

Application for a New Course v9

Course ID <i>Subject and Number</i>	ITC 110
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Rob Byrd
2	Course Teacher	Rob Byrd
3	Course Title	Introduction to Information, Technology, and Computing
4	Course Abbreviation (if title is over 30 characters)	Intro to ITC
5	College	COBA
6	Department	SITC
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	fixed
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	75
17	Catalog Description (50 words or less)	An introduction to the mindsets, concepts, and skills found in the disciplines of the School of Information Technology and Computing.

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
19	List any co-requisites	none
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	no
22	How often will it be offered? Fall	Offered every Fall
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Once per year
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	CS 111 Fall 2011 IT 120 Fall 2011
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, Fall 2012, 40+ students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None, because the courses that might have have overlap are being/have been deleted from respective programs. (CS111, IT120, etc.)

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	It is a core requirement for all majors within the School of Information Technology and Computing
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course combines course content from CS111 Intro to CS and IT 120 Intro to IT into a single course specifically for all SITC majors (CS, DET, IT, IS). See course goals below.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	First semester Freshman declaring majors within the iSchool or having an interest in the majors within the iSchool. No prerequisite skills beyond acceptance to ACU
2	State the overarching course goal(s) in performance terms.	The overarching course goals are for students to understand the essence of their major and the other majors within the iSchool, develop close relationships with other students in the iSchool and to learn mindsets, concepts, and skills needed to succeed as professionals in their field.

2. Competencies and Measurements

	Competency	Measurement
1	Understand the essence of each academic program within the iSchool and to know he/she is in the right program for him/her.	Reflection/Essay given on day 11 after the discussions and presentations.
2	Differentiate activities and knowledge/skill sets of careers based on each iSchool academic program.	Reflection/Essay given on day 11 after the discussions and presentations.
3	Form collegiate bonds among other students and faculty both within and outside his/her major.	Participation grade, Peer feedback, and Personal reflection
4	Explain foundational concepts of each of the majors.	Written/Online Exams

3. Text and Resources

1. No student text required. The learning management system will contain links and resource material.

2. Reference texts:

Baase, Sara (1997). *A Gift of Fire: Social, Legal, and Ethical Issues in Computing*, Prentice Hall.

Dale, Nell (2011). *Computer Science Illuminated, 4e*, Jones and Bartlett Publishing LLC.

Evans, Martin, Poatsy (2012). *Technology in Action, 8e*, Prentice Hall.

Madison, Dan (2005). *Process Mapping, Process Improvement, and Process Management*, Chico, CA: Peton Press LLC.

McComb, Dave (2004). *Semantics in Business Systems: The Savvy Manager's Guide*, Morgan-Kaufmann.

Postman, Neil (1993). *Technopoly: The Surrender of Culture to Technology*, Vintage Books.

Shelly & Vermaat (2012). *Discovering Computers, Complete*, Boston: Course Technology.

Weissfeld, Matt (2008). *The Object-Oriented Thought Process, 3e*, Pearson Education.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

1. Library Assessment

Review and approval by Director of Library is attached.

2. Instructional Design

Review and approval by Director of Instructional Design is attached.

3. Degree Plan

See separate proposals to add this course to CS, DET, IS and IT majors.

4. Content Overlap

ITC 110 will replace introductory courses in CS and IT that were offered within SITC.

5. Departmental Resources

There are no resources unique to the department required for this course.

6. Resources

No resources beyond existing computer labs and software are required.

7. Expenses

No additional expenses are required to implement this course.

All full-time SITC faculty are able to teach this course. When possible, we plan to team teach this course to offer more than one disciplinary perspective. Faculty who are not teaching the course will also be asked to attend 1 or 2 class periods.

8. Justification

Nothing additional.

9. Syllabus

See attached.

10. Additional Documentation

None.

