

RECEIVED

NOV 26 2014

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 9/22/2014

Current Prefix and Number: ICT - Information Communication Technology, ICT 600 INFORMATION IN SOCIETY

Other Course:

Proposed Prefix and Number: ICT 600

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Library & Information Science

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: (859) 257-3317

Responsible Faculty ID (if different from Contact)

Name: Jeff Huber

Email: jeffrey.huber@uky.edu

Phone: (859) 257-2334

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Fall 2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INFORMATION IN SOCIETY

Proposed Title: Information Communication Technology in Society

c. Current Transcript Title: INFORMATION IN SOCIETY

Proposed Transcript Title:

d. Current Cross-listing: Same as LIS 600

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing: LIS 600

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An introduction to the nature of information (both utilitarian and aesthetic) in contemporary society, and to the role played by libraries and other information organizations in disseminating that information. Emphasis is on developing perspectives.

Proposed Course Description for Bulletin: We live in a world of rapid technological innovation. This innovation has allowed significant changes in the ways that we communicate and interact with forms of media. In fact, the technologies related to communication have created a culture surrounding how we see, hear, read and use information, and have significantly impacted politics, economics, policy, etc. This course studies the impacts of information and communication technology (ICT) on individuals and society, and the impact that society has on ICTs. It examines current issues related to the diffusion of new technologies in society as well as the obstacles to widespread use of individual ICTs. Students in this course will analyze the various theories related to the use of emerging communications forms, and consider the factors related to successful ICT deployment. Students will be required to look beyond "good/bad" classification of new communication technology, and conduct in-depth interrogations of ICTs, the issues that surround them and the environments in which ICTs are used.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Learning outcomes have been revised by ICT faculty to be more applicable to specifically ICT students. The prior cross-listing course had much more general learning outcomes that while pertinent to ICT students, were not specific enough.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Will no longer be proposed as cross-listed with LIS 600.

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JTHU222|Jeffrey T Huber|ICT 600 CHANGE Cross-List Chair Review|20140922

SIGNATURE|JTHU222|Jeffrey T Huber|ICT 600 CHANGE Dept Review|20140922

SIGNATURE|MSBEAC2|Megan B Sizemore|ICT 600 CHANGE College Review|20141006

SIGNATURE|ZNNIKO0|Roshan N Nikou|ICT 600 CHANGE Graduate Council Review|20141126

September 22, 2014

TO: Course approval committees

FROM: School of Library and Information Science

RE: Creation/Change to ICT 600

Recently, our School received final approval for a new master's program in Information Communication Technology. When the original proposal was filed, we cross listed a course LIS 600 with ICT 600. Since then, we have hired ICT faculty. They have decided they wish to keep ICT 600 as a required course. However, they wish to remove the cross list and create a new course more specific to ICT. As this program will not launch until Fall 2015, this change will not affect any current students.



ICT 600: ICT in Society

Instructor
TBA

Office Hours
• TBA

Class Information
• TBA

COURSE INFORMATION

Course Description

We live in a world of rapid technological innovation. This innovation has allowed significant changes in the ways that we communicate and interact with forms of media. In fact, the technologies related to communication have created a culture surrounding how we see, hear, read and use information, and have significantly impacted politics, economics, policy, etc. This course studies the impacts of information and communication technology (ICT) on individuals and society, and the impact that society has on ICTs. It examines current issues related to the diffusion of new technologies in society as well as the obstacles to widespread use of individual ICTs. Students in this course will analyze the various theories related to the use of emerging communications forms, and consider the factors related to successful ICT deployment. Students will be required to look beyond “good/bad” classification of new communication technology, and conduct in-depth interrogations of ICTs, the issues that surround them and the environments in which ICTs are used.

