



**FLORIDA INTERNATIONAL UNIVERSITY  
UNIVERSITY CURRICULUM COMMITTEE**

*Proposal for a New Course*

**DO NOT TYPE IN THIS BOX**

Bulletin # : \_\_\_\_\_

Academic Year : \_\_\_\_\_

1. School/College \_\_\_\_\_  
Div./Dept. in Which Taught \_\_\_\_\_

2. \_\_\_\_\_ CIP Code (Leave this blank): \_\_\_\_\_  
Alpha Prefix    1st Digit    Last 3 Digits    "C"-lec-lab "L"-Lab    Cr. Hrs.

3. Grading Method (select one):  Graded  Pass/Fail

4a. Course Title \_\_\_\_\_

b. Abbreviated course Title (for computer class schedules, transcripts)   
LIMITED TO 25 Characters (including spaces)

5. Statewide Course Numbering Subject Matter Area \_\_\_\_\_

6. Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
*College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.*

7. Attach detailed syllabus course outline and course justification on separate page(s).

8. Prerequisite(s): \_\_\_\_\_


9. Corequisite(s): \_\_\_\_\_

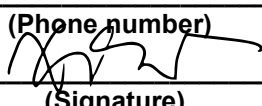
10. Objective(s) of Course:

11. Does this course duplicate/overlap other courses at FIU?  No  Yes  
If yes, please explain: \_\_\_\_\_

12. What other closely related department(s) have been consulted about this course?  
\_\_\_\_\_

13. Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?    No    Yes

PROPOSAL REQUESTED BY:  
Faculty Contact \_\_\_\_\_ / \_\_\_\_\_ / 20\_\_\_\_  
(Type name)  (Signature)

Chairperson (Dept./Div.) \_\_\_\_\_ / \_\_\_\_\_ / 20\_\_\_\_  
(Type name)  (Signature)

Chairperson (Curr. Comm.) \_\_\_\_\_ / \_\_\_\_\_ / 20\_\_\_\_  
(Type name) (Signature)

College/School Dean \_\_\_\_\_ / \_\_\_\_\_ / 20\_\_\_\_  
(Type name) (Signature)

Submit one original form. Attach one copy of the course justification and a draft of the course syllabus for this New Course Proposal. **The complete syllabus should include all components listed on the New Course Checklist.**

## New Course Proposal Guidelines

The following serve as guidelines when reviewing for approval of a New Course proposal. Please follow each step to assure the completion of this form.

**Cover Page (titled):** Florida International University Curriculum Committee Proposal for a New Course

1. Visit the Faculty Senate Website: Make sure that the cover page/curricular forms are the **most updated** on the Faculty Senate website under “**Curriculum Other Forms.**”
2. Note on the form that the effective date is specified by the Faculty Senate – University Curriculum Calendar [faculty senate.fiu.edu](http://faculty senate.fiu.edu) (e.g., bulletin 1-3 is the following fall, bulletin 4-6 is the Spring of the next academic year)
3. Common Errors /Recommendations in completing the Form:
  - Select a grading method (Graded or Pass/Fail)
  - The course description must be limited to 200 characters (including spaces and symbols)
  - Course objectives may be presented as “see attached syllabus” instead of typing in the box.
4. All supporting documents should be included (e.g., email to assessment office, email(s) communication with other departments on duplication/overlap with existing FIU courses)
  - Question 13: Does this proposed change impact the assessment process of a program or certificate? This question refers to the student learning outcomes of a degree program and the specific courses used to gather student artifacts to assess critical thinking, communication, content knowledge, etc. Typically, courses that reflect culminating experiences of a degree are identified in the assessment plan.
5. Insert the justification in front of the syllabi, which clearly and accurately describes the rationale for the course.

### Syllabus

- 1) Required Syllabus Components: (Generic Syllabus not specific to any semester)
  - a) Course Prefix, number, and full name as stipulated on the new course form.
  - b) Prerequisites and co-requisites (if any are included on the New Course form).
  - c) Course Description: The description from the New Course form must be reflected (but does not have to be verbatim) . A detailed description is acceptable to provide students with a more specific course overview.
  - d) Objectives/Learning Outcomes: Include student learning outcomes and ensure that they are written using measurable verbs (e.g., [Bloom’s Taxonomy](#)). Note that the Faculty Senate review Curriculum process includes determining the course outcomes reflecting the higher-level learning of a college course (lower division, upper division, graduate).
  - e) Required purchases, including texts (ISBN), lab supplies, artistic supplies, and professional and ancillary items. If there is no required text, a preliminary list of readings should be included to reflect the depth of learning expected of students. Texts/readings should be from valid sources and timely.
  - f) Grading standards to be used in calculating final grades.
  - g) A tentative outline that includes essential topics in a weekly format along with anticipated week due dates: assignments, performances, artistic submissions, and examinations.
  - h) Performance measures for evaluation in awarding final grades. The description of the significant assignments should reflect appropriate rigor for the course level (lower division, upper division, graduate).
  - i) Any instructor and department policies that may impact a student's enrollment or final grade.