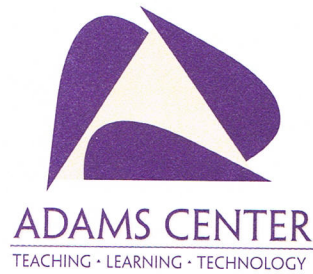
ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: August 21, 2012
TO: Dr. Rob Byrd
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for ITC 110 – Introduction to Information, Technology and Computing

After reviewing the course proposal, the library is able to support the proposed course. Thank you for allowing us to review the course proposal.



August 28, 2012

Abilene Christian University • ACU Box 29201
Abilene, Texas 79699-9201

Dr. Rob Byrd
Associate Professor of Information Technology
School of Information Technology and Computing
230 Mabree Business Building
Abilene Christian University
ACU Box 29315
Abilene, TX 79699

Dear Rob –

Thank you for our conversation earlier today to discuss the two new courses you are proposing for approval:

ITC 110 Introduction to Computing and Information Technology
ITC 460 Managing Information Technology and Computing Projects

I am pleased to report that these two course proposals, the application material, and syllabi meet current Adams Center guidelines for course development. It was my pleasure to work with you. Thank you for your help in telling me more about the overall curriculum in the School of IT and Computing and how these two classes “bookend” the four degree programs currently offered.

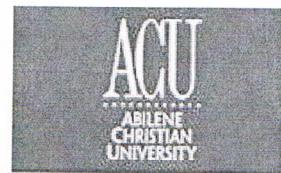
Please don’t hesitate to contact the Adams Center if there is anything else we can do to help as you teach these courses.

Blessings,

A handwritten signature in purple ink, which appears to read 'Melinda Thompson', is written over the word 'Blessings,'. The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Melinda (Mindi) Thompson
Director of Instructional Design
Adams Center for Teaching Excellence

ACU COLLEGE OF BUSINESS ADMINISTRATION
SCHOOL OF INFORMATION TECHNOLOGY & COMPUTING
COURSE SYLLABUS, FALL 2013
ITC 110 INTRO TO INFORMATION, TECHNOLOGY, AND COMPUTING
FALL 2012, 3 CREDIT HOURS



Professor:	Dr. Rob Byrd, Associate Professor	Office:	Mabee Business Building Rm #252
Phone (office):	325-674-4914	Office Hrs:	MWF 10a –chapel, TR 9a –chapel
Cell (and text):	325-320-7076	ACU Box#:	28036
Email:	rob.byrd@acu.edu	Venue/Time:	MBB (COBA) 301 at 2:00 p.m.

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of ACU's School of Information Technology and Computing is to provide students with the highest quality education possible in the ever-changing high-tech arena, and to establish within them a foundation of faith from which they can lead and serve in world-changing ways.

Course Description: ITC 110 Introduction to Information, Technology and Computing (3-0-3), fall. An introduction to the mindsets, concepts, and skills found in the disciplines of the School of Information, Technology, and Computing.

Contribution of Course to Overall Business Perspective (Synopsis): The technology discipline is an assimilation of several other primary fields. As technical professionals we must attain basic competency in all of them to be effective. From a low-level, hard-core sciences extreme of electrical engineering through software development and problem solving to the softer areas of projects management and people skills, successful professionals must be able to understand and be comfortable working at all levels. This course develops the ability to think and solve problems systematically and to understand the overall picture of how effective use of information, technology, and computing contribute to the optimization of any organization. This course is vital to success in all follow-on courses and for effective performance in the business arena.

Contribution of Course to the Development of Communication Skills: This course will provide opportunities to develop communication skills by introducing much of the vocabulary used in the discipline. As students apply the new vocabulary in homework assignments and team projects, they develop written and collaborative communication skills

Contribution of Course to Christian Service and Leadership: Many of the concepts and details of this course are difficult and require time and dedication to master. Yet without competency in them the computer professional will not be able to present an image of a qualified professional. Colossians 3:23,24 (NIV) *Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.* Generally, it is difficult to make the Good News about Jesus Christ seem desirable to unbelievers, unless those carrying that news are respected as authorities in other areas first. It doesn't always have to be in a professional area, but it does help when trying to show colleagues Christ.

