

# Undergraduate Academic Board Agenda

October 15, 2010  
2:00-5:00  
ADM 204

## I. Roll

( ) Hilary Davies	( ) Susan Wilson	( ) Deborah Fox	( ) Adjunct vacancy
( ) Paola Banchero	( ) Hilary Seitz	( ) FS at large vacancy	( ) USUAA vacancy
( ) David Meyers	( ) Cheryl Smith	( ) FS at large vacancy	<u>Ex-Officio Members:</u>
( ) Suzanne Forster	( ) Utpal Dutta	( ) Advis./Couns. vacancy	( ) Bart Quimby
( ) Susan Fallon	( ) Kevin Keating	( ) David Edgecombe	( ) Lora Volden
( ) Dave Fitzgerald	( ) Marion Yapuncich	( ) Kathryn Hollis Buchanan	

## II. Approval of the Agenda (pg. 1)

## III. Approval of Meeting Summary (pg. 2-3)

## IV. Administrative Report

### A. Associate Vice Provost Bart Quimby

### B. Assistant Registrar Lora Volden

## V. Chair's Report

### A. UAB Chair- Hilary Davies

### B. GERC- Sue Fallon

### C. Assessment Committee Report- Bart Quimby

## VI. Program/Course Action Request- Second Readings

### No revisions received for the 2<sup>nd</sup> reading at the UAB meeting:

Add	ART A270	Beginning Alaska Native Art (3 cr) (0+6) (stacked with ART A370)
Add	ART A370	Intermediate Alaska Native Art (3 cr) (0+6) (stacked with ART A270)
Chg	ECON A351	Public Finance (3 cr) (3+0) (pg. 38-41)
Chg		Bachelor of Science, Health Sciences

## VII. Program/Course Action Request – First Reading

Chg	SOC A242	Introduction to Family, Marriage, and Intimate Relationships (3 cr) (3+0) (pg. 4-8)
Chg	SOC A246	Adolescence (3 cr) (3+0) (pg. 9-13)
Chg	SOC A405	Social Change (3 cr) (3+0) (pg. 14-18)
Chg	CIS A375	E-training Design and End-User Support (3 cr) (2+2) (pg. 19-24)
Chg	CIS A385	Multimedia Authoring (3 cr) (2+2) (pg. 25-30)

## VIII. Old Business

- Re-evaluation of University Honors Requirements  
Breakdown of Honors Awards (pg. 31)
- Minor Changes to Catalog Introduction
- Consistent wording on stacking of 500 level courses
- Electronic signatures on curriculum

## IX. New Business

- Plan for implementing UAB Goals 2010-2011 (pg. 32)

## X. Informational Items and Adjournment

- [Curriculum Log](#)
- [Curriculum Handbook](#)
- [Catalog Copy](#)
- [Accreditation website](#)

# Undergraduate Academic Board Summary

October 8, 2010  
2:00-5:00  
ADM 204

## I. Roll

(x) Hilary Davies	(x) Susan Wilson	(x) Deborah Fox	( ) Adjunct vacancy
(e) Paola Banchemo	(x) Hilary Seitz	( ) FS at large vacancy	( ) USUAA vacancy
(x) David Meyers (Kenrick Mock)	(x) Cheryl Smith	( ) FS at large vacancy	<u>Ex-Officio Members:</u>
(x) Suzanne Forster	(x) Utpal Dutta	( ) Advis./Couns. vacancy	(x) Bart Quimby
(x) Susan Fallon	(x) Kevin Keating	(x) David Edgcombe	(x) Lora Volden
(x) Dave Fitzgerald	(x) Marion Yapuncich	(x) Kathryn Hollis Buchanan	

## II. Approval of the Agenda (pg. 1-2) Approved

## III. Approval of Meeting Summary (pg. 3-4) Approved

## IV. Administrative Report

### A. Associate Vice Provost Bart Quimby

Accreditation visit

November 4-5 Terry Rhodes will be at UAA discussing general education and e-portfolios

### B. Assistant Registrar Lora Volden

October 25<sup>th</sup> is the deadline for registering for independent and directed studies, thesis, project, practicum, internship, and continuous registration.

New Interim Registrar Shirlee Willis-Haslip

## V. Chair's Report

### A. UAB Chair- Hilary Davies

Information on number of honors granted at UAA is attached to agenda packet

Working on prefix list

### B. GERC- Sue Fallon

Looked at GER in curriculum handbook

LEAP Report

### C. Assessment Committee Report- Bart Quimby

Working on draft handbook to have on the next Faculty Senate meeting

## VI. Program/Course Action Request- Second Readings

Chg ET A101 Basic Electronics: DC Circuits (4 cr) (3+3) (pg. 5-10)

Chg ET A102 Basic Electronics: AC Circuits (4 cr) (3+3) (pg. 11-15)

Chg ET A126 Digital Electronics (4 cr) (3+2) (pg. 16-21)

