Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information

Course Number and Title:  COMPSCI 230 Ethical Issues in Computing

Type of Foundational Studies Course - (choose one):

[ ] DLS (Disciplinary Lens – Social Science)  [ ] DLL (Disciplinary Lens – Literature and Humanities)  [ ] DLV (Disciplinary Lens – Visual and Performing Arts)

[ ] DLM (Disciplinary Lens – Mathematics)  [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)

Includes Lab  [ ] Y  [ ] N

[ ] CID (Communication in the Discipline)

[ ] FF (Finishing Foundations)

Delivery Format(s) - (check all that apply):

[x ] Face to Face  [ ] Fully Online  [ ] Hybrid

[ ] Concurrent Enrollment  [ ] Other (briefly describe):

Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.) Attach additional pages if needed.

Boise State’s Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. COMPSCI 230 Ethical Issues in Computing satisfies 2 credits of the Foundational Studies Program Communication in the
Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:

- Writing (ULO 1)
- Oral Communication (ULO 2)

COMPSCI 230 *Ethical Issues in Computing* is designed to integrate course content with the opportunity to develop communication skills important in the field of Computer Science. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

- Use written and verbal communication to describe the ethical challenges inherent to computing today.
- Articulate the importance of ethics and professional integrity in Computer Science as a discipline.
- Demonstrate that an understanding of ethical issues and professional responsibilities in computing.

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.) Attach additional pages if needed.

All posted PDF reading assignments will be checked for readability by a screen reader. The Department may also seek the assistance of Academic Technologies in reviewing electronic materials. Whenever possible, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoint presentations which contain graphs or other visual content should be referenced and explained in text; these items may also be verbally described to students on an as-needed basis. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. In addition, web content will adhere to U.S. Federal Government Section 508 Guidelines and follow priorities 1 & 2 of the W3C Web Content Accessibility Guidelines. All static pages validate as HTML 4.01 Transitional.

Part IV. Evidence of Quality Course Design

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at: [Course Design Table](#). Column headings for this table should not be changed.) The purpose of the table is to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

See attached document, *CompSci 230 Course Design Table*
Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

N/A

Electronic signature included on course application evaluation form below

________________________________________________________________________
Foundational Studies Program, Director Date
### Course Design Table

<table>
<thead>
<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>“By the end of this course, each student should be able to...”</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
<td>What kind of activities will be used to support students’ success on the planned assessments?</td>
</tr>
<tr>
<td>Effective introductions, content, conclusions, and recommendations.</td>
<td>Effectively use the conventions of written communications expected in professional computing.</td>
<td>Several written assignments and a term paper are required. Writing assignments require cogent arguments on a variety of course-related topics. An informal position paper and pre-writing exercises related to the term paper are also required.</td>
<td>Writing exercises Editing exercise</td>
</tr>
<tr>
<td>(ULO1 - Write effectively: Purpose, Conventions; Write in multiple contexts: Research)</td>
<td>Adopt an appropriate voice, tone, and level of formality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling, punctuation, sentence structure, language choices)</td>
<td>Evaluate and synthesize ideas from sources according to standard conventions in computing</td>
<td></td>
<td>Library research instructional tour with Beth Brin</td>
</tr>
<tr>
<td>(ULO1 - Write effectively: Revision, Mechanics, Voice; Write for a variety of audiences)</td>
<td>Locate, evaluate, and use a wide variety of relevant resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of sources (ULO1 - Write effectively: Sources)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective introduction and organization. Central idea well supported by reasonable evidence and sub-points that are clearly tied to central idea.</td>
<td>Deliver a clear message that is precisely stated and strongly supported via use of compelling language choices with a tone appropriate to the audience and occasion</td>
<td>Students are required to deliver an oral presentation articulating the material from their term paper.</td>
<td>Presentation exercises and observation</td>
</tr>
<tr>
<td>(ULO2 - Communicate effectively as speaker: Message, support, organization, language)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to time limits, effective use of visual aids, effectual delivery (e.g. does not read slides, maintains eye contact). (ULO2 - Communicate effectively as speaker: Delivery)</td>
<td>Use compelling and appropriate delivery techniques for confident and persuasive presentations</td>
<td>Invites questions and discussion (ULO2 - Communicate effectively as listener)</td>
<td>Respond appropriately to audiences and demonstrate critical understanding of topic.</td>
</tr>
</tbody>
</table>
Course Information  CompSci 230  CID

<table>
<thead>
<tr>
<th>Course Number and Title: CompSci 230 Ethical Issues in Computing</th>
<th>Number of Credits: 2</th>
</tr>
</thead>
</table>

Type of Foundational Studies Course (choose one)

- [ ] DLS (Disciplinary Lens – Social Science)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
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Review Committee Checklist

- [x] Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
- [x] An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
- [x] Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
- [x] The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.
- [x] Course learning activities are likely to promote the achievement of the stated outcomes.
- [x] Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content).

Feedback from Review Committee:

Acceptable. No comments.

Certified as is for Foundational Studies Program by Sharon McGuire, September 1, 2011