Course Format/Activities: A variety of instructional methods will be used to foster student learning. These include lecture/discussion, team forming/building, project-based inquiry and learning, guest speakers on careers and discipline knowledge, and individual homework/research.

Prerequisites: none

Additional Course Features: Student-presented biographies of important contributors to the field, ethics

scenarios, technopoly scenarios/considerations, Class breakout groups (by discipline and other categories), and a wiki glossary accumulating course terms where students define, verify, evaluate, and improve definitions

Overall Outcome and Competencies:

	Competency	Measurement
1	Understand the essence of each academic program within the iSchool and to know he/she is in the right program for him/her.	Reflection/Essay
2	Differentiate activities and knowledge/skill sets of careers based on each iSchool academic program.	Reflection/Essay
3	Form collegiate bonds among other students and faculty both within and outside his/her major.	Participation grade, Peer feedback, and Personal reflection
4	Explain foundational concepts of each of the majors.	Written/Online Exams

Grading System: Final grades will be determined using the 1000 point system detailed in the table below. Grades will be distributed as 900-1000 pts. = A, 800-899 pts. = B, 700-799 pts. = C, 600-699 pts. = D, 000-599 pts. = F.

Assignments (10 – 25 pts each)	400	Attendance & Participation	150
Projects (2)	150	Final Exam (comprehensive)	150
Assessments (tests, reflections, etc.)	150		
			Total 1000

Course Policies:

Teaching Philosophy

My teaching philosophy is really a learning philosophy: my purpose is not to teach but to facilitate your learning and offer opportunities to do so. Student learning is intended to include more than the raw facts of specific technical concepts. Learning that will last, is learning that changes the way one thinks—about everything. For example, when you learn about abstraction (one of the technical concepts you will be exposed to), my hope is that you are able to apply the concept to areas *outside* of your discipline; that you may learn to generalize and adapt concepts across disciplines.

Course Materials, Communication, and course site

The primary means of communication will be classroom discourse and discussion followed closely by email and the learning management system found at: <http://classes.itc.acu.edu/itc/> As far as possible all handouts, assignments, assignment submissions, grades and feedback will be accomplished via this site. Student email will be channeled through this site unless a message is student-initiated and sent directly to the professor's email account.

Homework, Projects, and Quizzes

Credit for homework and quizzes is given only when they are submitted on time whether the student has an excused absence or not. You may still submit late assignments for feedback even though the grade will be a zero. This will ensure you have the correct understanding for the exams and follow-on courses. Some of the assignments will not be graded but will be used as learning tools to prepare for the assessments.

Attendance and Tardiness

Students are expected to be present and on time for class. In the case of a school approved absences, exams or projects may be taken/submitted **only before** leaving on the school approved function. This means advance notification of the absence must be given to the professor at least one week before the day of absence. The above-stated Homework and Quizzes policy applies to school approved absences only.

For those who like details: Tardy is defined as entering or not being prepared for class (finding a seat, pulling out books from backpacks, etc.) after the professor has started the formal class, or making the professor have to wait to start class because a student is not ready. A student more than 15 minutes tardy is considered absent. Three tardies amount to an absence, and after three weeks worth of absences a student will be dropped with a grade of WF. It will not take this many absences, however, to miss so much valuable learning that passing will be difficult anyway.

Disruptive and Disrespectful Behavior

Behavior that is disruptive or disrespectful behavior will not be tolerated. This includes sleeping, habitual leaving and re-entering the classroom once the session has started, playing games, writing email, messaging, use of cell phones (including texting) or pagers, inappropriate talking that is off-topic, or other similar activities. Those disrupting the class, will be asked to leave and will be counted absent. The only exception to this policy is when the professor explicitly initiates an electronic device activity.