The following documents can assist with ensuring that the submitted syllabus meets all the requirements:  
[2020-2021 Faculty Handbook](#) (Pages 33-36)

### Syllabi Requirements

[Policy and Procedures Library - 300.010 Course Syllabi Requirements](#)

## **CTS 3145 Cloud Essentials**

### **Course Justification**

Cloud Computing has become the norm rather than the exception in terms of how major corporations host their IT infrastructure. It is estimated that well over 90% of companies use cloud computing services, and almost all have plans for continued expansion. The global Cloud Computing market size is now over \$500 billion annually, with estimates putting it over \$1 Trillion annually within five years. Most IT professionals will need to learn cloud technologies to continue working in the industry. Thus, new graduates, particularly those in the IT program, should acquire these Cloud Computing skills while in FIU to make them more marketable once they graduate. In addition, certifications are important within the industry to prove to employers that you have the required knowledge of the platforms they utilize. Creating a course focused on acquiring fundamental certifications across one or more of the Cloud Computing industry leaders would tremendously benefit our students.

The intent of this course is to prepare the student to demonstrate knowledge of Cloud computing from a business and technical perspective, including Cloud concepts, services, architecture, system integration, connectivity, administration, security, and technical support. In addition, the course will be structured to prepare the students for industry certification foundational examinations. Students will be exposed to industry-leading cloud administration portals and learn how to use them effectively to create standard infrastructure patterns per best practices.

## School of Computing and Information Sciences

**Course Title:** Cloud Essentials

**Date:** 12/24/2023

**Course Number:** CTS-3145

**Number of Credits:** 3

<b>Subject Area:</b> Systems	<b>Subject Area Coordinator:</b> Gregory Reis <b>email:</b> gmuradre@fiu.edu
<b>Catalog Description:</b> Covers the basics of Cloud computing from a business and technical perspective with focus on the acquisition of foundational certifications in cloud computing from the industry leaders.	
<b>Textbook:</b> None – Public information reading suggestions plus instructor created content	
<b>References:</b> “Exam Ref AZ-900 Microsoft Azure Fundamentals, 3rd Edition”, Jim Cheshire. Book ISBN -978-0-13-795514-5, eBook ISBN 978-0-13-831899-4. Microsoft Press. "AWS Certified Cloud Practitioner Study Guide With 500 Practice Test Questions: Foundational (CLF-C02) Exam Second Edition", Ben Piper, David Clinton. ISBN-10: 1394235631. ISBN-13: 978-1394235636. Sybex.	
<b>Prerequisites Courses:</b> COP-3804 or COP-3337 or equivalent	
<b>Corequisites Courses:</b> None	

Type: Elective for CS (Systems), IT (System Network), & CY Majors

Prerequisites Topics:

- Basic computing knowledge

Course Outcomes:

1. Differentiate Cloud fundamentals (e.g., SaaS/PaaS/IaaS, deployment models, common characteristics). [Understanding]
2. Recognize the benefits & disadvantages of Cloud services from a business perspective. [Remembering]
3. Describe the implications & strategies of security in the cloud. [Understanding]
4. Explain the various aspects of networking in the cloud. [Understanding]
5. Classify & categorize the storage and database options in Cloud computing. [Understanding]
6. Explain the various options for computing and automation in Cloud computing. [Understanding]
7. Compare & contrast the deployment solutions from the leading Cloud computing vendors, specifically AWS & AZURE. [Analyzing]
8. Demonstrate basic proficiency with cloud-based technologies, specifically AWS & AZURE. [Understanding]

