TIME CHANGE: 12:00 p.m. – 1:30 p.m.

II. Approval of Agenda (pg. 1)

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

IV. Chair’s Report

V. Course Action Requests

Chg  LSSS A111  Cultural Foundations of Human Behavior (3 cr) (3+0) (pg. 4-7)

Chg  LSSS A312  Individuals, Groups, and Institutions (3 cr) (3+0) (pg. 8-13)

Chg  LSIC A488A  Capstone Project I: Design and Research (3 cr) (3+0) (pg. 14-18)

Chg  JPC A403  Communications and Media Research (3 cr) (3+0) (pg. 19-24)

Chg  PHYS A115  Physical Science (3 cr) (3+0) (pg. 25-28)

Add  PHYS A115L  Physical Science Lab (1 cr) (0+3) (pg. 29-32)

Chg  CEL A292  Introduction to Civic Engagement (3 cr) (3+0) (pg. 33-40)

Chg  HUM A250  Myths and Contemporary Culture (3 cr) (3+0) (pg. 41-45)

Add  CIS A326  Information Systems Literacy in the 21st Century (3 cr) (3+0) (pg. 46-52)

VI. Old Business

VII. New Business

VIII. Informational Items and Adjournment

A. GER Capstone Language for Syllabi

Revised language sent to UAB
I. Call to Order

Roll

(x) Erik Hirschman Mat-Su/UAB Humanities/ Social Sciences
(x) Caedmon Liburd UAB
(x) Patricia Fagan CAS Humanities
(x) Bob Capuozzo COE
(x) Fred Barbee CBPP/UAB
( ) Jeane Breinig CAS Written Communication
(x) Len Smiley CAS/UAB Quantitative Skills
(x) Suzanne Forster CAS/UAB
( ) Robin Wahto CTC/UAB
( ) Walter Olivares CAS Fine Arts
(x) Tom Miller OAA Guest
( ) Gail Holtzman CHSW/UAB Social Sciences
( ) Grant Baker SOENGR/UAB
(x) Barbara Harville CAS Oral Communication
( ) vacant Natural Science
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1-2)

Approved

III. Approval of Summary (pg. 3-4)

Approved

IV. Chair’s Report

V. Course Action Requests

Chg SWK A431 Social Work Practice IV: Integrative Capstone (3 cr) (3+0) (pg. 5-11)
Approved

Chg ASL A101 Elementary American Sign Language I (3 cr) (3+0) (pg. 12-16)
Approved

Chg ASL A102 Elementary American Sign Language II (3 cr) (3+0) (pg. 17-20)
Approved

Chg ASL A201 Intermediate American Sign Language I (3 cr) (3+0) (pg. 21-24)
Approved

Chg ASL A202 Intermediate American Sign Language II (3 cr) (3+0) (pg. 25-28)

Chg FREN A101 Elementary French I (4 cr) (4+0) (pg. 29-33)

Chg FREN A102 Elementary French II (4 cr) (4+0) (pg. 34-38)

Chg FREN A201 Intermediate French I (4 cr) (4+0) (pg. 39-43)

Chg FREN A202 Intermediate French II (4 cr) (4+0) (pg. 44-48)

Chg GER A101 Elementary German I (4 cr) (4+0) (pg. 49-53)

Chg GER A102 Elementary German II (4 cr) (4+0) (pg. 54-58)

Chg GER A201 Intermediate German I (4 cr) (4+0) (pg. 59-63)

Chg GER A202 Intermediate German II (4 cr) (4+0) (pg. 64-68)

Chg JPN A101 First Year Japanese I (4 cr) (4+0) (pg. 69-73)

Chg JPN A102 First Year Japanese II (4 cr) (4+0) (pg. 74-78)

Chg JPN A201 Second Year Japanese I (4 cr) (4+0) (pg. 79-83)

Chg JPN A202 Second Year Japanese II (4 cr) (4+0) (pg. 84-88)

Chg RUSS A101 Elementary Russian I (4 cr) (4+0) (pg. 89-93)
Chg RUSS A102 Elementary Russian II (4 cr) (4+0) (pg. 94-98)
Chg RUSS A201 Intermediate Russian I (4 cr) (4+0) (pg. 99-103)
Chg RUSS A202 Intermediate Russian II (4 cr) (4+0) (pg. 104-108)
Chg SPAN A101 Elementary Spanish I (4 cr) (4+0) (pg. 109-113)
Chg SPAN A102 Elementary Spanish II (4 cr) (4+0) (pg. 114-118)
Chg SPAN A201 Intermediate Spanish I (4 cr) (4+0) (pg. 119-123)
Chg SPAN A202 Intermediate Spanish II (4 cr) (4+0) (pg. 124-128)

ASL 202- SPAN A202 courses approved

VI. Old Business

VII. New Business
A. GER Capstone Language Syllabus
   Suzanne Forster distributed language
   Edits made and will be submitted at the 4/18 GER meeting
   Discussion on assessment

VIII. Informational Items and Adjournment

Meeting adjourned
**Curriculum Action Request**  
**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Liberal Studies</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>LSSS</td>
<td>A111</td>
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<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
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**6. Complete Course/Program Title**  
Cultural Foundations of Human Behavior  
Cult Found of Human Behavior  
Abbreviated Title for Transcript (30 character)  

**7. Type of Course**  
[ ] Academic  
[ ] Non-credit  
[ ] CEU  
[ ] Professional Development

**8. Type of Action**  
[ ] Add  
[ ] Change  
[ ] Delete

<table>
<thead>
<tr>
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<th>Change</th>
<th>Delete</th>
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</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Credits</td>
<td>Title</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>Course Description</td>
<td>Test Score Prerequisites</td>
</tr>
<tr>
<td>Other Restrictions</td>
<td>Class</td>
<td>Level</td>
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<tr>
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<td>[ ] Other CCG, GER status</td>
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**9. Repeat Status No**  
[ ] # of Repeats  
[ ] Max Credits

**10. Grading Basis**  
[ ] A-F  
[ ] P/NP  
[ ] NG

**11. Implementation Date**  
From: Fall/2008  
To: 99/9999

**12. [ ] Cross Listed with**  
N/A

**13. List any programs or college requirements that require this course**  
BAEE and B.A., Languages (an option with LING 101)

**14. Coordinate with Affected Units**:  
UAA faculty listserve (copy attached)

Department, School, or College  
Initiator Signature  
Date

**15. [ ] General Education Requirement**  
[ ] Oral Communication  
[ ] Written Communication  
[ ] Quantitative Skills  
[ ] Fine Arts  
[ ] Social Sciences  
[ ] Humanities  
[ ] Natural Sciences  
[ ] Integrative Capstone

**16. Course Description**  
Addresses culture as a concept and phenomenon, including its origins, variety, utility, subtlety and complexity, issues of identity, and cultural aspects of human lives from various social science perspectives.