Course Objectives

Students successfully completing the course will be able to:

- Explain the historical context for studying ICT, contrast it with other computing-related academic disciplines, and understand the impact of information technology on individuals, organizations, and society.
- Apply the central concepts of management and organization theory as they apply to organizational settings and the technology marketplace.
- Assess relevant aspects of government policy governing information and communication technologies in the United States with a focus on standards of moral and ethical conduct associated with management of information systems as well as issues and challenges faced in developing and implementing policies within organizations and companies

Required Text

Mirijamdotter, A. & Haftor, D. (2010). Information and Communication Technologies, Society and Human Beings: Theory and Framework. Hershey, PA: IGI Global. ISBN: 978-1609600570

STUDENT EVALUATION

Grading Parameters

Blog posts/class discussion:	30%
Class Participation:	25%
Group Project and Paper:	45%

Blog posts/class discussion

Each student will be required to create and maintain their own Tumblr page and follow the Tumblr pages of the instructor and all of their classmates. Each week, the instructor will create a discussion post. Each student must post a response, of **at least 300 words**, to that discussion post incorporating that week's readings and in-class discussions. Responses should critically reflect on the topic of the week and incorporate the readings. Students should seek to incorporate the tools of the Tumblr platform into their responses, ie gifs, music, animations, etc. Primary posts should be completed by the end of the day Wednesday of the week. Students must respond to at least three of their classmates' posts on the topic as well. Responses to classmate post must be **at least 50 words**. Responses should be completed by the end of the day Saturday of the week. Students should then submit the urls of their posts for instructor feedback.

Weekly student blogging—both primary responses and responses to classmates—will be worth 25 points.

Bloggng grades will be based on:

1. **Primary response**
 - Content/substance
 - Support from readings and beyond
2. **Responses to classmates**
 - Analysis (connect evidence to argument/points being made)
3. **Structure and Mechanics**
 - Word count
 - Intelligibility
 - Organization
4. **Creativity**
 - Inherent use of the platform

Class Participation

Participation is not simply attending class. Students are expected to fully participate in class. This means having completed all assigned readings prior to class and arriving prepared to discuss the topics for that class period. All students participating in class discussions are expected to provide relevant discussion insight, be respectful of other classmates and their opinions and share any relevant personal experience that may add to the topic at hand.

This course follows the University of Kentucky policy on class attendance: **If a student misses more than one-fifth of the course contact hours, he/she cannot receive credit for the course. For a course meeting twice a week, students must withdraw or receive a grade of E upon the sixth absence.** This policy will be strictly enforced.

Group Project: Presentation and Paper

In the beginning of the semester, students will be placed in groups that will address a specific issue relating to ICT in society. Each group should work together to define the issue, explain the ICT environment surrounding that issue, demonstrate a need for a change and suggest a possible solution/change to address the issue. Each group will complete a paper, online project and a visual and oral presentation of analysis to the class. The group project will require that the group synthesize class

readings, discussions, and outside research to analyze the ICT issue and its possible impact on society, and how members of society may, in turn, impact that ICT issue. All groups must do a visual presentation of their findings. Groups should create an interactive representation of their analysis using at least one communication technology. Groups will have the opportunity to decide which new medium they choose to analyze. Good resources from which to find about new technology include:

- [Wired](#)
- [Tech Crunch](#)
- [CNet News](#)
- [Zdnet](#)
- [Gizmodo](#)
- [The New Scientist](#)
- [GizMag](#)
- [TechNewsWorld](#)

Further details will be disseminated in class.

Grading Policy

Class assignments are due on or by the due date noted on the individual assignments. **Late assignments will not be accepted.**

Grading Scale

- [90% – 100%] = A (Exceptional Achievement)
- [80% – 89%] = B (High Achievement)
- [70% – 79%] = C (Average Achievement)
- [60% – 69%] = D (Below Average Achievement)
- [0% – 59%] = E (Fail)

GENERAL COURSE POLICIES

Midterm Grade Policy

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Attendance Policy

You are expected to attend every class session. Each student will be allowed to miss no more than two class sessions without a grade penalty. Every missed class after that will result in a 5 point penalty for the student's attendance grade. If a student misses 20% or more of the class, the student will fail the course and will be expected to withdraw from the course (SR 5.2.4.1-2).

Excused Absences (S.R. 5.2.4.2)

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.
- The death of a member of the student's household (permanent or campus) or immediate family.

- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.
- Major religious holidays. Prior notification is required.
- Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences' effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

Verification of Absences

Faculty have the right to request appropriate verification when students miss class due to illness or death in the family. Any absence for University related travel should be provided prior to the absence.

Submission of Assignments

Assignments are due on the day listed or set in consultation with the instructor. Email or computer failures will not be accepted as valid excuses for late work. If you have a situation arise that will impact your ability to turn in your work on a timely basis, make the instructor aware of it as soon as possible.

Academic Integrity, Cheating & Plagiarism

According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>

<http://www.uky.edu/StudentAffairs/Code/part2.html>

<http://www.uky.edu/Ombud/Plagiarism.pdf>: "Plagiarism: What is it?"

Group Work & Student Collaboration

Unless otherwise noted, students are expected to complete assignments without assistance from others. Students are only allowed to collaborate on assignments when explicitly allowed by the instructor or syllabus.

Incompletes

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 <http://www.uky.edu/StudentAffairs/Code/part2.html>.

Academic accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

COURSE SCHEDULE

Week 1	<p style="text-align: center;">Introduction to ICT in Society</p> <ul style="list-style-type: none"> • Introduction • Chapter 1: Gunilla Bradley • Chapter 2: A Butterfly of Masterly Adroitness
Week 2	<p style="text-align: center;">The Convergence Theory on ICT, Society and Human Beings</p> <ul style="list-style-type: none"> • Chapter 3: The Convergence of Theory on ICT, Society, and Human Beings • Chapter 4: An “Ekistics” for Information and Communication Technologies
Week 3	<p style="text-align: center;">Good Society and Structuration Theory</p> <ul style="list-style-type: none"> • Chapter 5: Gunilla Bradley’s “Good Society” and Structuration Theory • Chapter 35: Information and Communication Technologies for the Good Society
Week 4	<p style="text-align: center;">Consequences of Technology</p> <ul style="list-style-type: none"> • Chapter 6: Understanding the Consequences of Technology for Human Interaction and Health
Week 5	<p style="text-align: center;">Stress and ICT</p> <ul style="list-style-type: none"> • Chapter 7: Multitasking • Chapter 8: Electronic Performance Monitoring, Job Design and Psychological Stress • Chapter 10: Computers, Psychosocial, Work Environment and Stress
Week 6	<p style="text-align: center;">Psychosocial Effects</p> <ul style="list-style-type: none"> • Chapter 9: Psychosocial Considerations in Upper Extremity Cumulative Trauma Disorders • Chapter 12: Psychological and Social Problems of Automation and Computerization

Week 7	<p style="text-align: center;">Organizational</p> <ul style="list-style-type: none"> • Chapter 13: Cognitive and Organizational Complexity and Behavior
Week 8	<p style="text-align: center;">Individual</p> <ul style="list-style-type: none"> • Chapter 11: Touch Screens for the Elderly • Chapter 14: Individuation and Diversity
Week 9	<p style="text-align: center;">Privacy</p> <ul style="list-style-type: none"> • Chapter 15: Using Privacy-Enhancing Identity Management
Week 10	<p style="text-align: center;">ICT in Work and Private Life</p> <ul style="list-style-type: none"> • Chapter 17: ICT Tools and Transform in Work: From Computer Supported Work to Knowledge Work • Chapter: 18: Sociotechnical Issues of Tele-ICT Technology • Chapter 19: The Interplay between Humans and Technology: A Techno-Utilitarian Approach
Week 11	<p style="text-align: center;">ICT in Work and Private Life, cont.</p> <ul style="list-style-type: none"> • Chapter 20: Psychosocial Life Environment and Life Roles in Interaction with Daily Use of Information Communication Technology: Boundaries between Work and Leisure • Chapter 21: Services Rendered by Computers and Their Explications
Week 12	<p style="text-align: center;">The Information and Communication Society</p> <ul style="list-style-type: none"> • Chapter 25: Information Integrity in the Information Age • Chapter 26: Community Informatics, Civil Society & Capability Approaches Converging to Cope with 'Bifurcation Challenges' in Current Social Development • Chapter 27: Connection, Coupling and Persistence in Online Social Networks
Week 13	<p style="text-align: center;">Sustainability and community</p> <ul style="list-style-type: none"> • Chapter 33: Information and Communication Technologies for a More Sustainable World • Chapter 34: Why do the orders go wrong all the time? Exploring Sustainability in an e-commerce application in Swedish public school kitchens • Chapter 31: Seeking Utopia: Communities and the Commons in the Contemporary Media Environment • Chapter 32: Convergent Media Policy Issues for the Developing World: The Need for Digital Independence
Week 14	<p style="text-align: center;">More on the Information and Communication Society</p> <ul style="list-style-type: none"> • Chapter 29: The Ethics Driven Spatial Management in Multiculturalism through ICTs • Chapter 30: From Social Capital to Social Production: Implications for Individuals, Organisations and Nations