Chg ET A175 Technical Introduction to Computing Systems (3 cr) (3+0) (pg. 22-27)

**For 13**

**Opposed 0**

**All ET courses approved**

### No revisions received for the 2<sup>nd</sup> reading at the UAB meeting:

Add ART A270 Beginning Alaska Native Art (3 cr) (0+6) (stacked with ART A370)

Add ART A370 Intermediate Alaska Native Art (3 cr) (0+6) (stacked with ART A270)

Chg Bachelor of Science, Health Sciences

## VII. Program/Course Action Request – First Reading

Chg CS A241 Computer Hardware Concepts (4 cr) (3+3) (cross listed with EE A241) (pg. 28-32)

Chg EE A241 Computer Hardware Concepts (4 cr) (3+3) (cross listed with CS A241) (pg. 33-37)

**For 13**

**Opposed 0**

**Both CS and EE courses waived first reading and approved for second reading**

Chg ECON A351 Public Finance (3 cr) (3+0) (pg. 38-41)

**Accepted**

**VIII. Old Business**

- A. Minor Changes to Catalog Introduction
- B. Re-evaluation of University Honors Requirements  
Discussion occurred
- C. Consistent wording on stacking of 500 level courses

**IX. New Business**

- A. Electronic signatures on curriculum

**X. Informational Items and Adjournment**

- A. University Honors information from Gary Rice (pg. 42-43)
- B. [Curriculum Log](#)
- C. [Curriculum Handbook](#)
- D. [Catalog Copy](#)
- E. [Accreditation website](#)



**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
 September, 2010

**School/College** College of Arts and Sciences  
**Course Subject** Sociology  
**Course Number** SOC A242  
**Number of Credits** 3+0  
**Course Title** Introduction to Family, Marriage, and Intimate Relationships  
**Grading Basis** A-F

**Course Description:** Introduction to sociological study of family, marriage, and other intimate relationships. Also explores impact of gender roles, ethnicity and racial background on beliefs, values, attitudes, and behaviors

**Course Level Justification:** Provides more depth than 100-level courses and builds upon SOC A101. Connects 100 level sociology courses to more advanced work in the field.

**Registration Restrictions:**

**Prerequisite(s):** SOC A101 or PSY A111

**Fees:** None

**Instructional Goals**

<b>The Instructor will:</b>	
1.	Introduce paradigms and theories social scientists use to describe families and intimate relationships. Compare these to popular understandings about families and intimate relations.
2.	Present information about family forms and intimate relationships in history and across cultures.
3.	Analyze the effects of social class, gender expectations, race and intimacy on family and intimate relationships.
4.	Describe socialization, gender roles, life cycle expectations in family and intimate contexts.

**Student Outcomes**

<b>The student will be able to:</b>	<b>Assessment Method</b>
1. Demonstrate knowledge of sociological perspectives that serve as a basis for understanding marriage, family and intimate relationships.	Evaluation of written work, discussion and presentations and exams.
2. Summarize data and information concerning patterns of marriage, family and intimate relationships.	Evaluation of written work, discussion and presentations and exams.

10/6/2010

3. Describe ways factors such as sex/gender systems, race/ethnicity and class affect marriage, family, and intimate relationships.	Evaluation of written work, discussion and presentations and exams.
4. Define and discuss socialization, gender roles and life cycle expectations.	Evaluation of written work, discussion and presentations and exams.

**Guidelines for Evaluation**

Students will be evaluated on the basis of exams, writing assignments, class presentation and discussion.

**Topical Course Outline**

I. Family and culture

- a. Socialization
- b. Gender roles
- c. Age-grade roles/ life cycle expectations
- d. Family and economy

II. Sexual patterns and relationships

- a. Monogamy
- b. Intimate relations outside of marriage
- c. Widowhood
- d. Divorce and remarriage

III. Social class, ethnicity and race

IV. Communication and conflict-resolution

- a. Power
- b. Decision making
- c. Stress and crisis

V. Dating, courtship and mate selection

VI. Gender-role socialization and implications for decision-making and relationships

VII. Parenthood and childrearing

VIII. Family in historical context

10/6/2010

- IX. Generational issues
  - a. Family and longevity
  - b. Grandparents
  - c. Adolescent parents
- X. Theoretical and methodological issues
  - a. Units of analysis
  - b. Longitudinal and cross sectional studies
  - c. Comparative studies
  - d. Symbolic Interaction, Functional and Conflict Perspectives

### **Suggested Texts**

- Cherlin, Andrew J. 2010. *Public and Private Families: A Reader*. New York: McGraw Hill.
- Cherlin, Andrew J. 2010. *Public and Private Families: An Introduction*. New York: McGraw Hill.
- Gilbert, Kathleen. 2010. *Annual Editions: The Family*. New York: McGraw Hill.
- Hall, David M. 2007. *Taking Sides: Clashing Views in Family and Personal Relations*. New York: McGraw Hill.
- Lamanna, Mary Ann and Agnes Reidmann. 2009. *Marriages and Families: Making Choices in a Diverse Society*. Belmont, CA: Wadsworth Publishing Co.

