

ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated by the Academic Senate Secretary On Canary Color Paper)

Proposal # 23-42	Title: TE 1XX: ID the BS to be CAT VII Gen Ed
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals MUST have their originating college faculty body (Arts, Sciences & Education; Health Sciences; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the committee will provide written rationale to the originator, via the Academic Senate.* The originator may request that the item be forwarded to the next body for consideration. Upon completion of subcommittee action, the proposal will be returned to the Academic Senate Secretary for consideration at the next Academic Senate meeting.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration within 10 working days. If the Academic Senate disapproves the proposal, the Academic Senate will provide written rationale to the originator. * The originator may request that the item be forwarded to the Full Faculty for consideration, utilizing procedures set forth in the Senate Bylaws.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.
7. The Chancellor approves or disapproves the proposal.
8. If approved, the proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process are also available on the web page: <http://www.msun.edu/admin/provost/forms.htm>

*** If a proposal is disapproved, it is returned to the Dean of the submitting college who then notifies the originator.**

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
Received by Senate Secretary	1/24/2024	Tracking form initiated	<small>DocuSigned by:</small> Brittany Garden	1/24/2024	Sent to Gen Ed Committee		1/24/2024	
General Education Committee (if applicable)	2/6/2024	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>7131CC9454D9456</small> <small>DocuSigned by:</small> Gwen Hart	2/6/2024				
Curriculum Committee (if applicable)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>8837261C9774476</small>					
Academic Senate	2/25/2024	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>DocuSigned by:</small> Valerie Guyant	2/25/2024				
Provost		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<small>DE998B729A143B</small> Jeffery D. Kugel	6/4/24				
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Jeffery D. Kugel	6.4.2024				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

Academic Senate Form 1 (Revised 4/4/2023)

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication [Writing]	3
		Communication [Interaction]	3
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences/History	6
	Category V	Cultural Diversity	3
	Category VI	Humanities Appreciation	6
		Creative Arts	
X	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
CASE	TE	1xx	Technology Literacy: Identifying the Bullshit	3

Catalog Description:

It's the BS: An Introduction to Technology Literacy

This course will introduce students to historical developments in technology and currently emerging technologies across disciplines. Student will acquire the introductory knowledge and skills required to effectively and responsibly assess and use technology tools and resources. Students will study how changes in technology affect multiple areas of daily life, such as media creation and consumption, communication, and career paths.

Provide a detailed explanation; show evidence and rationale meeting 80% of the objectives as directly related to the appropriate category for the proposed course inclusion.

<u>CATEGORY OBJECTIVES</u>	<u>EVIDENCE and RATIONALE</u>
<ol style="list-style-type: none"> 1. Explain the impact of technology on society and how society impacts technology. 2. Understand technology's role in problem solving and communications. 3. Discuss the ethical, legal and social concerns stemming from advances in technology. 4. Demonstrate an ability to use technology within a discipline. 5. Demonstrate an introductory level of technical literacy. 	<ol style="list-style-type: none"> 1. Students will research how various technologies have affected individuals and society past and present (e.g. Henry Ford's assembly line or deepfake videos). 2. Students will study technology's role in media and communication (e.g. ChatGPT or X). Students will also study how technology has been used successfully (or unsuccessfully) to solve a problem in a specific discipline (e.g. the failure of Tesla's automated vehicle assembly line). 3. Students will discuss the ethical, legal, and social concerns stemming from recent advances in technology (e.g. journalists using ChatGPT and then having to withdraw or correct articles). 4. Students will practice applying current technologies to a discipline of their choice. 5. Students will analyze the effectiveness of current or emerging technologies.

Submitter	Chair:	Date:
Print Name	Print Name	
Signature	Signature (indicates college level approval)	

COURSE REVISION FORMNEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

• For purposes of this form, "For Information Only" should be used for catalog description or objective changes ONLY

College CASE Program Area General Education CAT VII TechnologySubmitter Valerie [Signature] Dean Beth D. Woodruff Date 4-5-24
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

TE 1XX (Technical Education 100-level course) is being proposed as a new Gen Ed CAT VII Technology course. New technologies are constantly emerging, bringing with them new texts such as deep fake videos and AI-generated articles and images. This course will help to fill a gap in new college students' technology literacy: their ability to evaluate the usefulness of new technologies, to understand new technologies in historical context, to research emerging technologies in their fields of interest, and to consider the ethical uses of new technologies. This course would be suitable for all majors. It would also be a good precursor to WRIT 328 – Media Literacy.

Please provide the following information:

Course Prefix & No.: TE 1XX (Technical Education 100-level course)

Current Course Title:

Proposed Course Title (when applicable): Identifying the BS: An Introduction to Technology Literacy

Current # of Credits:

Proposed # of Credits (when applicable): 3cr

[please specify degrees]:

Required by:

Selective in:

Elective in:

General Education Category: CAT VII: Technology

Lecture: 3cr

Lecture/Lab:

Gradable Lab:

Lecture contact hours per week: 3

Lab contact hours per week:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

This course will introduce students to historical developments in technology and currently emerging technologies across disciplines. Student will acquire the introductory knowledge and skills required to effectively and responsibly assess and use technology tools and resources. Students will study how changes in technology affect multiple areas of daily life, such as media creation and consumption, communication, and career paths.

Course Outcomes/Objectives:

Upon completion of this course, the student will be able to:

1. Describe and illustrate their understanding of the development of technology from a historical perspective.
2. Research how various technologies have affected individuals and society past and present.
3. Describe the relationship of technology to specific disciplines and cultures.
4. Demonstrate their understanding of an introductory level of technological literacy.
5. Describe in what ways they can have an effect on current and future technologies.

Please note additional instructional resources needed, if any (including library materials, special equipment, and facilities). Approval does not indicate support for new faculty or additional resources.

This new literacy course could be offered in the current rotation of English dept. offerings.

Updated 4/4/2023