Academic Dishonesty and Ethics

1. The teacher and students will adhere to the college and university policies in regards to cheating, copying, and misuse of computer resources. Students caught collaborating on individual work, may receive an F for the course. It is not the professor's burden to prove malicious cheating or copying. Student work may be checked using plagiarism detection software. Collaboration will be assumed when, in the perception of the professor, assignments look too similar or when visual or forensic evidence suggests unacceptable collaboration. Within-team collaboration is expected on team projects with the provision that all team members are equally contributing. Refer to these sites for copies of the formal policies:

www.acu.edu/campusoffices/campuslife/acad_integrity.html

www.acu.edu/academics/coba/cobahonorcode.html.

2. All are encouraged to follow the Golden Rule, "treat others as you would want to be treated."

3. It is to the student's benefit to put forth his/her best effort. The tasks that seem hard or impossible initially become the very milestones that give confidence and competence later. Full effort is always rewarded with better accomplishments in the end.

Special Accommodations

Abilene Christian University is committed to providing a learning atmosphere which reasonably accommodates qualified persons with disabilities. If you feel you have a disability which may impair your capacity to successfully complete this course, please contact the Director of Disability Services (674-2667) in Alpha Academic Services within the first two weeks of the course. Student Disability Services assists students with disabilities in obtaining appropriate academic accommodations.

Request For Feedback

This course is under continuous revision. The professor welcomes suggestions for improvement. The sooner in the semester suggestions are made, the sooner improvements can be implemented. Please don't wait until the last day of class or the end-of-course critiques to make comments.

Text and Supplements:

No purchased text required. A mobile device will be required daily.

Reference texts

Baase, Sara (1997). *A Gift of Fire: Social, Legal, and Ethical Issues in Computing*, Prentice Hall.

Dale, Nell (2011). *Computer Science Illuminated*, 4e, Jones and Bartlett Publishing LLC.

Evans, Martin, Poatsy (2012). *Technology in Action*, 8e, Prentice Hall.

Madison, Dan (2005). *Process Mapping, Process Improvement, and Process Management*, Chico, CA: Peton Press LLC.

McComb, Dave (2004). *Semantics in Business Systems: The Savvy Manager's Guide*,

Morgan-Kaufmann.
 Postman, Neil (1993). *Technopoly: The Surrender of Culture to Technology*, Vintage Books.
 Shelly & Vermaat (2012). *Discovering Computers, Complete*, Boston: Course Technology.
 Weissfeld, Matt (2008). *The Object-Oriented Thought Process*, 3e, Pearson Education.

Administrative Comments:

- 1) To drop a course, you must complete the required paperwork with your advisor. See the ACU calendar for important dates: www.acu.edu/campusoffices/registrar/calendar.html
- 2) You must earn a grade of C or better in this course in order for it to satisfy the prerequisite requirement for any course for which this course is a prerequisite.
- 3) To login to the course site point to: <http://classes.its.acu.edu/its/> with your browser (Firefox is recommended) use your ACU user name (usually of the format: fm108a) and your password. Your password is also your username. You will be required to change your password to something more secure when your first login. Once logged in you can go to your course. A course enrollment key *may* be required. If so, try typing : itc140byrd

