Guidelines for Technology-Intensive Courses

Technology-intensive courses provide students with an understanding of the impact of technology on their lives and on the world around them. In addition, technology-intensive courses should instruct students in the theoretical and practical use of technology relevant to their academic discipline. Departments and schools may define “technology intensive” using discipline-specific standards. Whether focusing exclusively on computing and information technology or incorporating other forms as well, technology-intensive courses should provide students with the opportunity to use technology skillfully and to critically evaluate the implications of various technologies on society.

1. Learning outcomes for technology-intensive courses

Students will:

- Understand the use of technology to foster knowledge, discovery, and innovation.

- Learn technological applications, modeling, and strategies for solving problems and for gleaning insights from data.

- Gain a strong sense of ethical and legal issues in technology, e.g. privacy concerns, computing security, intellectual property rights, and management of one’s digital footprint.

- Investigate the impact of technology on individuals, cultures, and the environment.

2. Additional guidelines for technology-intensive courses

- Technology-related assignments should account for at least 50% of the course grade.

- The course should involve one project in which students (working alone or in teams) engage with a piece of current technology and present it to the class.

  1. This project should include the opportunity for students to use technology for creative expression as well as for the exploration of theoretical, social, and historical perspectives related to the technology.

  2. Please note that simply using a presentation technology such as Microsoft PowerPoint to present a non-technology topic to the class does not satisfy this requirement. Instead of simply using technology as a tool, the project must actively explore technology and its wide-ranging implications.

3. Faculty for technology intensive courses

- Faculty teaching technology intensive courses must have the appropriate background in the applicable technology appropriate to the discipline.
4. Approval process

- Proposals for potential technology-intensive courses will be reviewed by the Core Committee in consultation with the Technology Coordinator.