

# Instructions

The General Education Designation form will enable you to propose an existing course for the institutional general education course designation, which means inclusion in Group Two of the University Core Curriculum. This form will enable you to propose course changes to meet the general education requirements as stipulated in Florida Statutes 1007.25 and 1007.55, such as:

- Course number (level)
- Course title (you may propose changes both to the full course title and/or to the abbreviated title)
- Course description
- Grading method
- Credit hours
- Course prerequisites and corequisites

The University Core Curriculum Oversight Committee (UCCOC), a standing committee of the Faculty Senate, will review proposals for alignment with Florida Statutes 1007.25 and 1007.55 and transmit any positive institutional general education course designation (i.e., Group Two) recommendations to the Faculty Senate for its consideration. The UCCOC does not have jurisdiction over the State core general education courses (i.e., Group One). You will be required to provide a justification that clearly addresses how the course (1) aligns with Florida Statutes 1007.25 and 1007.55 and (2) fulfills the goals and objectives of the general education subject-matter category (i.e., Communication, Humanities, Mathematics, Natural Sciences, or Social Sciences) for which the course is being proposed. You will be required to attach a syllabus (in Simple Syllabus form) containing, at a minimum, the course prefix, number, and title; general education category; course description; student learning outcomes; weekly agenda of major topics; required textbook(s) and readings; and grading criteria (e.g., assessment methods, grading scale). Additional details are provided throughout the form.

Please consult with Academic Planning and Accountability when submitting this General Education Designation form.

## Justification for General Education Designation

**Please provide a justification for designating this course to the University Core Curriculum.**

CTS 1500 Justification for UCC Social Science category Group Two course

1. Overall: Our physical and social lives today are irrevocably interwoven with digital systems about which we seemingly have limited knowledge or control. It has become increasingly important to understand the impact of our interactions with digital systems on our daily lives. Our ever-increasing individual digital footprints are increasingly fragmented and obfuscated by the myriad of interconnected systems with which we interact. Our ability to understand, control and limit the use of our personal data has become increasingly difficult yet increasingly important. Ensuring that our data is used and shared only in ethical ways is critically important to preserve our individual freedoms and privacy.
2. Critical Thinking: The learning outcomes for this course span various aspects about how digital data is collected, used, and disseminated to help us but also to manipulate us. Students are expected to research, evaluate, and analyze the impact of digital data in our lives. They contribute individual discussion posts and collaborate in small groups to create multiple 5–10-minute presentations on assigned topics, which they deliver to the class. The entire class critiques these presentations.
3. Written Communication: There will be one case study assignment of 5-8 pages near the end of the semester. Students are given a topic related to the use or misuse of data and must analyze the probable causes and the actual impacts of that data usage.
4. Content/Discipline Knowledge: This course serves as an introductory course for the discipline of cybersecurity. Students learn the fundamentals of cybersecurity, the many different career paths within cybersecurity, the use of digital data to influence and shape culture and behavior, the positive and negative roles that artificial intelligence plays in society, and how data is being used to manipulate belief systems and governance within their society.

## Course Information

**College**

CENGR - College of Engineering &amp; Comp

**Department(s)**Knight Foundation School of Comptg & Info  
Sciences**Career**

Undergraduate

**Course Prefix**

CTS

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If proposing a change in course prefix: Begin typing the new course prefix; a list of possible prefixes should autopopulate in the drop-down list. Select the new course prefix from this list.

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**Course Number**

1500

Please note UCC Courses must be 1000 or 2000 level.

If proposing a change in course number: Begin by deleting the autopopulated course number. Then, type the new course number you would like to propose.

**Abbreviated Course Title**

Emerg Topics in Dig Life

**Long Course Title**

Emerging Topics in Digital Life

**Long Description (Catalog Description)**

Explore ever-changing boundaries between public and private digital lives, and the cultural and societal impacts of data collection, misinformation, media bias, cyber threats, and emerging technologies.

**Does this proposed change impact the assessment process of a program or certificate?**

No

## Effective Term

Effective term is determined by the University Core Curriculum Oversight Committee.

## Course Grading

**Grading Basis**

GRD - Graded

## Course Syllabus

## Course Attributes - Registrar view

**Course Attributes**

GLBL - 1238 (Global Learning Course), GLBL - GLCLSSRCH (Global Learning)

# General Education Designation Questions

Is the course a 1000 or 2000 level course?

Yes

Please note: General Education courses must be 1000 or 2000 designation. Please change the course number accordingly above in the "Course Number" box.

Is the course taught in at least two different semesters each academic year?

Yes

Are multiple sections offered in each semester the course is taught?

No

Are at least 50% of the course sections taught by full-time faculty

Yes

Provide a justification for the use of part-time faculty to teach this course.

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Upload a memo from the Dean or Department Chair stating how many sections of the course will be offered per semester, number of seats per section, and percentage of sections to be taught by full-time faculty.

[Memo\\_KFSCIS\\_Sept\\_2025.pdf](#)

Describe how the course provides "broad foundational knowledge to help students develop intellectual skills and habits that enable them to become more effective and lifelong learners?"

Society shapes technology but in a greater sense, technology has reshaped our society and our culture.

