

OUTCOMES BASED LEARNING MATRIX

Course: CTIM250 – Current Issues in Computing (3 credits, 45 hours)

Department: Computer Technology and Information Management

Description:

This course educates existing and future information technology professionals on the impact ethical, legal, and social issues have on the use of computers in the business world. Topics include privacy, freedom of expression, intellectual property, software development, human resources, cybercrime, social networking, certifications, and the impact of computers on the quality of life. Through a study of a variety of contemporary, technology-related trends, students should have the foundation they need to make appropriate decisions when faced with difficult situations and help them to make a positive impact on the field. Case studies and individual and group projects are utilized.

Prerequisite: None

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
After completing this course, students will apply sound decision making in the information technology field involving: 1. relationships with computer	1. a. define an IT professional (CT, TS, OC, R, W) b. describe IT relationships that must be managed (CT, TS,	1. Quiz/test on terminology and content (CT, TS, OC, R, W) 2. Case study/role play to show problem-solving and analytical skills (CT, TS, OC, R, W)

Approved by CTIM Department—September 2015

Current Issues in Computing

professionals and users	<p>OC, R, W)</p> <ul style="list-style-type: none"> c. discuss ethical behavior styles of IT professionals (CT, TS, OC, R, W) d. develop a professional code of ethics (CT, TS, OC, R, W) e. understand the role of professional organizations (CT, TS, OC, R, W) 	
2. computer and internet crime	<p>2.</p> <ul style="list-style-type: none"> f. understand IT security issues (CT, TS, OC, R, W) g. describe types of attacks and perpetrator types (CT, TS, OC, R, W) h. explain ways of reducing vulnerabilities such as risk assessment, educating workers, prevention, detection, and response (CT, TS, OC, R, W) 	Referenced above
3. privacy issues	<p>3.</p> <ul style="list-style-type: none"> i. discuss privacy protection and the law (CT, TS, OC, R, W) j. understand key privacy and anonymity issues (CT, TS, OC, R, W) 	Referenced above
4. freedom of expression	4.	Referenced above

Current Issues in Computing

	<ul style="list-style-type: none"> k. explain First Amendment Rights (CT, TS, OC, R, W) l. examine key freedom of expression issues (CT, TS, OC, R, W) 	
5. intellectual property	<ul style="list-style-type: none"> 5. <ul style="list-style-type: none"> m. define intellectual property (CT, TS, OC, R, W) n. discuss key intellectual property issues (CT, TS, OC, R, W) 	Referenced above
6. responsibilities in software development	<ul style="list-style-type: none"> 6. <ul style="list-style-type: none"> o. explain strategies to engineer quality software (CT, TS, OC, R, W) p. understand the development of safety-critical systems and quality measurement standards (CT, TS, OC, R, W) 	Referenced above
7. human resources issues	<ul style="list-style-type: none"> 7. <ul style="list-style-type: none"> q. discuss the impact of non-traditional workers on IT employment (CT, TS, OC, R, W) r. describe protection mechanisms for whistle blowers and for dealing with whistle blowing situations (CT, TS, OC, R, W) 	Referenced above

Current Issues in Computing

<p>8. social networking issues</p>	<p>8.</p> <ul style="list-style-type: none"> s. examine social networks including how people use them and their practical business uses (CT, TS, OC, R, W) t. evaluate key ethical and legal issues associated with social networking websites (CT, TS, OC, R, W) u. describe a virtual life community and its related ethical, legal, and social issues (CT, TS, OC, R, W) 	<p>Referenced above</p>
<p>9. certifications</p>	<p>9.</p> <ul style="list-style-type: none"> v. examine the benefits of various IT-related certifications and the requirements to obtain various certifications (CT, TS, OC, R, W) 	<p>Group project incorporating technology, research, and human relations skills (CT, TS, OC, R, W)</p>
<p>10. variable topics</p>	<p>10.</p> <ul style="list-style-type: none"> w. examine current and developing issues related to computing; e.g., digital divide, technology addiction, bullying, virtualization, etc. (CT, TS, OC, R, W) 	<ul style="list-style-type: none"> 1. Quiz/test on terminology and content (CT, TS, OC, R, W) 2. Case study/role play to show problem-solving and analytical skills (CT, TS, OC, R, W) 3. Periodical summaries/discussions on topic being examined (CT, TS, OC, R, W)

Current Issues in Computing

To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.
--	------------------	-------------------

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).