I. ASCRC General Education Form (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values X</td>
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<tr>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
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<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab □ w/out lab □</td>
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*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Course #</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Computing &amp; Electronics</td>
<td>Social and Ethical Issues in Computer Science</td>
<td>WRIT 101 College Writing I</td>
<td>CSCI 215 E</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Phone / Email</th>
<th>Program Chair</th>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Gallagher</td>
<td>7814 <a href="mailto:Thomas.Gallagher@umontana.edu">Thomas.Gallagher@umontana.edu</a></td>
<td>Thomas Gallagher</td>
<td>Barry Good</td>
</tr>
<tr>
<td>Dianne Burke</td>
<td><a href="mailto:Dianne.Burke@umontana.edu">Dianne.Burke@umontana.edu</a></td>
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<td></td>
</tr>
</tbody>
</table>

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
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Reason for Gen Ed inclusion, change or deletion

Description of change
### IV. Description and purpose of new general education course

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives. See Preamble:

http://umont.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx

*Social and Ethical Issues in Computer Science* studies the ethical dimension of decision making in the complex world of information technology. The first one-third of the course is devoted to general ethical philosophy and principles. It examines effective tools and processes used to resolve complex dilemmas and decision making. The remainder of the course explores information technology specific ethical issues. Included will be discussions on professionalism involving professional relationships, codes of ethics and licensure; intellectual property including patents copyrights, and trade secrets; online behavior including SPAM, hacking, and social engineering; privacy issues such as data mining, surveillance, and transaction generated information; accountability issues involving liability and negligence; and the impact of globalization, the digital divide, outsourcing, supply-chaining, and other issues involving the evolving global economy.

### V. Criteria

Briefly explain how this course meets the criteria for the group. See:

http://umont.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx

This course examines moral values and ethical practices for students seeking professional careers involving some form of information technology.

The course requires students to think critically by analyzing information technology issues from multiple perspectives using the traditional Western values of duty, consequences, and character.

### VI. Student Learning Goals

Briefly explain how this course will meet the applicable learning goals. See: http://umont.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx

Students are required to analyze and evaluate specific case studies and general ethical issues surrounding the use of information technology through assigned readings, classroom discussions, cooperative peer groups, written discussion boards, two analysis papers, and a written final exam.
VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

The University Of Montana - Missoula
College Of Technology
Department of Applied Computing and Electronics
Course Syllabus

CSCI 215E Social and Ethical Issues in Computer Science
Credits: 3
Prerequisites: WRIT101 College Writing

Faculty Contact:
Tom Gallagher Phone: 406.243.7814 E-mail: thomas.gallagher@umontana.edu
Available by phone, email and appointment
Summer Office hours By Appointment Only

Meetings:
New content for the course will be available to students Monday mornings.

Course Description:
Exploration of ethical issues in the field of computing. Skills needed to identify and analyze various ethical concerns. Standard ethical concepts and theories, methods of ethical analysis. Strong emphasis on practical application of the ethical process.

Required Textbooks:


Course Overview:
Social and Ethical Issues in Computer Science studies ethical decision making in the complex world of information technology. The course begins with a survey of general ethical principles and decision making processes, examining effective tools and guidelines to resolve complex dilemmas. The remainder of the course explores information technology-specific ethical issues. Included will be discussions on professional involving business relationships, codes of ethics, accountability and licensure; intellectual property including copyrights, and trade secrets; online behavior including SPAM, hacking, and social engineering; privacy issues such as data mining, surveillance, and transaction generated information; and the impact of globalization, the digital divide, outsourcing, supply chaining, and other issues involving the new global economy.

Course Objectives:
Upon completion of this course a student will:
1. Identify and describe common ethical concepts and theories.
2. Analyze ethical dilemmas and articulate a clear descriptive account prior to forming a normative course of action.
3. Demonstrate a process of philosophical analysis.
4. Identify common ethical issues facing professionals in the field of information technology.

5. Apply ethical concepts and an analytical process to common dilemmas found in the information technology field.

6. Demonstrate writing competency in the following areas:
   - Development of ideas
   - Organization
   - Appropriate voice
   - Proper mechanics
   - Relevance to assignment

**General Education Component:**
CSCI 215E is a designated lower division writing course. This course fulfills the general education perspective Group VIII Ethics and Human Values and serves as a lower-division writing course as defined in The University of Montana Catalog.