Failure to become technologically adept and knowledgeable will potentially lead to disenfranchisement, as has already been observed in the digital divide.

It is imperative that students understand that their digital footprint is valuable and vulnerable to misuse. Identifying the motives and methods of bad and good actors to manipulate and control the populace is crucial to successful survival in the digital world in which we live.

Is this course open to all students regardless of major?

Yes

If not, please explain...

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Does the proposed course align with one of the general education subject-matter categories below?

**Communication** (“Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.”)

No

**Humanities** (“Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.”)

No

**Mathematics** (“Mathematics courses must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving.”)

No

**Natural Sciences** (“Natural science courses must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.”)

No

**Social Sciences** (“Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.”)

Yes

**How does the proposed course description align with the general education subject-matter category description selected above? Please provide written justification to show this alignment.**

1. Overall: Our physical and social lives today are irrevocably interwoven with digital systems about which we seemingly have limited knowledge or control. It has become increasingly important to understand the impact of our interactions with digital systems on our daily lives. Our ever-increasing individual digital footprints are increasingly fragmented and obfuscated by the myriad of interconnected systems with which we interact. Our ability to understand, control and limit the use of our personal data has become increasingly difficult yet increasingly important. Ensuring that our data is used and shared only in ethical ways is critically important to preserve our individual freedoms and privacy.
2. Critical Thinking: The learning outcomes for this course span various aspects about how digital data is collected, used, and disseminated to help us but also to manipulate us. Students are expected to research, evaluate, and analyze the impact of digital data in our lives. They contribute individual discussion posts and collaborate in small groups to create multiple 5–10-minute presentations on assigned topics, which they deliver to the class. The entire class critiques these presentations.
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**Please include the stated Student Learning Outcomes (SLOs) of the course, including: assignment instructions that will be given to meet each SLO and methodology used to assess each learning outcome to determine if the general education subject-matter category's learning competencies are being achieved.**

[SLO mapping to assignments.docx](#)

**How do the proposed learning outcomes align with the general education subject-matter category selected above? Please provide written justification to show this alignment.**

This course explores current legal requirements for the collection, storage and usage of data in the U.S. and the historical basis for them.

This course provides students with the analytical skills to determine how data and technology are broadly being used in their lives, and the positive and negative motivations steering that usage. They learn to identify misuse of data and images used to influence and manipulate. In a data-driven culture, determining validity of information is critically important to preserve our individual freedoms and privacy.

**Does the course “distort significant historical events or include a curriculum that teaches identity politics?”**

No

**Is the course “based on theories that systemic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities?”**

No

**Is the course curriculum based on unproven, speculative, or exploratory content?**

No

**If yes, please provide narrative justifying inclusion in the general education curriculum**

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**Does the course “provide instruction on the historical background and philosophical foundation of Western civilization and this nation’s historical documents, such as the Declaration of Independence, the United States Constitution, the Bill of Rights and subsequent amendments, and the Federalist Papers?”**

Yes

**If yes, provide narrative justifying inclusion in the general education curriculum.**

This course explores current legal requirements for the collection, storage and usage of data in the U.S. and the historical basis for them.

This course provides students with the analytical skills to determine how data and technology are broadly being used in their lives, and the positive and negative motivations steering that usage.

They learn to identify misuse of data and images used to influence and manipulate. In a data-driven culture, determining validity of information is critically important to preserve our individual freedoms and privacy.

## Change in Credits

**Are you proposing a change in the credits for this course?**

No

## Credit Hours

### Units

Min Units:

3

Max Units:

3

Value:

-

Operator:

-

### Contact Hours - Registrar View

Contact Hours Min:

-

Contact Hours Max:

-

Contact Hours Value:

0

Contact Hours Operator:

-

### Academic Progress Units - Registrar View

Academic Progress Units

Min:

3

Academic Progress Units

Max:

-

Academic Progress Units

Value:

3

Academic Progress Units

Operator:

-

### Financial Aid Units - Registrar View

Financial Aid Units Min:

3

Financial Aid Units Max:

-

Financial Aid Units

Value:

3

Financial Aid Units

Operator:

-

Course Count - not visible:

1

Repeat for Credit - Registrar View:

No

Number Of Repeats - Registrar View:

1

Total Units Allowed - Registrar view only:

3

## Prerequisite(s) and Corequisite(s)

**Requirement Group - Registrar view**

undefined - undefined

**Proposed Prerequisite Change**

If proposing a change to Prerequisites for this course, please enter the change here. If not, please enter "N/A"

**Instructions\***

To denote prerequisite(s) or corequisite(s), use the "Embed Course Link" (book icon) in the toolbar above each box. Click the icon. Then, search using the prefix and number of the course you wish to add. Then click "Embed Link".

If there are no prerequisite(s) or corequisite(s), please type "N/A" in each text box.

**Proposed Corequisite Change**

If proposing a change to Corequisites for this course, please enter the change here. If not, please enter "N/A"

## Read-Only Catalog Fields- Registrars view only

**Catalog Course Attributes**

GLBL - 1238 (Global Learning Course)

**Catalog Requirement Designation**

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## Dependencies

## Instructional Methods (this card is hidden and should NOT be displayed)