### **Bibliography**

- Blumstein, Philip & Pepper Schwartz. 1999. *American Couples*. New York: William Morrow.
- Coleman, Marilyn and Lawrence H. Ganong. 2004. *Handbook of Contemporary Families*. Thousand Oakes, CA: Sage Publications.
- Coontz, Stephanie. 1992. *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books.
- Coontz, Stephanie. 2005. *Marriage, a History: From Obedience To Intimacy, or How Love Conquered Marriage*. New York: Viking.
- Lareau, Annette. 2003. *Unequal Childhoods: Class, Race and Family Life*. Berkeley: University of California Press.
- Milardo Robert ed. 2001. *Understanding Families into the New Millennium: A Decade in Review*. Minneapolis, MN: The National Council on Family Relations.

10/6/2010

Scott, Jacqueline, Judith Treas, and Martin Richards eds. 2004. *The Blackwell Companion to the Sociology of Families* Malden, MA: Blackwell.

Strong, Bryon, Christine DeVault and Theodore F. Cohen. 2011. *The Marriage and Family Experience: Intimate Relationships in a Changing Society*. Belmont, CA: Wadsworth Publishing.

Wallerstein, Judith S. Julia M. Lewis and Sandra Blakesleey. 2000. *The Unexpected Legacy of Divorce*. New York: Hyperion.

Zinn, Baca Mazine, D. Stanley Eitzen and Barbara Wells. 2008. *Diversity in Families*. Boston, MA: Pearson.

### **Journals**

*Journal of Family History*

*Journal of Family Issues*

*Journal of Marriage and the Family*

*Marriage and Family Review*

### **Websites of Professional Organizations**

American Sociological Association Section on Children and Youth

<http://www2.asanet.org/sectionchildren>

American Sociological Association Section on Sociology of the Family

<http://www2.asanet.org/sectionfamily/>

National Council on Family Relations <http://www.ncfr.org/>





**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE**

September, 2010

**School/College** College of Arts and Sciences  
**Course Subject** Sociology  
**Course Number** SOC A246  
**Number of Credits** 3+0  
**Course Title** Adolescence  
**Grading Basis** A-F

**Course Description:** Examines effects of social class, ethnicity, race and gender on identity and socialization in adolescence.

**Course Level Justification:** Builds upon SOC A101 or PSY A111. Prepares students for advanced work in Sociology courses or applied fields.

**Registration Restrictions:**

**Prerequisite(s)** SOC A101 or PSY A111

**Fees** None

**Instructional Goals**

<b>The Instructor will:</b>	
1.	Identify and describe the ways adolescence has been studied and understood in history and across cultures.
2.	Describe research techniques and theoretical perspectives used to study adolescence in social context.
3.	Present research findings about the social consequences of physical and cognitive changes that occur in adolescence.
4.	Discuss research findings about socialization and development of self in adolescence as these are influenced by gender, social class, race, ethnicity and social institutions.

**Student Outcomes**

<b>The student will be able to:</b>	<b>Assessment Method</b>
Compare and contrast historical and cross cultural theories about adolescence.	Evaluation of written and spoken responses on exams, writing assignments and class presentations.
Identify advantages and disadvantages of research methods and theories for studying adolescence.	Evaluation of written and spoken responses on exams, writing assignments and class presentations.

Discuss the impact of the physical and cognitive changes which occur with adolescence to sexuality, academic achievement, career orientations, deviant behavior and identity development.	Evaluation of written and spoken responses on exams, writing assignments and class presentations.
Analyze the ways in which social factors such as race, ethnicity, class, sex and gender affect the experience of adolescence.	Evaluation of written and spoken responses on exams, writing assignments and class presentations.

### **Guidelines for Evaluation**

Students will be evaluated on the basis of exams, writing assignments, class presentation and participation in discussions.

### **Topical Course Outline**

- I. Social history of adolescence
- II. The scientific study of adolescence
  - A. Cross cultural studies
  - B. Experimental studies
  - C. Longitudinal and cross-sectional samples
- III. Theories and paradigms
  - A. Linear models, stage models, dialectical models
  - B. Interpretist, symbolic interactionist and phenomenological perspectives
  - C. Biological views
  - D. Psychoanalytic views and psychological views
  - E. Cognitive views
  - F. Social and cultural views
- IV. Social consequences of physical development during adolescence
  - A. Sexuality
  - B. Growth and maturity
- V. Research on socialization, self, and identity
  - A. Cognitive development during adolescence
  - B. Information processing and intelligence
  - C. Moral development
  - D. Identity
  - E. Effects of gender on socialization, self, and identity
  - F. Presentation of self
- VI. Effects of culture, social class, race, and ethnicity
- VII. The adolescent and family relationships
- VIII. Peer relationships and processes
- IX. Adolescence and social institutions
  - A. Education
  - B. Religion
  - C. Politics, power, and law

- D. Achievement, work, and careers
- E. Communications and technology
- F. Sports, leisure, and athletics
- X. Adolescence and deviance
  - A. Gender and sexual minorities
  - B. Delinquency
  - C. Substance abuse
  - D. Sociology of mental health

### **Suggested Texts**

Arnett, Jeffery Jenson. 2010. *Adolescence and Emerging Adulthood: A Cultural Approach*. 4<sup>th</sup> Ed. Upper Saddle River, NJ: Pearson Education.