Important Contributors to the Discipline and Associated Course Concept

Important Figure	Significance	Course topic
-Charles Babbage	Analytical Computer	Binary, prefixes, counting
-Claude Shannon	Info. theory/digital logic	Logic operators
-John von Neumann	Modern Computer arch.	CPU
-Grace Hopper	Compiler	Low-level systems(compilers, OS)
-Ted Nelson	Hypertext, hypermedia	Abstraction
-Ted Codd	RDBMS	DIKI
-Doug Engelbart	Software engineering, mouse	Modules(with coupling cohesion)
-Ada Lovelace	First programmer	Processes
-Dennis Ritchie	C prog lang → Unix, Internet	Algorithms-basic
-Bill Gates	Microsoft	Technopoly
-Richard Stallman	Open Source: GNU project	Applications and ERPs
-Linus Torvalds	Open source, Linux	Open source
-Paul Otlet, William Inmon, Ralph Kimball	Info mgt, data warehousing, business intelligence	Data & information management, security, and assurance
-Mark Zuckerberg	Facebook	Semantics (social media, marketing, web pages)
-Sid Meier	Programmer, game designer	Modules/Semantics(with Ontologies)
-Edsger Dijkstra	Programming Languages	Languages (human and otherwise)
-Martin Cooper	Mobile Phone	Communication (networking/wireless/mobile)
-Donald Knuth	Algorithm analysis	Algorithms (problem spaces, complexity,
-Walt Disney	Entertainer, artist	Project management
-Steve Jobs	Apple innovation	Creativity, innovation, benchmarking,
-Alan Turing	Turing Machine	State machines

Summary of Daily Assignments: A tentative course schedule is presented below, with the final course schedule to be posted and updated on the course site. Any significant changes to this schedule (such as exam dates and substantial content) will be communicated at least one week before the new event date.

ITC 110 Tentative Course Schedule

(Homework/In-class assignments will be given every day—until the projects start—and be worth 10 to 25 points each)

#	Date	Activity	#	Date	Activity
1	08-27	Course Orientation, Icebreakers	25	10-22	Concepts: Communication (networks)
2	08-29	iSchool philosophies and fitting into business world	26	10-24	Concepts: Telecommunications
3	08-31	What does it mean to be a professional?	--	10-26	Fall Break-- no Class
4	09-03	What goes through my mind when I hear ____?	27	10-29	Concepts: Communication (language)
5	09-05	What would my role be in this scenario?	28	10-31	Concepts: Semantics (ontology overview)
6	09-07	CS Element of Project	29	11-02	Concepts: Semantic web (including social media, marketing)
7	09-10	IT Element of Project	30	11-05	Concepts: Project Management
8	09-12	DET Element of Project	31	11-07	Concepts: Algorithms and Problem Solving
9	09-14	IS Element of Project	32	11-09	Concepts: Algorithms and Problem Solving Online Assessment
10	09-17	Assessment/Reflection	33	11-12	Ontology Project (part A)
11	09-19	Concepts: Primordial Cyber Matter	34	11-14	Ontology Project (part B)
12	09-21	Concepts: Logic Operators and Gates	35	11-16	Ontology Project (part C)
13	09-24	Concepts: The CPU	36	11-19	Ontology Project (part D)
14	09-26	Concepts: Low-level and Operating Systems	--	11-21	Thanksgiving Break-- no Class
15	09-28	Concepts: Abstraction Overview	--	11-23	Thanksgiving Break-- no Class
16	10-01	Concepts: Data Abstraction	37	11-26	System Application Project (part A) (Ontology Project Due)
17	10-03	Concepts: Modules	38	11-28	System Application Project (part B)
18	10-05	Concepts: Processes, Algorithms and Mapping (basic)	39	12-30	System Application Project (part C)
19	10-18	Concepts: Processes, Algorithms and Mapping (basic)	40	12-03	System Application Project (part D)
20	10-10	Concepts: Technopoly Online Assessment	41	12-05	Course summary and application to future courses
21	10-12	Concepts: Applications and Enterprise Systems	42	12-07	Exam Preparation (System Application Project Due)
22	10-15	Concepts: Open Source Projects	43	12-??	Final Exam
23	10-17	Concepts: Operating Systems and Utilities			
24	10-19	Data/Information Management			

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Brian Crisp
Department Chair

12/11/12
Date

Monty L. Lynn
Dean of the College

12/11/12
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: ITC 110

Course Title: Introduction to Information, Technology, and Computing

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Monty L. Lyn 12/11/12
College Dean or Director Date

Approved ☒ Denied ☐ David Perkins 1-15-13
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils: