

VIII. Legal Issues
   a. Protecting vulnerable groups – seniors, teens and children (O4)
   b. Censorship versus freedom of information and speech (O3)
   c. Cyber Crime and prosecutorial jurisdiction (O3)
   d. Cyber law and enforcement (O3)
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Learning Opportunity</th>
<th>Assessment &amp; Evaluation</th>
</tr>
</thead>
</table>
| Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions. | • Be able to discuss and understand the history of computer evolution as a global phenomena  
• Be able to discuss the global participation and contribution to the computer industry  
• Have an appreciation and understanding of computer networks on global economies  
• Discussion of current articles on technological changes.  
• Understand computer terminology | • Develop a self-reflective report that contains the impact of technology on their past and present personal life and a deliberated analysis on its effect on their future.  
• Expert Insight  
• Exams |
| Demonstrate knowledge of cultural, social, religious and linguistic differences. | Discuss the impact of technology on cultural and values of nations. | • Discuss outsourcing and its impact on US and other countries.  
• Develop a report on effect and strategies to deal with Digital Divide in various countries and constituents.  
• Review and study of current articles, youtube videos, and discussions thereof from Films for Humanities and Science videos.  
• Expert Insight  
• Exams |
| Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution. | • Study and understand the effect of pervasive use of computers  
• Discuss and understand the global nature of piracy, intellectual property rights, e-commerce, net neutrality, cyber security and privacy issues on the internet.  
• Discuss and understand the various perception of the concept of “Big-brother” and censorship | • Develop a report on the effects of digital divide and strategic initiatives undertaken by governments and institution to address these effects.  
• Discuss and study the role of government and the issue of privacy  
• Expert Insight  
• Exams |
| Understand the role of a world citizen and the responsibility world citizens’ share for their common global future. | • Know the various ways cybercrime can occur and threaten individuals, institutions and country  
• Understand and appreciate the risks and responsibilities on individuals and institutions in security  
• Understand the importance of basic technology education to vulnerable groups public policy  
• Understanding of current laws the need for new set of rules for activities on the internet | • Classroom and online forum discussions and debate addressing “Balancing the Act” and “Ethical Responsibilities” under various scenarios.  
• Report on current and futuristic issues involving technology and develop cogent arguments for handling the same.  
• Expert Insight  
• Exams |
CS-110: Computers in a Global Society

Course Description:

This course is designed to help students become informed users to succeed in the technologically connected global society. This non-technical introductory course covers fundamental knowledge of, and proper use of, the various types of computers and computer networks. The impact and significance of the information age is explored in the context of economic, political, cultural, legal, environmental, historical, ergonomic, and psychological topics.

The course emphasizes the risks to personal and organizational data and the security and privacy issues due to the extensive digitized information on networked computers. Discussion and illustrative format will be used to introduce topics such as: ethical use of computers, cyber security, privacy, civic responsibilities and cyber law, and intellectual property rights and piracy. These topics will be explored to develop scientific and philosophical perspectives at local and global level.

Satisfies USP Unity and Diversity/Science and Social Policy requirement

Satisfies GEP Goal 10, People and the Environment”, for WSU only.

Objective:

To Understand and Appreciate Computer Technology And Its Effects in a Changing Global Society.


Office Hours: Link

Course Expectation and Outcome:

Upon entering the course – students should have:

- Curiosity and enthusiasm to learn
- Commitment to good work habits and time management
- Fundamental Analytical and Mathematical reasoning abilities

Upon completion of the course – student be able to:

- Articulate the basic principles of computer systems and the general principles of internet communication
- Describe the various types of computer technology and its uses in education, business, products, and government
- Discuss and elaborate on the issues of technology in the global interconnected world
- List and be cognizant of the security, privacy, and ethical issues that are essential in proper use of technology
Syllabus:

- World of Computers
- Hardware and Software
- Report 1: Effect of Technology - Self Reflection
- Internet and WWW
- Network and Internet Security
- Report 2 – Digital Divide
- Computer Security and Privacy
- Intellectual Property Rights and Ethics
- Report 3 – Current and Future Societal Issues
- Health, Access and Environment
- Emerging Technologies
- Finals Exam (Comprehensive)

Policy:

Projects and Homework should be done on an individual basis. Co-operative learning is encouraged. Collaboration in generating the submitted work will be construed as plagiarism and will be reported to the department.

You are responsible for all material assigned and discussed in class. There will be no makeup exams - except, possibly, under dire circumstances and with prior instructor permission.

Questions regarding scores and grades should be brought to the attention of the instructor within one week of the grades/scores being turned back to the students. No appeals and inquiry will be entertained after this period.

Cheating and/or plagiarism will not be tolerated. It is important that you adhere to high ethical academic standards.

WSU is committed to Inclusive Excellence. WSU Promotes and celebrates diverse cultures, ethnic heritages, and includes all perspectives and promotes the understanding of issues relating to race, ethnicity, culture, gender, age, sexual orientation, ability levels, socioeconomic status, and religion. The complete statement with resources is at Inclusive Excellence Statement.

Grading:

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 2</td>
<td>8%</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>8%</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>8%</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>8%</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>8%</td>
</tr>
<tr>
<td>Quiz 7</td>
<td>8%</td>
</tr>
<tr>
<td>Quiz 8</td>
<td>8%</td>
</tr>
<tr>
<td>Reports</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>16%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;= 90 %</td>
<td>A</td>
</tr>
<tr>
<td>&gt;= 80 %</td>
<td>B</td>
</tr>
<tr>
<td>&gt;= 70 %</td>
<td>C</td>
</tr>
<tr>
<td>&gt;= 60 %</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60 %</td>
<td>F</td>
</tr>
</tbody>
</table>