Proposal to the Undergraduate Curriculum and Catalog Review Committee
Cover Sheet Instructions

Changes to existing undergraduate courses as well as proposals for new undergraduate courses must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the committee to the Vice President for Academic Affairs must be approved before they can be scheduled. Editorial corrections to existing catalog or syllabi text (i.e. misspellings, grammar, formatting or college introductions) do not require the submission of a proposal and departments are encouraged to address these directly to the University Registrar.

Graduate level courses (all 600/700 and those 500-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

I. Proposal Submission Criteria

1. Coversheet
   A cover sheet must be submitted for each proposal.
   The purpose of the coversheet is to provide a brief overview of the types of changes requested in the proposal and includes items such as:
   a. Prerequisite Change
   b. Course Title Change
   c. Course Number Change
   d. Course Credit Hours Change
   e. Catalog Course Description
   f. Minor change to Course content, objectives or delivery
   g. Course Syllabi change
   h. Course Deletions
   i. New Course
      1. Attach the New Course Form. Resources required for new courses must be approved through the college resource allocation process.
   j. Program Revisions
      1. This includes program revisions and additions or deletions of options. Attach the Revision of Existing Program Form; completing both the current and proposed programs.

2. Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):
3. Approval and Subsequent Reviews

All curriculum changes and new courses must be approved, as follows:
1. Department Chair
2. Chair, Department Curriculum Committee
3. Chair, College Curriculum Committee
4. Professional Education Committee (if applicable)
   (If this proposal in any way affects a professional education program, it must be
   submitted to and approved by the Professional Education Committee)
5. General Education Curriculum Advisory Committee
   (If the proposal in any way affects the General Education Program, it must be
   submitted to and approved by the General Education Curriculum Advisory
   Committee)
6. Faculty Senate President
7. Chair, UG Curriculum and Catalog Review Committee
8. Vice President for Academic Affairs

All courses must be reviewed departmentally at three-year intervals.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Reviewed By</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 08/17/05
Proposal Description: A new course that introduces a global perspective of information and communication technology (ICT). Course provides broad coverage of key trends, challenges, critical success factors, and best practices to help students understand and appreciate: (1) the role of ICT in supporting, shaping, and enabling economic and social changes, (2) the challenges of managing ICT, and (3) the effects of technology in an increasingly global environment. The overarching goal is to broaden students’ outlook towards ICT and its impact on business and society and to increase students’ awareness of the social and economic ramifications of ICT.
Rationale for Change: Advances in technology have always been a prominent force in changing the world. Modern information and communication technologies (ICT) have played a major role in shaping the industries, the economies, and the communities in the past century. Sound knowledge of this force is the basis for understanding different stances in business relationships as well as foreseeing future development trends and establishing long-term development goals.

Information and communication technologies have broken barriers and brought the world closer together thereby creating opportunities for change that are viewed both positively and negatively within and between cultures. This course will broaden students’ outlook towards ICT and increase students’ awareness of the social and economic ramifications of ICT. The course will study the impact of ICT on business and society from a global perspective analyzing how ICT has affected various cultures by solving problems, creating opportunities, and often creating new problems. By studying the evolution of technology and predicting future trends this course will prepare students to live and prosper in an increasingly globalized world.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date: Fall 2009 (September 2009)

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

____ Include a copy of the old and new syllabi to this proposal for comparison.

____ For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

____ For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar’s Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department Curriculum Committee Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Curriculum Committee Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Dean</td>
<td></td>
</tr>
</tbody>
</table>

If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Education Committee Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Curriculum Advisory Committee Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senate President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UG Curriculum &amp; Catalog Review Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VP for Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>

Revised 08/17/05
New Course Proposal

New course proposals at the undergraduate level must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

Graduate level courses (all 500 and those 400-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

1. **Catalog Entry**

   Date:

   Department Prefix: **ITEC** (three or four capital letters)

   Course Number: **112** (three numbers)

   Course Title: **A Global Perspective of Information Technology**

   Suggested Course Title for SIS program (28 character limit): **A Global Perspective of IT**

   Prerequisites: **None**

   Credit Hours: **3**

   Brief Description: This is a brief description of the course as it will appear in the catalog. This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course. For a General Education Course include the following statement at the end of the catalog entry: "This course has been approved for General Education credit in the
A study of information and communication technologies (ICT) with respect to how ICT supports, shapes, and enables economic and social changes. Covers the challenges of managing ICT and studies the impact of ICT on business and society in an increasingly globalized world. This course has been approved for General Education credit in the following area of the curriculum: College Core A Global Perspectives.