**17a. Course Prerequisite(s) (list prefix and number)**  
N/A

**17b. Test Score(s)**  
N/A

**17c. Co-requisite(s) (concurrent enrollment required)**  
N/A

**17d. Other Restriction(s)**  
[ ] College  
[ ] Major  
[ ] Class  
[ ] Level

**17e. Registration Restriction(s) (non-codable)**  
N/A

**18. [ ] Mark if course has fees**  
N/A

**19. Justification for Action**  
Course description, content, and outcomes meet the requirements of the Social Science GER and will meet the need of the COE Bachelor of Education and the Liberal Studies majors. Previously, History courses met the GER in the social sciences requirement for the BAEE and BLS majors, and were also part of the content area for the majors. The proposed LSSS A111 course meets current GER standards and is the best suited course to meet the programmatic needs of BAEE & BLS majors.

---

<table>
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<tr>
<th>Approval State</th>
<th>Date</th>
<th>Approver</th>
</tr>
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<tbody>
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<td>Provost or Designee</td>
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<td>Disapproved</td>
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</table>
Course Content Guide

I. Date of course initiation: February 14, 2008

II. A. College: College of Arts & Sciences

B. Course Subject/Number: LSSS A111

C. 3 credits

D. Course Title: Cultural Foundations of Human Behavior

E. Grading basis: A - F

F. Course Description:
Addresses culture as a concept and phenomenon, including its origins, variety, utility, subtlety and complexity, issues of identity, and cultural aspects of human lives from various social science perspectives.

G. Prerequisites: None

III. Instructional Goals and Student Outcomes

A. Instructional Goals
   The instructor will:

   1. Describe the core qualities of culture: learned, symbolic, shared and adaptive.
   2. Demonstrate the difference between empirical and non-empirical truth claims about culture.
   3. Introduce theories and research findings about the effects of cultural foundations on human behavior.
   4. Provide examples of social science approaches to studying culture.
   5. Explain how culture meets biological, psychological and social needs.
   6. Provide examples of interpersonal, group, political, economic and cultural dynamics in order that students will understand the complex and enduring underpinnings of culture in themselves and others.
B. **Student Outcomes and Assessment Measures**

At the completion of this course the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the core qualities of culture</td>
<td>Performance in class discussion, on written assignments and exams</td>
</tr>
<tr>
<td>Distinguish among empirical and non-empirical truth claims about cultural phenomena.</td>
<td>Performance in class discussion and on written assignments and exams</td>
</tr>
<tr>
<td>Identify the effects of cultural foundations of human behavior</td>
<td>Performance in class discussion, exams, and research papers</td>
</tr>
<tr>
<td>Give examples of social science approaches to learning about culture</td>
<td>Performance in class discussion, on exams, and written assignments</td>
</tr>
<tr>
<td>Explain how culture meets biological, social and psychological needs</td>
<td>Performance in classroom discussion, on exams, and written assignments</td>
</tr>
<tr>
<td>Identify interpersonal, group, political, economic and cultural dynamics</td>
<td>Performance in classroom discussion, on exams, and written assignments</td>
</tr>
</tbody>
</table>

IV. **Guidelines of evaluation:**
Tests, journals, field exercises, written and oral reports.

V. **Course level justification:**
Introduction to the foundations of human behavior through the processes of culture, culture change and the role of culture in human social and psychological life.

VI. **Justification of GER Social Science Status**
Satisfies category descriptors for GER Social Science courses.

VII. **Topical Course Outline**

Unit 1: Basic Principles of Understanding Culture
A. What is culture?
B. Ethics and methods in the social sciences
C. Language and communication
D. Making a living
E. Political systems
F. Families, kinship and marriage
G. Gender
H. Religion
I. The world system and colonialism
J. Ethnicity and race
K. Cultural exchange and survival

Unit 2: Non-Western Educational Systems
A. Introduction to cultural considerations in epistemologies
B. Class, caste and education in the United States
C. African education
D. MesoAmerican education
E. Native North American education
F. Hindu and Buddhist education
G. Islamic education
H. Finding one’s identity in education

VIII. **Suggested texts:**


IX. **Bibliography:**


**Some video source examples:**

“Passing”
1995 Documentary exploring the impact of media on the current climate of racial and gender tension in the US.

“Who Owns the Past?”
2000 Documentary regarding Native American effort to control their ancestral remains.

“Mi Puerto Rico”
1996 Documentary regarding Puerto Rico’s cultural traditions and untold history, including individual lives in a New York barrio.

“Homeland”
2000 Documentary regarding four Lakota Indian families in their search for physical homes and a spiritual home.

“Sexism in Language: Thief of Honor, Shaper of Lies”
1995 Analyzes gender bias of everyday language.
<table>
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<th>ASSC</th>
<th>1c. Department</th>
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<td>6. Complete Course/Program Title</td>
<td>Individuals, Groups, and Institutions</td>
<td>Individ/Groups/Institut</td>
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<td>Abbreviated Title for Transcript (30 character)</td>
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<td>7. Type of Course</td>
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<td>☐ Non-credit</td>
<td>☐ CEU</td>
<td>☐ Professional Development</td>
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<td>8. Type of Action</td>
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<td>☑ Course Prerequisites</td>
<td>☑ Co-requisites</td>
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<tr>
<td>9. Repeat Status No</td>
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<td>☑ # of Repeats</td>
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<td>☑ P/NP</td>
<td>☐ NG</td>
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<td>semester/year</td>
<td>From: Fall/2008</td>
<td>To: /9999</td>
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<td>12. ☑ Cross Listed with</td>
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<td>☑ Stacked</td>
<td>☑ with N/A</td>
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<td>13. List any programs or college requirements that require this course</td>
<td>Bachelor of Liberal Studies, Bachelor of Arts in Elementary Education</td>
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<tr>
<td>14. Coordinate with Affected Units:</td>
<td>Deans &amp; Directors and <a href="mailto:uaa-faculty@uaa.alaska.edu">uaa-faculty@uaa.alaska.edu</a></td>
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<td>Department, School, or College</td>
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<td>15. ☑ General Education Requirement</td>
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<td>☐ Quantitative Skills</td>
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<td>☑ Integrative Capstone</td>
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<tr>
<td>16. Course Description</td>
<td>The study of how individuals influence and are influenced by groups and institutions. Emphasis on individuals' roles in group and institutional activities, group and institutional influence on people's lives, and dynamics in the formation and change of institutions.</td>
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<td>17a. Course Prerequisite(s) (list prefix and number)</td>
<td>LSSS A111 and (ANTH A250 or concurrent enrollment)</td>
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<td>☐ Major</td>
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<td>18. ☑ Mark if course has fees</td>
<td>NA</td>
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<tr>
<td>19. Justification for Action</td>
<td>Course description, content, and outcomes meet the requirements for the Integrative Capstone GER. LSSS A312 will be open to a wider population of students needing and Integrative Capstone Course.</td>
<td></td>
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Initiator (faculty only) 
Approved: [Signature] Date: 
Disapproved: [Signature] Date: 
Dean/Director of School/College 
Approved: [Signature] Date: 
Disapproved: [Signature] Date: 
Undergraduate or Graduate 
Academic Board Chairperson 
Approved: [Signature] Date: 
Disapproved: [Signature] Date: 
Provost or Designee 
Approved: [Signature] Date: 
Disapproved: [Signature] Date:
I. Date: February 15, 2008

College: CAS
Course Subject: Liberal Studies Social Science
Course Number: LSSS A312
Number of Credits: 3 + 0
Course Program: BLS
Title: Individuals, Groups, and Institutions
Grading Basis: A-F
Implementation Date: Fall 2008

Course Description: The study of how individuals influence and are influenced by groups and institutions. Emphasis on individuals' roles in group and institutional activities, group and institutional influence on people’s lives, and dynamics in the formation and change of institutions.

Course Prerequisites: LSSS A111 and (ANTH A250 or concurrent enrollment)
Registration Restriction: Completion of GER Tier One (basic college level skills) requirements
Course Fees: No (except distance education fees when the course is offered as a distance course)

II. Instructional Goals and Student Outcomes

Instructional Goals:
The Instructor will:

1. Present research findings and theory about individuals, groups, and institutions.
2. Identify and evaluate two or more techniques which can be used to research and report about individuals, groups, and institutions.
3. Compare and critique three or more paradigms used by scholars to understand individuals, groups and institutions.
4. Discuss research findings and theory about individuals, groups and institutions in historical context with an emphasis on individuals, groups, and institutions in an increasingly diverse social context.
Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment resulting in artifacts (papers and exams)</th>
</tr>
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<tbody>
<tr>
<td>Assess, compare and critically evaluate theory and research about individuals,</td>
<td>Performance on two or more essay exam questions asking students to compare approaches from two or more scholarly disciplines</td>
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<tr>
<td>groups and institutions.</td>
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<tr>
<td>Demonstrate effective ways to research write and speak about individuals, groups,</td>
<td>Performance on paper(s) and oral presentations</td>
</tr>
<tr>
<td>and institutions.</td>
<td></td>
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<tr>
<td>Explain underlying assumptions behind three or more paradigms used to study</td>
<td>Performance on short paper or exam questions explaining underlying assumptions of three or more paradigms</td>
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<tr>
<td>individuals, groups and institutions.</td>
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<tr>
<td>Evaluate popular and scholarly literature about individuals, groups, and</td>
<td>Evaluation of reference page and review of literature sections of written work</td>
</tr>
<tr>
<td>institutions in order to distinguish the differences among that literature</td>
<td></td>
</tr>
<tr>
<td>which uses rational, observation-based and ethical standards from that which is</td>
<td></td>
</tr>
<tr>
<td>specifies and fallacious.</td>
<td></td>
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</tbody>
</table>

III. Course Level and GER Capstone Status Justification

Builds upon previous course work and requires familiarity with concepts, methods, and vocabulary of social science. Students who meet the prerequisites for this course have taken integrative courses upon which this course builds. Integration of theory and research from the disciplines which study individuals, groups and institutions is incorporated into the course and assessed in oral and written papers and presentations. Effective communication, information literacy and critical thinking are integrated into the course design.

IV. Topical Course Outline

A. Individuals

1. Psychological, individualistic understandings
   a. Personality
   b. Behavior
   c. Identity
   d. Consciousness
2. Sociological, anthropological and cultural understandings
   a. Socialization
   b. Values
   c. Self, identity, roles and culture
   d. Diversity
3. Paradigms for understanding the individual

B. Groups
1. Small group theory and research
2. Primary, secondary and reference groups
3. Leadership and group influence
4. Paradigms for understanding the individual in group context
5. Understanding groups in the context of social change

C. Institutions
1. Family, Education, Religion, Economics, Politics, Medicine
2. Emerging institutions
3. Paradigms for understanding contribution of individual and groups to social institutions
4. Institutions and economic base
5. Institutions and social change

D. The Institution of Education
1. The relationship between individuals, groups and institutions of social control and the institution of education
2. The institution of education in the context of social change

E. Economy and Economic Institutions
1. Production, consumption, and distribution
2. Bureaucracies, markets and economic growth
3. Corporate structures and activities
4. Economy and social change

F. Governance, Justice and Political Institutions
1. Social order and norms of justice
2. The state and its institutions
3. The individual and social control

G. Studying Social Change
1. Social Movements
2. Globalization
3. Ideological vs structural paradigms for understanding social change

H. Research Methods
1. Positivistic vs subjective analysis
2. Observation
3. Experiment
4. Survey Interview
5. Secondary
6. Content analysis
7. Research ethics
I. Information Literacy
   1. Scholarly sources
   2. Journalistic sources
   3. Plagiarism and acknowledging sources
   4. Review of literature as part of the scientific method
   5. Recognizing pseudoscience

Suggested Texts (s)


Bibliography


Pearson, Robert W and Lawrence W. Sherman, Use and Usefulness of the Social Science: Accomplishments, Disappointments, and Promise. Sage, 2008


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

1a. School or College  
AS CAS  

1b. Division  
ASSC  

1c. Department  
Liberal Studies  

2. Course Prefix  
LSIC  

3. Course Number  
A488A  

4. Previous Course Prefix & Number  
NA  

5a. Credits/CEU  
3  

5b. Contact Hours  
(Lecture + Lab)  
(3+0)  

6. Complete Course/Program Title  
Capstone Project: Design and Research  
Capstone Project 1  

Abbreviated Title for Transcript (30 character)  

7. Type of Course  
☐ Academic  ☐ Non-credit  ☐ CEU  ☐ Professional Development  

8. Type of Action  
☐ Add  ☒ Change  ☐ Delete  

☐ Prefix  ☐ Credits  ☐ Title  ☐ Course Description  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Registration Restrictions  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Cross-Listed/Stacked  ☐ Other Restrictions  

9. Repeat Status No  ☐ of Repeats N/A  ☐ Max Credits N/A  

10. Grading Basis  
☐ A-F  ☐ P/NP  ☐ NG  

11. Implementation Date  
From: Fall/2008  
To: /9999  

12. ☐ Cross Listed with  
 ☐ Stacked with  
 ☐ Cross-Listed Coordination Signature  

13. List any programs or college requirements that require this course  
Bachelor of Liberal Studies  

14. Coordinate with Affected Units:  Deans & Directors and uaa-faculty@uaa.alaska.edu  
Department, School, or College  

Initiator Signature  Date  

15. ☒ General Education Requirement  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone  

16. Course Description  
The design and initial research phase of a substantial year-long capstone research or creative project. Students will work under the guidance of a faculty or community professional mentor, typically in small groups, to prepare and present a research or creative project proposal and to begin data collection or project implementation.  