Arnett, Jeffery Jenson. 2011. *Readings on Adolescence and Emerging Adulthood*. 2<sup>nd</sup> Ed. Upper Saddle River, NJ: Pearson Education.

Cobb, Nancy J. 2010. *Adolescence: Continuity, Change, and Diversity*. New York: McGraw-Hill.

Feldman, Robert S. 2008. *Adolescence*. Upper Saddle River, NJ : Pearson Education.

Garrod, Andrew, Lisa Smulyan, Sally I. Powers and Robert Kilkenny. 2008 *Adolescent Portraits: Identity, Relationships, and Challenges*. 6<sup>th</sup> Ed. Upper Saddle, NJ: Pearson Education.

Nielsen, Linda.1996. *Adolescence: A Contemporary View*. 3<sup>rd</sup> Ed. Belmont, CA: Wadsworth Pub Co.

Rice, Philip J and Kim Gale Dolgen. 2010. *The Adolescent: Development, Relationships, and Culture*. Upper Saddle, NJ: Pearson Education.

Santrock, John. 2008. *Adolescence*. New York: McGraw-Hill.

Sebals, Hans. 1992. *Adolescence: A Social Psychological Analysis*. Englewood Cliffs, NJ: Prentice Hall.

Steinberg, Laurence. 2008. *Adolescence*. New York: McGraw-Hill.

### **Bibliography**

Barnhardt, Ray and Angayuqaq Oscar Kawagley 2010 *Alaska Native Education: Views from Within*. Alaska Native Knowledge Network.

Feldman, S. Shirley.,and Glen R. Elliott. 1993. *At the Threshold: The Developing Adolescent*. Cambridge, MA: Harvard University Press.

Kagan, Jerome and Susan B Gall. 1998 *The Gale Encyclopedia of Childhood and Adolescence*  
Detroit: Gale Publishers.

Muus, Rolf E. 1996. *Theories of Adolescence*. 6<sup>th</sup> Ed. New York: Random House.

Orenstein, Peggy. 1994. *School Girls: Young Women, Self-Esteem, and the Confidence Gap*.  
New York: Anchor Books.

Pollack, William. 1998. *Real Boys: Rescuing our Sons from the Myths of Boyhood*. New York:  
Random House.

Regnersus, Mark. 2007. *Forbidden Fruit: Sex and Religion in the Lives of American Teenagers*.  
Oxford.

Rubin, Kenneth H., William M. Bukowski, and Brett Laursen. ed. 2009. *Handbook of Peer  
Interactions, Relationships, and Groups*. New York: Guilford Press.

### **Journals**

*Adolescence*

*Journal of Adolescence*

*Adolescent & Family Health*

*Children, Youth and Environments*

*Journal of Clinical Child & Adolescent Psychology*

*Journal of Research on Adolescence*

*Journal of Marriage and the Family*

*Marriage and Family Review*

*New Directions for Child and Adolescent Development*

### **Websites of Professional Organizations**

American Sociological Association Section on Children and Youth

<http://www2.asanet.org/sectionchildren>

Society for Research on Adolescence <http://www.s-r-a.org/>



**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
 September, 2010

**School/College** College of Arts and Sciences  
**Course Subject** Sociology  
**Course Number** SOC A405  
**Number of Credits** 3+0  
**Course Title** Social Change  
**Grading Basis** A-F

**Course Description:** Explores principal theoretical perspectives, sources, processes, patterns, and consequences of social change in society. Emphasizes the nature of social change and its effect on the well-being of people and their environment.

**Course Level Justification:** Builds upon previous course work in SOC A101 and junior standing and requires familiarity with the concepts, methods, and vocabulary of sociology.

**Registration Restriction:**

**Prerequisite(s)** SOC A101  
**Fees** None

**Instructional Goals**

<b>The Instructor will:</b>
1. Identify patterns and types of social change and provide examples for illustration.
2. Describe and critique assumptions and evidence behind classical and contemporary theories of social change.
3. Present information about causes and consequences of contemporary social change.
4. Examine the role of human agency in preventing or bringing about social change.

**Student Outcomes**

<b>The student will be able to:</b>	<b>Assessment Method</b>
1. Name and describe social changes which occur in population distribution, social structure or ideology.	Evaluation of written descriptions of changes in population distribution, social structure or ideology on exams or papers or oral presentations.