2. Detailed Description of Course

a. List topics or major units; include subtopics under major units, if appropriate. NOTE: This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

1. The Driving Forces of Change
   a. Innovations in the computing industry
   b. Open source, open standards
   c. The Internet
   d. Social networking (phenomena, impact, tools)

2. The Global Networked Economy
   a. Business models
   b. Cultural differences and influence
   c. IT infrastructure and service model
   d. Global sourcing
   e. Distributed team
   f. Collaboration Tools
   g. Enterprise Information Security
   h. Protecting data across borders

3. Ethics and Social Issues
   a. Privacy
   b. Intellectual property
   c. Green IT and ecological sustainability

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.
The course materials will be delivered using a mix of readings, lectures, case studies, guest speakers, and projects. Students are required to read selected materials assigned to each topic. The sources of these readings may include textbooks, research papers, practitioners’ magazines and forums, news, etc. Lectures and class discussions will be used to facilitate understanding of the readings. Teaching cases will be used to give the students an opportunity to apply the theories and concepts to the analysis of real world situations, and subsequently gain a deeper understanding. This course will incorporate relevant current events as much as possible to keep the content up-to-date. Given the broad range of topics, guest speakers will be a valuable resource for the class. RU faculty from relevant fields will be tapped. As part of the conduct of this course, the students will be required to use a prominent ICT application to gain in-depth understanding of how ICT may bring economic and social changes.

c. Student Goals and Objectives of the Course

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: “Having successfully completed this course, the student will be able to...” For a General Education Course, in addition to a statement of course-specific goals and objectives, include a description of the broad general education program goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this course.

This course will fulfill the objectives under Goal 11 of the College Core A area.

Goal 11: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting. Radford University students will be able to:

a. Compare and contrast different perspectives used to explain the world or international issues
b. Use material studied to explain cross-cultural issues in the world
c. Evaluate differences and similarities among world cultures that affect perceptions, beliefs, or behaviors, and thus relationships between those cultures

Having successfully completed the course, ITEC 112 students will gain a sound understanding of ICT as a force underlying the changes in business strategy, business model, and global sourcing and collaboration. They will be able to analyze issues relevant to long-term development such as global sourcing and ecological sustainability. This course also increases the students’ awareness of cultural and economic differences, which help to understand and interpret issues and challenges caused by these differences.

There are two sets of objectives in this course, IT objectives and general education objectives, with the former set supporting the latter set of objectives. Detailed course objectives and their relationships with the items in Goal 11 are described below.

Upon successful completion of this course students will be able to:

1. Demonstrate in-depth understanding of the technical features of one prominent ICT application.
2. Evaluate the importance of ICT and data analysis in business operation.
3. Identify security risks and describe privacy and ethical issues.
4. Analyze how traditional business models may be challenged by ICT.

<table>
<thead>
<tr>
<th></th>
<th>Goal 11 (a)</th>
<th>Goal 11 (b)</th>
<th>Goal 11 (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Describe how technology has shaped the current global economy, global workforce, and global views.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6.</td>
<td>Describe a current technology with a global impact on business and society. Explain how the technology works, how it has evolved, the problems it has solved and problems it has created.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>7.</td>
<td>Predict how emerging technologies are likely to change global perspectives.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>8.</td>
<td>Compare different perspectives on information technologies and emerging business relationships.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>9.</td>
<td>Analyze how cultural and social factors may affect the adoption of information technologies.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>10.</td>
<td>Evaluate how IT diffusion may increase or reduce the gap between developing and developed economies.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>11.</td>
<td>Assess how IT diffusion may change the cultural and social environment of the adopting society.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For a General Education Course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. Evaluation will be based on class discussions, quizzes, two exams, and a team project.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.
3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a General Education Course, explain how the addition of this course will improve the General Education Program, enhance students’ ability to fulfill the broad learning goals of the program, enhance students’ ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

This course is proposed as a general education class. It is intended to build a sound foundation for understanding the evolution of information and communication technologies, their related changes in business and society, and their future trends. It is also intended to increase students’ awareness of cultural and economic differences.

b. Students for Whom Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

The course targets students in all majors.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

50

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

One section every semester

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

This course is proposed as a general education course with no prerequisites required.

4. Rationale for Resources Required

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course. Identify additional faculty resources, if any, required to offer this course.
Current Faculty resources are sufficient.

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives. Identify courses, if any, that will be deleted if this course is approved. Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

No impact.

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

No additional or reallocated facilities are needed.

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

Current library resources are sufficient.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member: ____________________________

Signature of Librarian assigned to requesting department:

______________________________

e. Computer Resources
Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be

None.

f. Other Anticipated Resources

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Reviewed By</th>
</tr>
</thead>
</table>

Revised 08/17/05