**School of Computing and Information Sciences**  
**CTS-3145**  
**Cloud Essentials**

**Association between Student Outcomes and Course Outcomes**

<b>BS in Computing: Student Outcomes</b>	<b>Course Outcomes</b>
1) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.	1, 2, 3, 4, 5, 6
2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.	1, 2, 7
3) Communicate effectively in a variety of professional contexts.	
4) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	
5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.	
<b>Program Specific Student Outcomes</b>	
6) Apply computer science theory and software development fundamentals to produce computing-based solutions. [CS]	
6) Apply security principles and practices to maintain operations in the presence of risks and threats. [CY]	3, 4
6) Use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals. [IT]	1, 2, 3, 4, 5, 6

**Assessment Plan for the Course and how Data in the Course are used to assess Student Outcomes**

Student and Instructor Course Outcome Surveys are administered at the conclusion of each offering, and are evaluated as described in the School's Assessment Plan:  
<https://abet.cis.fiu.edu/>

**School of Computing and Information Sciences**  
**CTS-3145**  
**Cloud Essentials**

**Outline**

Topic	Lecture Hours	Outcome
<ul style="list-style-type: none"> <li>• Cloud Fundamentals               <ul style="list-style-type: none"> <li>• Foundational elements (virtualization, infrastructure as code)</li> <li>• Deployment models (public/private/hybrid)</li> <li>• Service models (SaaS, IaaS, PaaS)</li> <li>• Business justification for cloud usage</li> </ul> </li> </ul>	3	1,2
<ul style="list-style-type: none"> <li>• Security in the cloud               <ul style="list-style-type: none"> <li>• Shared responsibility model</li> <li>• Least privilege principle</li> <li>• Identity Management principles</li> <li>• AWS &amp; Azure specifics</li> </ul> </li> </ul>	6	3,7,8
<ul style="list-style-type: none"> <li>• Networking in the cloud               <ul style="list-style-type: none"> <li>• Networking basics (CIDR, DNS, Firewalls)</li> <li>• Regions &amp; Availability Zones</li> <li>• Virtual private cloud concepts</li> <li>• Integration with private clouds</li> <li>• AWS &amp; Azure specifics</li> </ul> </li> </ul>	8	3,4,7,8
<ul style="list-style-type: none"> <li>• Computing in the cloud               <ul style="list-style-type: none"> <li>• IaaS options in AWS &amp; AZURE</li> <li>• PaaS options in AWS &amp; AZURE</li> <li>• Containerization options in AWS &amp; Azure</li> <li>• Functions options in AWS &amp; AZURE</li> </ul> </li> </ul>	8	6,7,8
<ul style="list-style-type: none"> <li>• Storage &amp; Databases in the cloud               <ul style="list-style-type: none"> <li>• Local storage options in AWS &amp; AZURE</li> <li>• File sharing options in AWS &amp; AZURE</li> <li>• Object storage options in AWS &amp; AZURE</li> <li>• RDBMS options in AWS &amp; AZURE</li> <li>• NoSQL options in AWS &amp; AZURE</li> </ul> </li> </ul>	6	5,7,8
<ul style="list-style-type: none"> <li>• Auto-scaling, monitoring and automation               <ul style="list-style-type: none"> <li>• Auto-scaling options in AWS &amp; AZURE</li> <li>• Monitoring options in AWS &amp; AZURE</li> <li>• Infrastructure build automation in AWS &amp; AZURE</li> </ul> </li> </ul>	6	6,7,8
<ul style="list-style-type: none"> <li>• Cloud best practices               <ul style="list-style-type: none"> <li>• AWS Well-Architected Framework</li> <li>• Reliability &amp; High-Availability</li> <li>• Cost Optimization</li> </ul> </li> </ul>	3	2,7,8

**Learning Outcomes:** (Familiarity → Usage → Assessment)

Pervasive Themes in IT:

1. Explain how the components of an IT system interrelate. [Assessment]
2. Explain how and why complexity occurs in IT. [Familiarity]
3. Solve for complexity in an information technology environment by applying best

**School of Computing and Information Sciences**  
**CTS-3145**  
**Cloud Essentials**

practices and using appropriate technologies and methodologies. [Familiarity]

Security Mechanisms (Countermeasures):

1. Explain the three key factors involved in authentication and how they are used to verify identity and grant access to a system. [Assessment]
2. Explain the differences between symmetric and asymmetric cryptosystems, e.g., number of keys required, the types of algorithms used, etc. [Assessment]
3. Explain how public key infrastructure (PKI) works. [Familiarity]

Information Management Concepts and Fundamentals

1. Explain the role of data, information, and databases in organizations. [Familiarity]
2. Explain basic issues of data retention, including the need for retention, physical storage, security. [Familiarity]

Managing the Database Environment:

3. Explain the concept of database security. [Familiarity]
4. Describe n-tier database architecture. [Assessment]
5. Describe the concept of web services and the role of SOAP. [Assessment]

Computing Infrastructures:

1. Classify and describe the various types of servers and services required within organizations. [Assessment]

Foundations of Networking:

1. Compare and contrast the OSI and Internet models as they apply to contemporary communication protocols. [Assessment]
2. Analyze and compare the characteristics of various communication protocols and how they support application requirements. [Usage]
3. Describe and explain why different technologies are deployed in different contexts of networking, such as topology, bandwidth, distance, and number of users. [Assessment]

Operating Systems:

1. Describe the advantages and issues associated with virtualization. [Assessment]
2. Explain the value of fault tolerance for disaster recovery. [Assessment]
3. Identify situations in which a support organization needs to be consulted in resolving operating system issues. [Usage]

Administrative Domains:

1. Describe the responsibilities common to the various administrative domains. [Assessment]
2. Describe the responsibilities unique to each of the various administrative domains. [Assessment]
3. Identify responsibilities in each domain that support activities in other domains. [Familiarity]

Organizational Context:

1. Outline the basic parts of a typical IT environment. [Assessment]

**School of Computing and Information Sciences**  
**CTS-3145**  
**Cloud Essentials**

**Course Outcomes Emphasized in Laboratory Projects / Assignments**

	<b>Outcome</b>	<b>Number of Weeks</b>
1	Complete AWS & AZURE vendor-provided labs Outcomes: 3,4,5,6,7,8	10
2	Graded quizzes on each section	12
3	Multiple certification exam preparation practice tests near semester end – certification attainment part of grade	4

**Oral and Written Communication:** No significant coverage

**Social and Ethical Implications of Computing Topics:** No significant coverage

**Theoretical Contents**

1.	Network architecture and network design
2.	Authentication/authorization methods
3.	Server virtualization
4.	Cloud concepts (service models, deployment models, security, automation, business justification)
5.	Storage and database models

**Problem Analysis Experiences**

1.	Identify potential issues with cloud deployments
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**Solution Design Experiences**

1.	Build cloud infrastructure
2.	Deploy applications on cloud infrastructure

**School of Computing and Information Sciences**  
**CTS-3145**  
**Cloud Essentials**

**The Coverage of Essential & Supplementary IT Domains<sup>1</sup>**

<b>Knowledge Unit</b>	<b>Topic</b>	<b>Lecture Hours</b>
ITE-NET-02	Foundations of networking	3
ITS-VSS-04	Server Virtualization	2
ITS-VSS-05	Network Virtualization	3
ITS-CCO-01	Cloud computing perspectives & impact	6
ITS-CCO-02	Cloud computing concepts and fundamentals	8
ITS-CCO-03	Cloud computing Security and data considerations	8
ITS-CCO-04	Using cloud computing applications	2
ITS-CCO-05	Cloud computing architecture	3
ITS-CCO-07	Cloud computing infrastructure and data	5

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<sup>1</sup>See *Information Technology 2017 - Curriculum Guidelines for Baccalaureate Degree Programs in Information Technology*; by Association for Computing Machinery (ACM), IEEE Computer Society; cf. Essential & Supplementary IT Domains, pages 51 & 52. Available at: <https://www.acm.org/binaries/content/assets/education/curricula-recommendations/it2017.pdf>

**School of Computing and Information Sciences**  
**CTS-3145**  
**Cloud Essentials**

**Grading Weights**

- **Completion of AWS Cloud Foundations course (20%)** – This would only be a completion %, not grading the assignments. This is viewable through Canvas.
- **Completion of AZURE AZ-900 online course (20%)** – This is NOT viewable, so recommendation would be for instructor to ask students to submit brief summaries of each major section. This can be graded but the intention is just to track completion.
- **Quizzes on each major section (7 of them) (30%)** – These could be open book on Canvas and then reviewed in class to reinforce the lectures.
- **Certification Exams (30% - 100 points)** – These could be graded as follows:
  - o 20 points for registering and taking for the AWS and/or AZURE certification exam – 40 points maximum.
  - o 30 points for each certification achieved – 60 points maximum.
- No Final Exam

**Grading Scale**

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less