**Evaluation Procedures:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Review Questions</td>
<td>90-100%</td>
</tr>
<tr>
<td>Discussion Board Postings</td>
<td>80-89%</td>
</tr>
<tr>
<td>Analysis Paper 1</td>
<td>70-79%</td>
</tr>
<tr>
<td>Analysis Paper 2</td>
<td>60-69%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Grading Scale:**
- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%

**Writing Assignments and Analysis Papers:**
Online writing assignments are posted throughout the semester using the discussion board component of Blackboard. Students are expected to respond electronically. Prior to posting, written responses are to be created using a word processor and proofed for quality and content. Copy and paste can be used to submit the manuscript to the Blackboard discussion board. The expected length of discussion board submissions is 300 words.

Analysis papers provide students the opportunity to examine an ethical dilemma in greater depth. Submissions are 1200-1500 words in length and only accepted in typed form. Prior to final submission, all analysis papers are required to complete the following process: final review by author, revision, peer review, revision, and final revision. A minimum of two analysis papers are required each semester.

Submissions will be evaluated in the areas of grammar/mechanics, clarity/organization, and effective analysis of the topic. It is recommended that students follow the recommendations provided in preparation for the WPA when submitting assignments. WPA recommendations can be found at The University of Montana website [http://www.umt.edu/writingcenter/wpaprepare.htm](http://www.umt.edu/writingcenter/wpaprepare.htm).

**Late Work:**
Late work will be accepted at the discretion of the instructor and only allowed in extraordinary situations.

**Academic Conduct**
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at:
[http://www.umt.edu/SAVPSTA/index.cfm/page/1321](http://www.umt.edu/SAVPSTA/index.cfm/page/1321)

**Special Information for Online Students Only:** The course is offered entirely online through UMOnline and the Moodle Learning Management System. Multimedia screencasts (lectures) are a regular component of course. An internet connection with reasonable (DSL/Cable) bandwidth is recommended.

Class materials will be available on Mondays. Expect each lesson to consist of a subset of reading materials, multimedia webcasts, review questions, and discussion board activities. A variety of short discussion board assignments will be used throughout the course. Two analysis papers and a final exam will be required for completion. Students will be evaluated on review questions, discussion board assignments, analysis papers, and exams.
and a final exam.

Technical support is available through [http://umonline.umn.edu](http://umonline.umn.edu) and by telephone at 406.243.4357 for the Central Help Desk and 406.243.6394 for Blackboard specific questions.

**Course Outline:**

1. Catalysts for Change (Ch. 1)
   a. Milestones in Computing
   b. Milestones in Networking
   c. Milestones in Information Storage and Retrieval

2. Introduction to Ethics (Ch. 2)
   a. Ethical Perspectives: Relativism, Divine Command, & Egoism
   b. Ethical Perspectives: Kant and Deontology
   c. Ethical Perspectives: Utilitarianism
   d. Ethical Perspectives: Justice and Social Contract Theory
   e. Ethical Perspectives: Rights-based Ethics
   f. Putting it all together – Pluralism & Applying Multiple Perspectives

3. Privacy (Ch. 5)
   a. Perspectives on Privacy
   b. Disclosure, Public Information, Public Records, and U.S. Legislation
   c. Covert Surveillance and Wiretapping
   d. Data Mining and Identity Theft

4. Intellectual Property (Ch. 4)
   a. Intellectual Property Rights, Trade Secrets, Patents, and Copyright
   b. Fair Use and Restrictions
   c. Peer-to-Peer Protections, Open Source

5. Networked Communications (Ch. 3)
   a. Email, SPAM,
   b. Censorship and Freedom of Expression
   c. Children and Inappropriate Content, Trust on the Internet, Internet Addiction

6. Professional Ethics (Ch. 8)
   a. Professional Relationships and Licensure
   b. Professional Codes of Ethics and Conflict of Interest
   c. Accountability and Responsibility

7. Work and Wealth (Ch. 9)
   a. Industrialization and Workplace Changes
   b. Globalization
   c. The Digital Divide and the “Winner-Take-All” Society

**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.