17a. Course Prerequisite(s) (list prefix and number)  
LSSS A311, LSSS A312, LSIC A331, and LSIC A332.  

17b. Test Score(s)  
N/A  

17c. Co-requisite(s) (concurrent enrollment required)  
N/A  

17d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

17e. Registration Restriction(s) (non-codable)  
Completion of 9 credits of Liberal Studies disciplinary concentrations. Completion of GER tier 1 (basic college level skills requirements)  

18. ☐ Mark if course has fees  N/A  

19. Justification for Action  
Course description, content, and outcomes meet the requirements of the Integrative Capstone GER.  

Initiator (faculty only)  Date  

Approved  Disapproved:  Dean/Director of School/College  Date  

Approved  Disapproved:  Department Chairperson  Date  

Approved  Disapproved:  Undergraduate or Graduate Academic Board Chairperson  Date  

Approved  Disapproved:  Provost or Designee  Date  

14
I. Date of Initiation: February 15, 2008

II. Course Information:

A. College: College of Arts and Sciences
B. Course Subject / Number: LSIC A488 A
C. 3.0 Credits 3+0 Contact Hours
D. Course Title: Capstone Project I: Design and Research
E. Grading Basis: A – F
F. Course Description: The design and initial research phase of a substantial year-long capstone research or creative project. Students will work under the guidance of a faculty or community professional mentor, typically in small groups, to prepare and present a research or creative project proposal and to begin data collection or project implementation.

G. Prerequisites: LSSS A311, LSSS A312, LSIC A331, and LSIC A332.

H. Registration Restrictions: Completion of 9 credits of Liberal Studies disciplinary concentrations. Completion of GER tier I(basic college level skills) requirements.

III. Instructional Goals and Student Outcomes

A. Instructional Goals
   The instructor and mentors will:
   1) Assist students as they develop a research question or project goal.
   2) Provide instruction about how to research and compose a review of literature or background statement.
   3) Instruct students about elements of design of a research or project proposal. This includes assessable objectives, description of appropriate research or project methods, and application of ethics appropriate to the field.
   4) Direct student to appropriate community and university resources required to research and implement the project plan or research proposal.

B. Student Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Measures and Student Generated Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and refine a significant research question or project goal.</td>
<td>Project goal will be assessed for clarity, relevance, depth, breadth and logic.</td>
</tr>
<tr>
<td>Complete a literature review as background for the project.</td>
<td>Review of literature will be evaluated to determine whether student has distinguished logical and appropriate uses of information from specious and</td>
</tr>
</tbody>
</table>
IV. Guidelines for Evaluation

Grades are determined by the mentor and instructor of record on the basis of progress throughout the semester. Students will meet in small groups with their mentor(s) on a weekly basis to assess and enhance progress. Factors in grading include: quality of research or project proposal, overall contribution to the project, quality of the literature review, participation in project group discussions, and progress in data collection or project implementation.

V. Course Level and Capstone GER Justification

This is the first semester of a year-long course that builds on the liberal studies integrated curriculum and discipline area emphasis. The goal of the course is to develop the student’s ability to critically evaluate, synthesize, and apply concepts learned in previous Liberal Studies and General Education courses. The research or project will significantly extend the depth of knowledge in the disciplinary area and will also require the student to integrate knowledge from different disciplines to solve research problems or produce a creative product. Oral and written presentations are assessed for effective communication, critical thinking and information literacy.

VI. Topical Course Outline

A Choosing a topic
B Goals and objectives
C Funding and budgets
D Timelines
E Writing proposals
F Review of literature
   (a) Scholarly research
   (b) Identifying pseudoscience
   (c) Scholarly use of popular sources
       1. Popular sources as cultural artifacts
       2. Content analysis
G Ethics
   (a) Research ethics
       1. History of the Internal Review Process
       2. Internal Review Board for research involving human subjects
   (d) Ethics in journalism
   (e) Avoiding plagiarism
   (f) Appropriate attribution
H Research methods
   (a) Samples
   (b) Observation
II. Possible Capstone Projects

Faculty mentors will provide a list of possible capstone projects at the start of each semester. Faculty may also enlist appropriately qualified community professionals to serve as mentors for specific projects. Students may also propose their own project topics for consideration.

A. Natural Sciences Projects:
- Responses of cyanobacteria to seasonal changes in water chemistry in Anchorage wetlands
- Responses of the plankton community to changes in water chemistry in an artificial ocean
- Dissolved carbon isotope responses to changes in atmospheric CO2
- Water quality assessments of local streams
- Changes in the intertidal biotic community in response to environmental change
- Sources and sinks of methane gas in artificial wetlands
- Creation of a museum exhibit and web site showing changes in bear or other animal behavior in the local community or environs
- Development of a scientifically effective community-based response to human-bear interaction problems
- Creation of a key for plants on campus
- “Ground-truthing” of rural road densities and wildlife corridors for regional land management plans

B. Mathematics, Computer Science, Engineering, and Social Sciences:
- Creation of artificial wetlands using reclaimed water
- Design of a modified beaver dam to prevent flooding of student dorms
- Design and construction of a student garden
- Valuation of ecosystem services provided by enclosed artificial ecosystems
- Ecological footprint of proposed energy projects
- Creation of a website examining international policy responses to global environmental change
- Comparative fiscal analysis of public and private undergraduate education
- Contingent valuation survey of open space preservation in the Kenai River watershed
- Understanding cultural change among Native Americans and/or Alaska Natives through agent-based modeling
- Cost-benefit analysis of the Alaska Building Energy Efficiency Standards and proposals for revisions
- Historical analysis and program evaluation of the UA Scholars program

C. Humanities
- Creation of a newsletter or web site for a college department or program
- Development and promotion of a plan to increase voting accessibility for UAA students
- Development of an anti-tobacco curriculum for use in elementary schools, and the teaching of the curriculum to students
- Development of a community art exhibit
- Composition and performance of original music, theatre, dance, or other performing art
III. Suggested Texts

Snowdon, David A. Aging with Grace: What the Nun Study Teaches us about leading longer, healthier and more meaningful lives. Bantam Books, 2001. (describes the process Snowdon uses to identify research problems)