Ethical Aspects of ICT	
Week 15	<ul style="list-style-type: none">• Chapter 36: Can Computers decide what is legal and illegal?• Chapter 38: Ethical and Social Issues of the Internet Governance Regulations• Chapter 39: Moral Considerations for the Development of Information and Communication Technology
Week 16	Presentations

Courses	Request Tracking
---------	------------------

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

<input type="button" value="Browse..."/>	
	Upload File
ID	Attachment
Delete 3720	600-ICT in Society Syllabus.docx
Delete 3736	ICT 600 Memo.pdf
<input type="button" value="First"/> 1 <input type="button" value="Last"/>	

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number
 (*denotes required fields)

Current Prefix and Number:		ICT - Information Communication Technology ICT 600 INFORMATION IN SOCIETY	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	ICT 600
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		COMMUNICATION AND INFORMATION		Submission Date: 9/22/2014
b. Department/Division:		Library & Information Science		
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.* Contact Person Name:		Will Buntin	Email: will.buntin@uky.edu	Phone: (859) 257-3317
* Responsible Faculty ID (if different from Contact):		Jeff Huber	Email: jeffrey.huber@uky.edu	Phone: (859) 257-2334
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval	OR	Specific Term: 2 Fall 2015
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change not affect DL delivery.				
b. Full Title:		INFORMATION IN SOCIETY	Proposed Title: *	Information Communication Technology in Society

c. Current Transcript Title (if full title is more than 40 characters):		INFORMATION IN SOCIETY			
c. Proposed Transcript Title (if full title is more than 40 characters):					
d. Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	Same as LIS 600	
Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):		LIS 600			
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern					
Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other:	Please explain:	
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other:	Please explain:	
f. Current Grading System:	Graduate School Grade Scale				
Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
An introduction to the nature of information (both utilitarian and aesthetic) in contemporary society, and to the role played by libraries and other information organizations in disseminating that information. Emphasis is on developing perspectives.					
* Proposed Course Description for Bulletin:					
We live in a world of rapid technological innovation. This innovation has allowed significant changes in the ways that we communicate and interact with forms of media. In fact, the technologies related to communication have created a culture surrounding how we see, hear, read and use information, and have significantly impacted politics, economics, policy, etc. This course studies the impacts of information and communication technology (ICT) on individuals and society, and the impact that society has on ICTs. It examines current issues related to the diffusion of new technologies in society as well as the obstacles to widespread use of individual ICTs. Students in this course will analyze the various theories related to the use of emerging communications forms, and consider the factors related to successful ICT deployment. Students will be required to look beyond "good/bad" classification of new communication technology, and conduct in-depth interrogations of ICTs, the issues that surround them and the environments in which ICTs are used.					
j. Current Prerequisites, if any:					
* Proposed Prerequisites, if any:					

k.	Current Supplementary Teaching Component, If any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	Learning outcomes have been revised by ICT faculty to be more applicable to specifically ICT students. The prior cross-listing course had much more general learning outcomes that while pertinent to ICT students, were not specific enough.	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, identify the depts. and/or pgms:	
	Will no longer be proposed as cross-listed with LIS 600.	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input checked="" type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes