


# COSC 143 Cyber Wellness-NewCrs-2015-08-26

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Form Information

 Page Naming Example: CRIM 101 Intro to Criminology-NewCrs-2015-08-10

Please direct any questions to [curriculum-approval@iup.edu](mailto:curriculum-approval@iup.edu)

*\*Indicates a required field*

<b>Proposer*</b>	Therese D. O'Neil	<b>Proposer Email*</b>	therese.oneil@iup.edu
<b>Contact Person*</b>	Therese D. O'Neil	<b>Contact Email*</b>	therese.oneil@iup.edu
<b>Proposing Department/Unit*</b>	Computer Science	<b>Contact Phone*</b>	724-357-1328

<b>Course Prefix*</b>	<p><i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i></p> <p>COSC</p>
<b>Course Number*</b>	<p><i>If Dual Listed, enter both course numbers</i></p> <p>143</p>
<b>Course Title*</b>	Cyber Wellness
<b>Course Level*</b>	undergraduate-level
<b>Cross Listed*</b>	<p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<b>Variable Credit*</b>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<b>Variable Title*</b>	<p>NO</p> <p>If YES, enter the title(s):</p>
<b>Number of Credits*</b>	<p>Credits:3</p> <p>UG Class Hours:3</p> <p>UG Lab Hours:0</p>
<b>Prerequisite(s)</b>	NONE
<b>Co-requisite(s)</b>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>NONE</p>

**Additional Information**

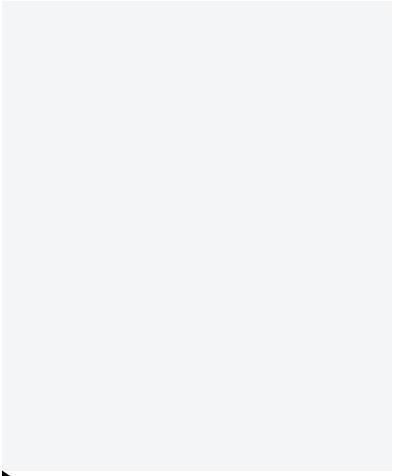
*Check all that apply. Note: Additional documentation will be required*

*\* Teacher Education: Please complete the Teacher*

*Education section of this form (T1256 1 12 ow#.25 m 119.25 578.55 / 120 577.8 / 120 444 / h f 47.6 213.2 J : PI Liberbe StudiesTe*

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## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<b>Course Prefix /Number</b>	COSC143
<b>Course Title</b>	Cyber Wellness
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online
<b>Brief Course Outline</b>	<i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i>  <i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>  See above
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</b>	<b>Professor O'Neil has nine graduate credits pertaining to teaching at a distance. She has taught online since 2005 and has created an online LBST499 course entitled Geeks Bearing Gifts and converted the COSC101 Computer Literacy course to an online version of the course.</b>

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p><b>Objective 1:</b> Students will recognize the health risks associated with Internet use</p> <p>Given a list of websites, students will explore potential dangers located in the content of each site. Emphasis will be devoted to cyberstalking and cyberbullying.</p> <p><b>Objective 2:</b> Students will describe how the use of technology has advanced the medical field.</p> <p>Video lectures will discuss current medical advances such as the biomedical chip, virtual operations, robotic checkups, digestible microchips and electronic aspirins.</p> <p><b>Objective 3:</b> Students will examine the cause and effect of social media on health and wellness</p> <p>Video lectures will cover the fifteen most popular social networking websites as they pertain to health and fitness.</p> <p><b>Objective 4:</b> Students will be able to recognize websites created by social engineers that gather data and information for the intent of identity theft</p> <p>Video lectures will discuss the definition of a social engineer and identity theft. Website examples will be given analyzing dangerous content that will cause information theft; leading to identity theft.</p> <p><b>Objective 5:</b> Students will investigate the use of mobile devices and their effect on health issues</p> <p>Video lectures will discuss the FCC wireless regulations on mobile devices in relation to radiation and the effects to health. In addition discussion on mobile apps that specifically pertain to physical health and fitness.</p> <p><b>Objective 6:</b> Students will be able to explain the causes of computer addiction and how it can be avoided</p> <p>An online Internet Addiction quiz will be given that will calculate the student’s potential of being addicted. Several videos will be used depicting true stories of Internet addiction including gambling, online gaming, and general computer addictions. Websites will be given that will discuss preventive measures as well as treatment for Internet Addiction.</p> <p><b>Objective 7:</b> Students will be able to apply healthy computing habits including ergonomic principles</p> <p>Video lectures will discuss ergonomics and the effects on health and fitness in the workplace and at home.</p>
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>1. All classes will be divided into discussion groups of five or six students. This will be his/her learning community. Discussion forums will be set up in the LMS used for student-to-student and student-to-instructor discussions of all topics. Google Drive will be used for groups to prepare reports of selected topics.</p>
<p>How will student achievement be evaluated?</p>	<p>A rubric will be provided in the syllabus that will chart how points are evaluated for the discussion forums and Google Doc reports. The final exam will be a research paper based upon several topics discussed in the course and how it relates to his /her health and fitness.</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>1. All evaluations will be Active learning assignments and projects using the LMS of choice. These will be based upon individual selected topics throughout the course. Each submission will be unique and submitted into the secure LMS location.</p>

## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

**Liberal Studies Course Designations (Check all that apply)**

<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	dimensions, of, wellness
<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i> information, literacy

**Expected Undergraduate Student**

**Learning Outcomes**

**(EUSLOs)**

*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners*

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

**COSC143 Cyber Wellness**

**Objective 1:** Students will recognize the health risks associated with Internet use

**Expected Undergraduate Student Learning Outcome 2, 3** Empowered and Responsible Learners

**Rationale:** Students have been using computers from a very early age. Many do not realize the health risks associated with Internet use. Course content and assignments will include analyzing various websites and how their behavior and input may encourage cyberbullying, cyberstalking and related dangers. Preventive measures will be discussed so they can make good judgement when on the Internet.

**Objective 2:** Students will describe how the use of technology has advanced the medical field.

**Expected Undergraduate Student Learning Outcomes 2, 3** Empowered and Responsible Learners

**Rationale:** The use of technology in medicine is one of the fastest growing industries. Course content and assignments will explore current medical advances like the VeriMed chip implant in Alzheimer patients, biomedical chips assisting the physically challenged individuals to walk, virtual operations, robotic checkups and there is even an electronic aspirin. Discussion will be held on the decision of the FDA to approve digestible microchips.

**Objective 3:** Students will examine the cause and effect of social media on health and wellness

**Expected Undergraduate Student Learning Outcomes 1, 2 and 3** Informed, Empowered and Responsible Learners

**Rationale:** According to Neilson ratings, Internet users spend more time on social media sites than any other type of site. Course content and assignments will have the students investigate the fifteen most common social media sites. Topics discussed will be how social media affects self-esteem and the difference in physical exercise vs using social media by age and gender.

**Objective 4:** Students will be able to recognize websites created by social engineers that gather data and information for the intent of identity theft

**Expected Undergraduate Student Learning Outcomes 2 and 3** Empowered and Responsible Learners

**Rationale:** One of the fastest growing crimes on the Internet is Identity Theft. This is a clear danger to financial wellness. Social engineers create very convincing websites that gather information to be used for fraudulent purposes. Course content and assignments will have the student explore the pattern of rhetoric on websites that signify the sites as legitimate or not legitimate. Students will analyze the script on the website, evaluate the content and decide whether or not that site is phishing for information.

**Objective 5:** Students will investigate the use of mobile devices and their effect on health issues

**Expected Undergraduate Student Learning Outcomes 2, 3** Empowered and Responsible Learners

**Rationale:** Most all students use mobile devices, from cell phones, to smartphones, tablets, even watches. Course content and assignments will have the students review the FCC wireless regulations on mobile devices in relation to radiation and the effects to health. Students will discuss the use of mobile devices to text and walk and drive.

**Objective 6:** Students will be able to explain the causes of computer addiction and how it can be avoided

**Expected Undergraduate Student Learning Outcomes 1, 2 and 3**

**Rationale:** Students do not realize the cause and effect of Computer Addiction. Course content will delve into the causes of Computer Addiction. In addition, discuss preventive measures as well as treatment of Computer Addiction.

**Objective 7:** Students will be able to apply healthy computing habits including ergonomic principles

**Expected Undergraduate Student Learning Outcomes 1, 2 and 3** Informed, Empowered and Responsible Learners

**Rationale:** Not much on. 126.26 16 T B.6gitche causesmic princurse mic7.5 Tf 1 0 0 0 0 ionsyf computc the heals w53.85 187.27 T





<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	<p>The course will list the use of computers in the different areas of the course; social media, mobile devices, etc. by age, race and gender. Further analysis of this data will explore the differences in use and how they relate to health and wellness.</p>
<p><b>Liberal Studies courses require the</b></p> <p><b>reading and use by students of at</b></p> <p><b>least one non-textbook work of</b></p> <p><b>fiction or non-fiction or a collection</b></p> <p><b>of related articles. Please describe</b></p> <p><b>how your course will meet this</b></p> <p><b>criterion.</b></p>	<p>Students will read and discuss books related to computer security, use of computers in health related occupations, ergonomic</p>

	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <hr/>

<b>Narrative Description of the Required Content</b>	<i>How the proposal relates to the Education Major</i>
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<b>For Deans Review</b>
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments: "Components of this course could be taught by other departments (e.g. ergonomics by safety sciences or effects of social media could be covered by information management or communications media). However, we are unaware of any wellness courses from those departments covering this material."

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>