VII. Bibliography

Varies, depending on the project and its relevant discipline(s)

Pearson, Robert W and Lawrence W. Sherman, Use and Usefulness of the Social Science: Accomplishments, Disappointments, and Promise. Sage, 2007
## Curriculum Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Journalism and Public Communications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPC</td>
<td>A403</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and Media Research</td>
<td>Comm. &amp; Media Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th></th>
<th>8. Type of Action</th>
<th></th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tbody>
<tr>
<td>Academic</td>
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<td>Course</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Non-credit</td>
<td></td>
<td>Program</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th></th>
<th>11. Implementation Date (semester/year)</th>
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</thead>
<tbody>
<tr>
<td>A-F</td>
<td>From: Fall/2008</td>
<td>To: 9999/</td>
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<tr>
<td>P/NP</td>
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<td></td>
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<tr>
<td>NG</td>
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<tr>
<th>12. Cross Listed with</th>
<th></th>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>JPC B. A.</td>
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</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
<th></th>
<th>15. General Education Requirement</th>
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<tbody>
<tr>
<td>Statistics</td>
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<td>Oral Communication</td>
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<td>Department, School, or College</td>
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<td>Written Communication</td>
</tr>
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<td></td>
<td></td>
<td>Quantitative Skills</td>
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<td>Fine Arts</td>
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<td>Social Sciences</td>
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<td></td>
<td>Natural Sciences</td>
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<tr>
<td></td>
<td></td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

| 16. Course Description | Evaluates communications and media research. Emphasizes methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods. |

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>JPC A204 and STAT 252</td>
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</table>

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<th>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>College</td>
<td>Completion of all GER Tier I (basic college level skills) courses and junior standing</td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
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<tr>
<td>Level</td>
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<thead>
<tr>
<th>18. Mark if course has fees</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Changing JPC A403 Capstone GER</td>
</tr>
</tbody>
</table>

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**Initiator (faculty only)**

Initiator (PRINT NAME)

---

**Approved**

Initiator (faculty only) Date

---

**Approved**

Dean/Director of School/College Date

---

**Disapproved**

Initiator (PRINT NAME) Date

---

**Approved**

Department Chairperson Date

---

**Disapproved**

Undergraduate or Graduate Date

---

**Approved**

Academic Board Chairperson Date

---

**Disapproved**

Provost or Designee Date

---

**Approved**

Curriculum Committee Chairperson Date

---

**Disapproved**

19 Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Aug. 26, 2008

II. Course Information:

A. College: College of Arts and Sciences

B. Course Subject/Number: JPC A403

C. Credits: 3 + 0

D. Course Title: Communications and Media Research

E. Grading Information: A-F

F. Course Description: Evaluates communications and media research. Emphasizes methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods.

G. Course Prerequisites: JPC A204 and STAT A252

III. Instruction Goals and Defined Outcomes:

A. Instructional Goals. The instructor will:

1) Provide a detailed course syllabus consistent with Accrediting Council of Educators in Journalism and Mass Communications (ACEJMC) standards for instruction. This syllabus will include department’s attendance and grading policies.

2) Evaluate detailed examples of empirical communications and media research as presented in Journalism and Mass Communications Quarterly and other scholarly journals.

3) Evaluate models of quantitative and qualitative research in communications and media.

4) Emphasize the need for accuracy in professional research in communications and media studies.

5) Evaluate how principles and methods of empirical research in communications and media must be used to make careful descriptions and careful conclusions regarding media effects.

6) Provide significant exposure to current communications and media research for students to directly evaluate empirical research processes and master skills in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.
7) Provide assignments in which students evaluate the attributes of publishable contemporary communications and media research.
8) Provide a structured opportunity for students to produce an empirical primary research project.
9) Encourage students to evaluate scholarly standards of communications and media research.

B. Defined student outcomes. Upon successful completion of this course, the student will be able to:

1) Evaluate detailed examples of empirical communications and media research as presented in Journalism and Mass Communications Quarterly and other scholarly journals.
2) Evaluate vocabulary of quantitative and qualitative research in communications and media research.
3) Apply principles and methods of empirical research in communications and media.
4) Apply empirical research principles and practices to make careful and ethical descriptions and conclusions regarding media “affects.”
5) Apply empirical research processes in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.
6) Evaluate professional standards of accuracy in communications and media research.
7) Produce a primary empirical research paper on a topic appropriate to communications and media research.

IV. Course Activities:

Seminar class. Lectures and critical discussion led by instructor. Analysis of current quantitative and qualitative empirical research in journalism and mass communications. Readings as assigned, class discussions and written exams. Students develop research question, method, generate data, and analysis for a primary empirical research paper.

V. Guidelines for Evaluation:

Evaluation procedures and outcomes, while at the discretion of the instructor, will be part of the syllabus, and will be discussed at the first class meeting of the semester. Students will be evaluated on understanding of empirical research methods, quantitative and qualitative methods, Association of Educators in Journalism and Mass Communications (AEJMC) publications style and standards, understanding of current research in journalism, strategic communications, telecommunications and film, and computer graphics and design. In addition, assignments will emphasize primary empirical communications research using “message-centric” approaches, as well as critical thinking.
skills. Students will produce a primary empirical research paper on appropriate topic in communications using Chicago Manual of Style 15th Edition.

**Criteria for Grading:**

Students’ work will be evaluated according to professional standards and its publishable quality. The criteria are as follows:


C = Average work. Requires substantial changes (problems with scope of research, methods, empirical data, or major rewriting including correction of numerous Chicago Manual of Style 15th Edition style errors.

D = Poor quality. Assignment has fundamental problems -- weak content, serious writing flaws.

F = Unacceptable for these reasons: late, inaccurate, incomprehensible, factual errors or misspelled names. Plagiarism automatically results in an F and will warrant an F for the course.

VI. **Course Level Justification:**

Advanced course builds on principles and practices of 300-level elective courses and emphasizes principles and practices of empirical research in mass communications. Requires and promotes critical analysis of empirical methods and critical thinking about empirical research.

VII. **Outline:**

I. Introduction to Mass Communication Research

II. Mass Communication Research issues
   a. Communications and media scholarship
   b. ethical issues
   c. critical thinking
   d. complex issues regarding the affects of mass communication

III. Models of Mass Communication Research
   a. historical and contemporary research in communications and media
   b. research vocabulary
   c. research topics
IV. Research Models  
a. proposal writing  

V. Research Methods  
a. primary empirical data  
b. quantitative models  
c. qualitative models  
d. data gathering  

VI. Analyzing Research Data  

VII. Research in Print Media  

VIII. Research in Strategic Communications  

IX. Research in Broadcasting  

X. Research in Telecommunications  

XI. Research in Information Technology  

VIII. **Suggested Text:** Sparks, Glenn G., 2008, Media Effects Research, Thompson Wadsworth, Belmont, California  

IX. **Bibliography and Resources:**  


1a. School or College
   AS CAS

1b. Division
   AMSC Division of Math Science

1c. Department
   Physics and Astronomy

2. Course Prefix
   PHYS

3. Course Number
   A115

4. Previous Course Prefix & Number
   NA

5a. Credits/CEU
   3

5b. Contact Hours
   (Lecture + Lab) (3+0)

6. Complete Course/Program Title
   Physical Science

7. Type of Course
   Academic [x]

8. Type of Action
   Course [x]

   Add
   Change
   Delete

9. Repeat Status
   No
   # of Repeats
   Max Credits

10. Grading Basis
    A-F [x]
    P/NP
    NG

11. Implementation Date
    From: Fall/2008
    To: /9999

12. Cross Listed with
    Stacked

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
    Kenai Peninsula College & UAA Physics Dept.
    Department, School, or College

15. General Education Requirement
    Oral Communication
    Written Communication
    Quantitative Skills
    Humanities
    Fine Arts
    Social Sciences
    Natural Sciences
    Integrative Capstone

16. Course Description
   Exposes students to basic concepts in physics. Presents general knowledge of science rather than an in-depth study of any one field.

17a. Course Prerequisite(s) (list prefix and number)
    NA

17b. Test Score(s)
    NA

17c. Co-requisite(s) (concurrent enrollment required)
    NA

17d. Other Restriction(s)
   College
   Major
   Class
   Level
   Placement into MATH 105 or higher

17e. Registration Restriction(s) (non-codable)
   NA

18. Mark if course has fees

19. Justification for Action
   Change of title and update of CCG. Also to align the format of Physical Science with most other natural science classes at UAA: students will be able to take the lecture component with or without the lab.

---

Approved
Disapproved:
Initiator (faculty only) Date

Approved
Disapproved:
Dean/Director of School/College Date

Approved
Disapproved:
Department Chairperson Date

Approved
Disapproved:
Undergraduate or Graduate Date

Approved
Disapproved:
Academic Board Chairperson

Approved
Disapproved:
Provost or Designee Date

---
Course Content Guide (CCG)

PHYS A115 Physical Science

I. Date revised: March 1, 2008

II. Information from the Curriculum Action Request
1a. College: College of Arts and Sciences
1c. Department: Physics and Astronomy
2. Course Prefix: PHYS
3. Course Number: A115
4. Previous: NA
5a. Credits: 3
5b. Hours: (3+0)
6. Course Title: Physical Science
7. Type of Course: Academic
10. Grading Basis: A-F
11. Implementation Date: Fall 2008
14. Coord. w/ affct. Unit: Kenai Peninsula College & UAA Physics Department
16. Course Description: Exposes students to basic concepts in physics. Presents general knowledge of science rather than an in-depth study of any one field.
17e. Registration Restr.: Placement into MATH 105 or higher
18. Fees: No

III. Instructional Goals and Outcomes
Instructional Goals
1. To provide the student with an in-depth understanding of the fundamental concepts of physics.
2. To apply these concepts and perspectives to everyday life and students specific areas of study (majors).
3. Develop an interest in the physical sciences and their applications.
4. Provide further insight into the structure of the physical sciences.
5. Guide students in using a graphing calculator, measuring tools and graphing software and methods.
To accomplish the instructional goals outlined above the following student outcomes and assessment procedures have been established:

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Outcomes</strong></td>
</tr>
<tr>
<td>Knowledge of the scientific method and the ability to answer conceptual questions involving mechanics, thermodynamics, waves, electricity, and magnetism, as described in Goals 1 and 2.</td>
</tr>
<tr>
<td>The ability to identify certain important concepts of nature, in particular physics, and the impact of these concepts on thought, technology, and advancing understanding of important natural processes, as described in Goals 3 and 4.</td>
</tr>
<tr>
<td>Recognize and interpret the fundamentals of physics including the ability to start with a set of observations and/or data and evaluate these using specific mathematical expressions, as described in Goal 5.</td>
</tr>
<tr>
<td><strong>Assessment Procedures</strong></td>
</tr>
<tr>
<td>Objective exams with possible quizzes and/or graded homework.</td>
</tr>
<tr>
<td>Objective exams with possible quizzes and/or graded homework.</td>
</tr>
<tr>
<td>Objective exams with possible quizzes and/or graded homework.</td>
</tr>
</tbody>
</table>

IV. **Guidelines for Evaluation**
The grading scale is A-F. Evaluation procedures are at the discretion of the faculty member teaching the course. They are usually based on quizzes, homework assignments, tests, and a final exam.

V. **Course Level Justification**
This course is an introductory course usually taken by freshmen and sophomores. Phys 115 is designed to be an introduction and overview of the physical sciences.
VI. Topical Course Outline
1. Standard Units of Measure and Measurement Tools
2. Displacement, Velocity, and Acceleration
3. Forces and Inertia
4. Gravity and falling Objects
5. Newton’s Laws of Motion
6. Work, Energy, and Momentum
7. Circular Motion
8. Pressure
9. Heat and the first Law of Thermodynamics
10. Second Law of Thermodynamics and Heat Engines
11. Principles of transverse and longitudinal Wave Transmission
12. Electric Charge and electric Fields
13. Magnetism and magnetic Fields

VII. Suggested Texts

VIII. Bibliography
Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Physics and Astronomy

2. Course Prefix
PHYS

3. Course Number
A115L

4. Previous Course Prefix & Number

5a. Credits/CEU
1

5b. Contact Hours
(Lecture + Lab)
(0+3)

6. Complete Course/Program Title
Physical Science Lab
Abbreviated Title for Transcript (30 character)

7. Type of Course
☑ Academic ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action
☑ Add ☐ Change ☐ Delete

9. Repeat Status No
☐ # of Repeats
☐ Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2008 To: /9999

12. ☐ Cross Listed with
☐ Stacked with
☐ Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units: Kenai Peninsula College & UAA Physics & Astronomy Department
Department, School, or College
Initiator Signature Date

15. ☑ General Education Requirement
☐ Oral Communication ☐ Fine Arts ☐ Quantitative Skills ☐ Humanities
☐ Written Communication ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

16. Course Description
Exposes students to basic concepts in physics labs. Presents general knowledge of science rather than an in-depth study of any one field.

17a. Course Prerequisite(s) (list prefix and number)
Phys 115 or concurrent enrollment

17b. Test Score(s)
NA

17c. Co-requisite(s) (concurrent enrollment required)
NA

17d. Other Restriction(s)

17e. Registration Restriction(s) (non-codable)

18. ☑ Mark if course has fees

19. Justification for Action
To align the format of Physical Science with most other natural science classes at UAA: students will be able to take the lecture component with or without the lab.

Initiator (faculty only) Date

☑ Approved ☐ Disapproved:
Dean/Director of School/College Date

☑ Approved ☐ Disapproved:
Department Chairperson Date

☑ Approved ☐ Disapproved:
Undergraduate or Graduate Academic Board Chairperson Date

☑ Approved ☐ Disapproved:
Provost or Designee Date
Course Content Guide (CCG)

PHYS A115L Physical Science Lab

I. Date initiated: March 1, 2008

II. Information from the Curriculum Action Request
1a. College: College of Arts and Sciences
1c. Department: Physics and Astronomy
2. Course Prefix: PHYS
3. Course Number: A115L
4. Previous: N.A.
5a. Credits: 1
5b. Hours: (0+3)
6. Course Title: Physical Science Lab
7. Type of Course: Academic
10. Grading Basis: A-F
11. Implementation Date: Fall 2008
14. Coord. w/ affct. Unit: Kenai Peninsula College & UAA Physics and Astronomy Department

16. Course Description: Exposes students to basic concepts in physics labs. Presents general knowledge of science rather than an in-depth study of any one field.

17a. Course Prerequisite: Phys 115 or concurrent enrollment.
18. Fees: Lab Fees

III. Instructional Goals and Outcomes

Instructional Goals
1. To provide the student with weekly laboratory work to reinforce and give hands-on experience with most of the primary topics covered in the lecture.
2. To provide the student with techniques and equipment useful in the study of physical phenomena.
3. To guide students in using a graphing calculator, measuring tools and graphing software and methods.
4. To provide students with laboratory experiments that enhance and deepen the knowledge acquired in the lectures.
To accomplish the instructional goals outlined above the following student outcomes and assessment procedures have been established:

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Outcomes</strong></td>
</tr>
<tr>
<td>Demonstrate the ability to work with the tools provided in the laboratory to obtain reliable experimental data, as described in Goal 2.</td>
</tr>
<tr>
<td>Demonstrate the ability to critically observe experimental processes and accurately record and analyze quantitative data to reach sound conclusions using mathematically correct reasoning, as described in Goals 3 and 4.</td>
</tr>
<tr>
<td>Identify ways in which their own physics experiments have advanced their understanding of important natural processes.</td>
</tr>
<tr>
<td>Explain the connection between theoretical concepts in the lecture and the experimental procedures in the laboratory.</td>
</tr>
</tbody>
</table>

**IV. Guidelines for Evaluation**

The grading scale is A-F. The student will be evaluated on a weekly basis through their preparatory work for labs, their participation and level of completion of the labs and a lab final.

**V. Course Level Justification**

This course is an introductory course usually taken by freshmen and sophomores.
VI. **Topical Course Outline**

1. Measurement
2. Density / Specific Gravity
3. Free Fall Acceleration
4. Vector Addition
5. Newton’s Laws of Motion
6. Friction and the Inclined Plane
7. Ballistic Pendulum
8. Circular Motion / Centripetal Force
9. Young’s Modulus
10. Coefficient of Linear Expansion
11. Heat Engines
12. Velocity of Sound in Air
13. Electric and Magnetic Fields
14. Ohm’s Law
15. Wheatstone Bridge

VII. **Suggested Texts**


VIII. **Bibliography**

Changes made to materials for CEL 292 as requested by UAB on April 11, 2008

Changes on CAR:

Made sure “NA” appears in blocks 17a,17b, 17c

In Block 16, deleted sentence so course description no longer includes what was the last sentence (“Serves as a social sciences GER.”).

Changes made in CCG

In Bibliography

Italicized word “Frigid” in entry for chapter by Haycox

Italicized word “Inequality” in entry for book by Rothman
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>HW CHSW</td>
<td></td>
<td>Civic Engagement</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>CEL</td>
<td>A 292</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
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</table>

6. Complete Course/Program Title
**Introduction to Civic Engagement**

Intro to Civic Engagement

Abbreviated Title for Transcript (30 character)

7. Type of Course
- [ ] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action
- [ ] Course
- [ ] Program

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Add</td>
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<td></td>
<td>Credits</td>
</tr>
<tr>
<td></td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td>Grading Basis</td>
</tr>
<tr>
<td></td>
<td>Course Description</td>
</tr>
<tr>
<td></td>
<td>Test Score Prerequisites</td>
</tr>
<tr>
<td></td>
<td>Other Restrictions</td>
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<td>Class</td>
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<td>Level</td>
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<td></td>
<td>College</td>
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<tr>
<td></td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

9. Repeat Status
- [ ] No
- [ ] # of Repeats
- [ ] Max Credits

10. Grading Basis
- [ ] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date
- [ ] semester/year

From: Fall/2008
To: 9999/9999

12. Cross Listed with

<table>
<thead>
<tr>
<th>Box</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stacked</td>
</tr>
</tbody>
</table>

13. List any programs or college requirements that require this course

Civic Engagement Certificate Program

14. Coordinate with Affected Units:

Faculty listserv, International Studies
Department, School, or College

Initiator Signature Date

15. General Education Requirement

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

16. Course Description

Introduces students to types of civic engagement in a democracy, practices of engagement and inquiry, and public issues of ethics, environmental sustainability, community-building and human and civil rights through readings, reflections and community inquiry.

17a. Course Prerequisite(s) (list prefix and number)

N/A

17b. Test Score(s)

N/A

17c. Co-requisite(s) (concurrent enrollment required)

N/A

17d. Other Restriction(s)

<table>
<thead>
<tr>
<th>Box</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College</td>
</tr>
<tr>
<td></td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>Level</td>
</tr>
</tbody>
</table>

17e. Registration Restriction(s) (non-codable)

N/A

18. Mark if course has fees

N/A

19. Justification for Action

The revised description benefits from the experience gleaned from the initial offerings of the course, as well as requests from students in the course for more community-based inquiry. As offered, the course is serving as a general introduction to social scientific inquiry and analytical thinking, in addition to presenting a foundation in democratic philosophy and public policy.

