NEW COURSE PROPOSAL
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department

College
(*To obtain a course number, contact **erudolph@fau.edu***)

UUPC Approval _3-24-25_
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix **Number**	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course**	**Course Title**

Credits *(See Definition of a Credit Hour)*	**Grading** *(Select One Option)* **Regular**	**Course Description** *(Syllabus must be attached; see Template and Guidelines)*
Effective Date *(TERM & YEAR)*	**Sat/UnSat**	

Prerequisites, with minimum grade*	**Corequisites**	**Registration Controls** *(Major, College, Level)*

***Default minimum passing grade is D-.** Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

WAC/Gordon Rule Course	**Intellectual Foundations Program (General Education) Requirement** *(Select One Option)*
Yes　　　　**No** WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.	General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

Faculty Contact/Email/Phone	**List/Attach comments from departments affected by new course**

Approved by	***Date***
Department Chair _HaiKdva_	3/12/2025
College Curriculum Chair _Yalan Liu_	3/13/25
College Dean _____	
UUPC Chair _Korey Sorge_	3-24-25
Undergraduate Studies Dean _Dan Meeroff_	3-24-25
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

CIS 4641
Introduction to Cloud Computing for Non-majors

MWF 11:00 – 11:50
3 credits

Semester, Year
Prof. XXXXX YYYYY
Office: XXXXXX
Office hours: MWF 11-12
Classroom: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

TA name	xxxxxx xxxxxxxxx
Office	xxxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description
This course provides a practical, low-code introduction to cloud computing, empowering students from all academic backgrounds to create and use cloud-based solutions. The course focuses on building apps, managing data, and automating workflows using low-code tools for real-world applications. Students may not enroll in CIS 4641 if they have already taken CIS 5624.

Instructional Method
This class is designated as "In-Person w/Recorded Lecture" (section XXX) or "Videotaped Class" (section YYY). In-person class sessions will be automatically recorded and uploaded to Canvas within 24 hours. Student enrolled in section XXX may choose to attend in-person classes or view recordings, whereas students enrolled in section YYY are only able to view recordings.

Prerequisites/Corequisites
N/A

Course Objectives/Student Learning Outcomes
By the end of this course, students will be able to:
- Describe cloud computing concepts and service models in simple terms.
- Use low-code/no-code platforms to create apps and services hosted in the cloud.
- Manage cloud-based data using low-code/no-code tools for organization and collaboration.
- Automate workflows to improve productivity and reduce manual tasks.
- Evaluate the benefits, costs, and security considerations of low-code/no-code cloud solutions.

Course Evaluation Method

Participation and activities	15%
Low-code/No-code labs (weekly assignments)	35%
Midterm low-code/no-code cloud project	20%
Final low-code/no-code solution presentation	30%
Total	**100%**

The course will be applying the following popular low-code/no-code tools:

- **Google AppSheet:** For creating mobile and web apps
- **Glide Apps:** For creating data-driven apps from Google Sheets
- **Google Forms and Typeform:** For form creation and data collection
- **Airtable:** Cloud-based spreadsheets with database-like functionality
- **Google Drive/OneDrive/Dropbox:** For cloud storage and collaboration
- **Zapier and IFTTT:** Automation tools for connecting different apps
- **Google Data Studio:** No-code platform for building data dashboards
- **Microsoft Power Automate:** Workflow automation for cloud services

Sample Assignments:
- Create a Task Management App:
  - Use Google AppSheet or Glide Apps to build a simple app for tracking and organizing personal or group tasks.
- Design a Cloud-Based Feedback Form:
  - Build a professional feedback form using Google Forms and automate email notifications using Zapier.
- Automate a Workflow:
  - Use IFTTT to automate a process, such as saving calendar entries or sending SMS notifications when a form is submitted.
- Final Project:
  - Propose and implement a low-code/no-code cloud solution to address a real-world scenario relevant to your major or interests (e.g., an event registration app, resource-sharing system, or automated workflow).

Course Grading Scale

Grade	Total (%)
A	[93 – 100]
A-	[90 – 92)
B+	[87 – 89)
B	[83 – 86)
B-	[80 – 82)
C+	[77 – 79)
C	[73 – 76)
C-	[70 – 72)
D+	[67 – 69)
D	[63 – 66)
D-	[60 – 62)
F	[0 – 59)

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Late work will not be accepted. All assignments will be posted well in advance, and students may submit assignments early. Any assignment not turned in by the due date will result in a zero.

Make-up tests are given only if there is solid evidence of a medical or otherwise serious emergency situation that prevented the student from participating in the exam.

Incomplete grades are against the policy of the department, and they will only be assigned if there is solid evidence of medical or otherwise serious emergency situation.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Required Texts/Readings

N/A

Course Topical Outline

- Understanding Cloud Computing:
    - What is the cloud? Common examples (Google Drive, Dropbox, etc.)
    - Overview of cloud service models (IaaS, PaaS, SaaS) simplified
- Building Cloud-Based Apps with No-Code Tools:
    - Introduction to Google AppSheet and Glide Apps (mobile and web apps)
    - Creating apps for simple use cases (e.g., inventory tracking, event management)
- Cloud Data Storage and Sharing:
    - Using Google Drive, Microsoft OneDrive, and Dropbox
    - Organizing data for collaboration (e.g., folder structures, permissions)
- Forms and Data Collection:
    - Creating and managing online forms using Google Forms and Typeform
    - Automating data collection and notifications
- Workflow Automation and Productivity Tools:
    - Creating automated workflows with Zapier and IFTTT (e.g., email reminders, document updates)
    - Using Microsoft Power Automate for task approvals and data routing
- Data Visualization and Dashboards:
    - Creating dashboards with Google Data Studio (no coding required)
    - Embedding reports into documents and presentations for cloud-based collaboration
- Cloud-Based Collaboration Tools:
    - Google Workspace (Docs, Sheets, Slides) for real-time collaboration
    - Microsoft 365 Teams and SharePoint overview for academic and professional use
- Cost and Security Considerations:
    - Understanding free-tier options and subscription plans
    - Setting up basic security features (two-factor authentication, file sharing permissions)

This course is structured around interactive lectures, tool demonstrations, and hands-on activities.

Each class session will include time for students to explore low-code/no-code tools through guided exercises.