2. Critique classic and contemporary theories about social change.	Evaluation of critiques of theory on exams, papers or oral presentations.
3. Identify possible causes of social change when presented with contemporary examples.	Evaluation of descriptions of possible causes on exams papers or oral presentations.
4. Discuss ways individuals or groups may bring about social change.	Evaluation of descriptions about ways the student or other individuals or groups may bring about change on exams, papers or oral presentations.

### **Guidelines for Evaluation**

Students will be evaluated on the basis of exams, writing assignments, class presentation and discussion.

### **Topical Course Outline**

- I. Types of Social Change
  - A. Demographic Changes
  - B. Structural Changes
  - C. Ideological Changes
- II. Patterns of Social Change
  - A. Linear
  - B. Cyclical
  - C. Dialectical
  - D. Gradual
  - E. Collapse
- III. Causes and Consequences of Social Change
  - A. Environmental
  - B. Structural
  - C. Ideological
  - D. External
  - E. Internal
  - F. Technological
  - G. Migration and Immigration
- IV. Paradigms and Theories
  - A. Conflict Theory Perspectives
  - B. Functionalist Explanations
  - C. Interpretive Explanations
  - D. Unified Theories
- V. Researching Social Change
  - A. Historical Analysis
  - B. Levels of Analysis



- C Operationalization of Indicators
- VI. Human Agency and Social Change
  - A. Social Movements
  - B. Revolutions
  - C. Decision Making
- VII. Globalization
  - A. Dependency
  - B. Colonization
  - C. Urbanization
  - D. World Systems Theory
- VIII. Change and Social Institutions
  - A. Family
  - B. Religion
  - C. Economics
  - D. Politics and authority
  - E. Education

### **Suggested Texts**

Harper, Charles L. and Kevin T. Leicht. 2011. *Exploring Social Change: America and the World*. Englewood Cliffs, NJ: Prentice Hall.

Vago, Steven. 2004. *Social Change*. Englewood Cliffs, NJ: Prentice Hall.

Weinstein, Jay. 2010. *Social Change*. Lanham, MD: Rowman and Littlefield.

### **Bibliography**

Crossley, Nick. 2002. *Making Sense of Social Movements*. Philadelphia, PA: Open University Press.

Eitzen, D. Stanley and Maxine Baca Zinn. Eds 2009. *Globalization: The Transformation of Social Worlds*. 2<sup>nd</sup> ED. Belmont, CA: Wadsworth Cengage Learning.

Eitzen, Stanley and Kenneth Stewart. 2007. *Solutions to Social Problems from the Bottom up: Successful Social Movements*. Upper Saddle River, NJ: Pearson Education.

Locher, David A. 2002. *Collective Behavior*. Upper Saddle River, NJ: Pearson Education.

Mills, C. Wright. 2000. (1959). *The Sociological Imagination*. New York: Oxford University Press.

- Ritzer, George. 2008. *The McDonaldization of Society*. 5. Los Angeles, CA: Pine Forge Publications.
- Ritzer, George. 2010. *Contemporary Social Theory and Its Classical Roots*. 3<sup>rd</sup> Ed. New York: McGraw Hill.
- Robbins, Richard H. 2008. *Global Problems and the Culture of Capitalism*. New York: Pearson.
- Rothenberg, Molly Anne. 2010. *The Excessive Subject: A New Theory of Social Change*. San Francisco, CA: Wiley.
- Rury, John R. 2005. *Education and Social Change: Themes in the History of American Schooling*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sernau, Scott. 2009. *Global Problems: The Search for Equity Peace and Sustainability*. New York: Pearson.
- So, Alvin Y. 1990. *Social Change and Development: Modernization, Dependency and World-Systems Theory*. Thousand Oaks, CA: Sage Publications.

### **Suggested Periodicals**

*American Sociological Review*  
*American Journal of Sociology*  
*Journal of World-Systems Research*  
*Contemporary Sociology*

### **Internet Sources**

American Sociological Association Homepage: [www.asanet.org](http://www.asanet.org)  
American Sociological Association Section on Collective Behavior and Social Movements <http://www2.asanet.org/sectioncbism/>  
American Sociological Association Section on Comparative and Historical Sociology <http://www2.asanet.org/sectionchs/>



Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>John T. Pauli</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated**                      October 13, 2010

**II. Course Information**

**College/School:** College of Business and Public Policy  
**Department:** Computer Information Systems  
**Program:** Bachelor of Business Administration, Management Information Systems  
**Course Title:** E-Training Design and End-User Support  
**Course Number:** CIS A375  
**Credits:** 3  
**Contact Hours:** 2 hours per week lecture x 15 weeks = 30 hrs.  
2 hours per week lab x 15 weeks = 30 hrs.  
10-15 hours per week outside class x 15 weeks= 150/225 hrs.  
**Grading Basis:** A-F  
**Course Description:** Analyzes and applies the theories and strategies associated with technology-based, workplace training and consulting. Course projects advance and integrate competencies in communications skills and computer technical skills obtained in prior courses.  
**Course Prerequisites:** CIS A110  
**Registration Restrictions:** College of Business and Public Policy majors must be admitted to upper-division standing.  
**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

- A. Lectures
- B. Discussions
- C. In-lab activities
- D. Team activities

**IV. Guidelines for Evaluation**

- A. Individual projects
- B. Team project
- C. Quizzes
- D. Written exam
- E. Simulations

## **V. Course Level Justification**

Course designed as an upper-division elective in the Bachelor of Business Administration degree program. The students will have to integrate the knowledge and skills gained in other 300-level courses with their newly acquired training knowledge and skills to achieve success in the course.

## **VI. Outline**

- A. Business Training Environment
  - 1. Adult learning theory
  - 2. “Just-in-time training” philosophy
  - 3. Global business perceptives
  - 4. Modern business organizational structure
- B. Business Interests
  - 1. Training management systems
  - 2. Return on investment
  - 3. Workforce performance improvement
  - 4. Conversion of training curriculum
- C. Development Process
  - 1. Needs Assessment
  - 2. Front-end Analysis
  - 3. Design
  - 4. Development
  - 5. Implementation
  - 6. Evaluation
- D. Key Elements & Topics
  - 1. Course Design Specifications (CDS)
  - 2. Searchable Content Objective Reference Model (SCORM)
  - 3. Advance Distributive Learning Initiatives
  - 4. Reusable Content Objects (RCO)
  - 5. Content-Centric Design
  - 6. Learner-Centric Design
- E. Training Design Philosophies
  - 1. Behaviorism
  - 2. Cognitivism
  - 3. Constructivism
- F. Help Desks
  - 1. Structure and staffing models
  - 2. Tracking and work flow designs
  - 3. Help desk tools
  - 4. Measuring performance
  - 5. Cost-benefit analysis
  - 6. Help desk case studies

- G. E-Training Support Challenges
  - 1. Assessment of end-user needs
  - 2. Writing for training users
  - 3. E-mentoring and e-coaching

**VII. Suggested Texts**

Driscoll, M., & Carliner, S. (2005). *Advanced web-based training strategies; Unlocking instructionally sound online learning*. San Francisco, CA: Pfeiffer.

**VIII. Bibliography**

Allen, M. (2003). *Guide to e-learning: Building interactive fun, and effective learning programs for any company*. Hoboken, NJ: Wiley & Sons.

Lynch, P., & Horton, S. (2009). *Web Style Guide. Basic design principles for creating web sites (2 ed.)*. New Haven, CN: Yale University Press.

Rosenberg, M. J. (2006). *Beyond e-learning; Approaches and tecnologies to enhance organizational knowledge, learning, and performance*. San Francisco, CA: Pfeiffer.

Schank, R. C. (2002). *Designing world-class e-learning; How IBM, GE, Harvard Business School, and Columbia University are succeeding at e-learning*. New York: McGraw-Hill.

Shuen, A. (2008). *Web 2.0: A strategy Guide*. Sebastopol, CA: O'Reilly.

Simonson, M., Smaldino, S., Abright, M., & Zvacek, S. (2009). *Teaching and learning at a distance; Foundations of distance education (4th ed.)*. Boston, Ma: Allyn and Bacon.

**IX. Instructional Goals and Student Outcomes**

<p><b>A. Instructional Goals.</b>  <b>The instructor will:</b></p>
<p>1. Demonstrate the skills, techniques, and general concepts used in planning and designing effective end-user training for the workplace environment.</p>
<p>2. Provide individual coaching and feedback sessions for each student to assist in the learner’s development of training design skills.</p>
<p>3. Facilitate a learning experience that replicates the training situations that exist today in the business environment.</p>
<p>4. Assist student to integrate prior knowledge and skills acquired in prior courses into online training designs.</p>

<b>B. Student Outcomes. Students will be able to:</b>	<b>Assessment Method</b>
1. Identify and describe the various components of a front-end analysis.	Quizzes and written exam
2. Conduct an effective needs analysis	Individual projects
3. Validate the needs and goals for existing and proposed training	Individual projects
4. Determine the appropriate learning domain for an instructional objective	Individual projects
5. Select appropriate instructional strategies for specified instructional objectives	Written exam
6. As part of a project team, structure a needs assessment and front-end analysis for a proposed training project	Team project
7. Produce training materials that meet a published style and English mechanics standards for online training	Individual projects
8. Modify a face-to-face instructional module to meet the challenges of an online training environment	Team project
9. Demonstrate the skills required to successfully perform help desk operations	Simulations





## Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs			1c. Department CIS	
2. Course Prefix CIS	3. Course Number A385	4. Previous Course Prefix & Number A421	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (2+2)		
6. Complete Course Title Multimedia Authoring <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No    # of Repeats    Max Credits			
<input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG and CAR (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG  11. Implementation Date <small>semester/year</small> From: Spring/2011                      To:                      /9999			
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>			
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</small>						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1. Bachelor of Business Administration, Management Information Systems		134	2/23/2010	Dr. Minnie Yen		
2.						
3.						
Initiator Name (typed): <u>John T. Pauli</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email      Date: <u>04/01/2010</u> <small>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</small>			13c. Coordination with Library Liaison      Date: <u>04/01/2010</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Provides opportunities for the exploration of multimedia authoring using a variety of software tools. Stresses design theory and the integration of various multimedia forms into a coherent business product.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) CIS A110		16b. Test Score(s) N/A		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) College of Business & Public Policy majors must be admitted to upper-division standing				
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Based on the departmental examination of updated technologies, the increased use of technology in student social networking, and the adoption of a constructionist design, the course was reconfigured into a lecture-lab format, and the prerequisites were modified.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<b>John T. Pauli</b>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated**                      October 13, 2010

**II. Course Information**

**College/School:** College of Business and Public Policy  
**Department:** Computer Information Systems  
**Program:** Bachelor of Business Administration, Management Information Systems  
**Course Title:** Multimedia Authoring  
**Course Number:** CIS A385  
**Credits:** 3  
**Contact Hours:** 2 hours per week lecture x 15 weeks = 30 hrs.  
2 hours per week lab x 15 weeks = 30 hrs.  
10-15 hours per week outside class x 15 weeks= 150/225 hrs.  
**Grading Basis:** A-F  
**Course Description:** Provides opportunities for the exploration of multimedia authoring using a variety of software tools. Stresses design theory and the integration of various multimedia forms into a coherent business product.  
**Course Prerequisites:** CIS A110  
**Registration Restrictions:** College of Business and Public Policy majors must be admitted to upper-division standing.  
**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

- A. Lectures
- B. Discussion
- C. Lab activities

**IV. Guidelines for Evaluation**

- A. Individual multimedia portfolio
- B. Team project
- C. Lab projects
- D. Written exams

**V. Course Level Justification**

Course designed as an upper-division elective in the Bachelor of Business Administration degree program. The students will have to integrate the knowledge and skills gained in 200 & 300-level CBPP courses with their newly acquired multimedia learning to achieve success in the course.

## **VI. Outline**

- A. Introduction and Review
  - 1. Windows computers components
  - 2. Basic software tools
  - 3. Typology and layout
  - 4. Presentation design
- B. Multimedia Hardware and Software
  - 1. Multimedia hardware components
  - 2. Multimedia software tools
  - 3. Making instant multimedia
  - 4. Multimedia authoring tools
- C. Multimedia Building Blocks
  - 1. Text
  - 2. Sound
  - 3. Images
  - 4. Animation
  - 5. Video
- D. Multimedia and the Internet
  - 1. Internet and bandwidth
  - 2. Tools for the World Wide Web
  - 3. Designing for the World Wide Web
- E. Web Standards
  - 1. World Wide Web Consortium (W3C)
  - 2. Section 508 –Rehabilitation Act
- F. Multimedia Design Cycle
  - 1. Assessment/analysis
  - 2. Front-end analysis
  - 3. Design
  - 4. Development
  - 5. Delivery
  - 6. Evaluation
- G. Multimedia Copyright
  - 1. Copyright Act of 1909
  - 2. Copyright Act of 1976
  - 3. Uruguay Round Agreement Act
  - 4. Protected Works
  - 5. Works Not Protected

## VII. Suggested Texts

- Lake, S. & Bean, K. (2008). *Digital multimedia: The business of technology* (2<sup>nd</sup> ed.). Mason, OH: South-Western.
- Vaughan, T. (2007). *Multimedia: Making it work* (7th ed.). Burr Ridge, IL: McGraw-Hill Technology Education.

## VIII. Bibliography

- \*Alber, A. (1996). *Multimedia: A management perspective*. Belmont, CA: Wadsworth Publishing.
- Bennett, J. G. (2006). *Design fundamentals for news media*. Clifton Park, NY: Delmar Learning.
- Coorough, C. (2007). *Multimedia and the web: Creating digital excitement*. Fort Worth, TX: Harcourt College Publishers.
- Li, Z., & Drew, M. (2004). *Fundamentals of multimedia*. Upper Saddle River, NJ: Prentice Hall.
- Moran, C. (2005). *Crafting multimedia text: Websites and presentations*. Upper Saddle River, NJ: Pearson.
- Sessions (Ed.). (2006). *Graphic design portfolio-builder: Adobe Photoshop and Adobe Illustrator projects*. Berkeley, CA: Peachpit Press.
- Villalobos, R. (2008). *Exploring multimedia for designers*. Clifton NY: Thomson: Delmar Learning.

\*Classic

## IX. Instructional Goals and Student Outcomes

<b>A. Instructional Goals.</b> <b>The instructor will:</b>
1. Demonstrate the skills, techniques, and general controls used in planning and designing a multimedia product
2. Provide individual coaching and feedback sessions for each student to assist in the understanding of multimedia theory and development of design skills
3. Facilitate a learning experience that replicates, as closely as possible, the workplace multimedia environment
4. Assist students to integrate knowledge and skills obtained in prior courses into the course's multimedia projects

<b>B. Student Outcomes.</b> <b>Students will be able to:</b>	<b>Assessment Method</b>
1. Apply applicable standards and laws to the design, use, reproduction, and distribution of multimedia products	Written exams
2. Develop, storyboard, and execute an individual multimedia project	Individual multimedia portfolio
3. Select the proper platform for developing a multimedia project based on budget constraints, delivery requirements, and the content of the project	Written exams
4. Plan, produce, and edit appropriate multimedia animations	Lab projects
5. Successfully modify a multimedia project module	Lab projects
6. Identify the legal issues surrounding content and the use of talent in multimedia projects	Written exams
7. As part of a project team, research, storyboard, and produce a video clip on a business related topic	Team project
8. As part of a project team, research, design, storyboard, and produce a web-based project containing animation, sound, video, text, and graphics	Team project

**UAA Undergraduate Degree and Certificate Awards with University Honors by Award Types**

Academic Year	Total Undergraduate Degree/Certificate Awards	Graduates Earning Cum Laude		Graduates Earning Magna Cum Laude		Graduates Earning Summa Cum Laude		Overall Undergraduates Earning University Honors	
	N	N	%	N	%	N	%	N	%
<b>Baccalaureate</b>									
1998	771	93	12.1%	40	5.2%			133	17.3%
1999	708	108	15.3%	40	5.6%	1	0.1%	149	21.0%
2000	724	94	13.0%	45	6.2%	5	0.7%	144	19.9%
2001	705	100	14.2%	42	6.0%	5	0.7%	147	20.9%
2002	766	113	14.8%	54	7.0%	2	0.3%	169	22.1%
2003	770	118	15.3%	52	6.8%	5	0.6%	175	22.7%
2004	785	121	15.4%	64	8.2%	5	0.6%	190	24.2%
2005	778	134	17.2%	55	7.1%	5	0.6%	194	24.9%
2006	841	139	16.5%	64	7.6%	7	0.8%	210	25.0%
2007	847	163	19.2%	47	5.5%	3	0.4%	213	25.1%
2008	871	152	17.5%	64	7.3%	6	0.7%	222	25.5%
2009	956	179	18.7%	73	7.6%	6	0.6%	258	27.0%
2010	920	164	17.8%	80	8.7%	6	0.7%	250	27.2%
<b>Associate</b>									
1998	638	78	12.2%	23	3.6%	6	0.9%	107	16.8%
1999	597	76	12.7%	41	6.9%	12	2.0%	129	21.6%
2000	502	70	13.9%	28	5.6%	8	1.6%	106	21.1%
2001	535	62	11.6%	36	6.7%	7	1.3%	105	19.6%
2002	582	78	13.4%	43	7.4%	9	1.5%	130	22.3%
2003	570	88	15.4%	42	7.4%	7	1.2%	137	24.0%
2004	629	101	16.1%	38	6.0%	7	1.1%	146	23.2%
2005	540	83	15.4%	47	8.7%	5	0.9%	135	25.0%
2006	649	112	17.3%	32	4.9%	10	1.5%	154	23.7%
2007	687	131	19.1%	54	7.9%	16	2.3%	201	29.3%
2008	691	120	17.4%	41	5.9%	7	1.0%	168	24.3%
2009	693	131	18.9%	56	8.1%	6	0.9%	193	27.8%
2010	719	99	13.8%	63	8.8%	11	1.5%	173	24.1%
<b>Certificate</b>									
1998	86	4	4.7%					4	4.7%
1999	91	1	1.1%	4		2	2.2%	7	7.7%
2000	71								
2001	61	1	1.6%					1	1.6%
2002	74								
2003	88								
2004	91								
2005	107								
2006	108								
2007	99								
2008	85								
2009	74								
2010	60								

**Notes:**

1. Data is extracted from Banner SW degree AY freeze and Saturn's SHRDGIH data tables.
2. Undergraduate programs include 4 year, 2 year, CT1 and CT2 degree/certificates.
3. The number in this report reflects a UAA MAU total.

**UAB Goals for 2010-2011**

GOAL 1: Update the Curriculum Handbook, as needed.

GOAL 2: Continue to work with the Office of Academic Affairs and the Office of the Registrar to review policies and procedures for their impacts on academics, to ensure that faculty input and review by UAB and GAB is automatic.

GOAL 3: Update the plan for curriculum updates together with the GAB Chair and Associate Vice Provost Bart Quimby.

GOAL 4: Improve communication/coordination with curriculum committee chairs and department chairs.

GOAL 5: Continue outreach to colleges, departments and individual faculty regarding curriculum updates (i.e. workshops, listserv notifications).

GOAL 6: Examine policy change in regard to honors (repeat and aging courses).