---

Approved Disapproved:

Initiator (faculty only) Date

Approved Disapproved:

Dean/Director of School/College Date

Approved Disapproved:

Department Chairperson Date

Approved Disapproved:

Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved:

Curriculum Committee Chairperson Date

Approved Disapproved:

Provost or Designee Date
I. **Date of Initiation:** March 2008

II. **Course Information**
School/College: Health & Social Welfare  
Course Subject: Civic Engagement  
Course Number: CEL A292  
Number of Credits: 3  
Contact Hours: 3+0 contact hours  
Title: Introduction to Civic Engagement  
Grading Basis: A - F

Course Description: Introduces students to types of civic engagement in a democracy, practices of engagement and inquiry, and public issues of ethics, environmental sustainability, community-building and human and civil rights through readings, reflections and community inquiry. Serves as a social sciences GER.

Course pre-requisites, co-requisites, registration restrictions: none  
Course fee: no

III. **Instructional Goals, Student Outcomes, and Evaluation Methods**

A. **Instructional Goals:**

   The instructor will:
   1. Acquaint students with democratic foundations and concepts of civil society including different philosophical positions such as libertarian, communitarian and deliberative democratic stances.
   2. Propose working definitions of key concepts related to civic engagement, such as community, citizenship, democracy, globalization, participation, place, public life, and social justice.
   3. Propose working definitions of key concepts related to selected public issues.
   4. Present the process of systematic inquiry and attendant elements of research design, implementation and analysis relevant to pursuing an engaged approach to learning.
   5. Facilitate an environment conducive to students forming a learning community and actively supporting each other in civic engagement efforts.

B. **Student Outcomes and Evaluation Methods:**
<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upon successful completion of the course, the student will be able to do the following:</strong></td>
<td><strong>This outcome may be assessed by one or more of the following:</strong></td>
</tr>
<tr>
<td>1. Reflect on the workings of the society of which they are a part and appreciate a broad perspective on the diversity of human behavior.</td>
<td>Civic autobiography, including description of student’s socialization circumstances of heritage, identity and culture.</td>
</tr>
<tr>
<td><strong>Fulfills Category Descriptor Outcome #1.</strong></td>
<td>Group creation of timeline of milestones in the Civic Engagement movement including developments at national, state, local and individual levels.</td>
</tr>
<tr>
<td></td>
<td>Inventories/self-assessments and discussion of differences and diversity among fellow students and larger society.</td>
</tr>
<tr>
<td>2. Identify and understand key ideas central to civic engagement such as community, citizenship, democracy, globalization, participation, place, public life, and social justice.</td>
<td>Definition and application of concepts in written assignments and class discussions.</td>
</tr>
<tr>
<td>3. Distinguish between empirical and non-empirical truth claims.</td>
<td>Analysis of case construction, arguments and claims made in course readings and presentations.</td>
</tr>
<tr>
<td><strong>Fulfills Category Descriptor Outcome #2.</strong></td>
<td>Research question framing and initial inquiry scoping for selected social issues, in response to the query, “How might one go about investigating . . .”</td>
</tr>
<tr>
<td>4. Be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.</td>
<td>Participation in role-playing scenarios.</td>
</tr>
<tr>
<td><strong>Fulfills Category Descriptor Outcome #3.</strong></td>
<td>Cumulative inquiry exploring a public issue of concern to student. First, an investigation of a selected issue in the local community. Second, a profile of the issue at state and national scales to put local conditions in wider context. Presentation/dissemination of findings.</td>
</tr>
<tr>
<td>5. Demonstrate an introductory knowledge of social scientific thinking which may include research ethics, observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and will always include application to social aspects of contemporary life.</td>
<td><strong>Fulfills Category Descriptor Outcome #4.</strong></td>
</tr>
</tbody>
</table>
6. Demonstrate knowledge of social science approaches and ability to apply that knowledge in areas of civic engagement including public issues of ethics, sustainability and human and civil rights

Fulfills Category Descriptor Outcome #5.

7. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.

Fulfills preamble Student Outcome #5.

8. Adopt critical perspectives to better understand dynamics of diversity and globalization.

Fulfills preamble Student Outcome #8.

Cumulative inquiry exploring a public issue of concern to student. First, an investigation of a selected issue in the local community. Second, a profile of the issue at state and national scales to put local conditions in wider context. Presentation/dissemination of findings.

Reflective papers in response to presentations and readings.

Critical application of different frameworks and perspectives to selected case studies, scenarios, and current events.

IV. Course Level Justification:

This class provides students conceptual, methodological, and affective foundations for later community-engaged learning and research experiences. Numbering it as a 200-level course signals that academic expectations are higher than for a 100-level; for example, students are required to actively participate and to exercise responsibility for creating a “community of learners” educational environment.

Preparatory to more extensive community-based learning, students’ activity in the community for this course primarily takes the form of an action-oriented inquiry examining a public issue in the local context. This course intends to ground discussion in scholarly literature and current evidence while expanding students’ readiness and intrinsic motivations for civic engagement.

V. Topical Course Outline

The course is sequenced in four units organized around basic questions.

A. WHY? Big picture exploration in the nature and state of civic engagement
   1. What is civic engagement?
   2. Why do we need broad civic engagement?
3. Will we know it if we see it? Indicators & measures of engagement, their strengths and weaknesses
4. Barriers to engagement—institutional and other

B. HOW? Practicing civic engagement: arts & attitudes for doing democracy
1. Better becoming our democratic selves: inner wholeness and outward efforts
2. Democratic arts & attitudes: one-on-one skills and norms
3. Democratic arts & attitudes: group skills and facilitation
4. Inquiry in public issues: the practice of research
5. Ends and means: ethical frameworks and public life

C. WHERE, WHAT & WHO? Contexts, contents & constituencies of engagement
1. Community—what it is, what it isn’t
2. Social contracts of democratic society: human and civil rights in Alaska
3. Experiencing embodied democracy: ‘What is place? What is the public realm’
4. Social contracts of democratic society: common ground, natural resources & environment
5. Connecting the dots: from personal interest to public life to public policy
6. Evidence in public decision-making and policy formulation

D. WHEN?
1. Removing barriers to civic engagement
2. Developments in higher education in outreach and engagement
3. The once & future civic renewal movement
4. Charting your course as a lifelong learner-citizen

The pedagogical approach will model civic education practice. The course will be conducted primarily as a participatory seminar and convened as a community of learners. Students have opportunities to apply skills practiced in class while taking responsibility, with support, for aspects of class presentations.

VI. Suggested Texts:

VII. Bibliography


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

1a. School or College
AS CAS

1b. Division
HUM

1c. Department
Liberal Studies

2. Course Prefix
HUM

3. Course Number
A250

4. Previous Course Prefix & Number

5a. Credits/CEU
3

5b. Contact Hours
(Lecture + Lab)
(3+0)

6. Complete Course/Program Title
Myths and Contemporary Culture

Abbreviated Course/Program Title
Myths and Contemporary Culture

7. Type of Course
□ Academic  □ Non-credit  □ CEU  □ Professional Development

8. Type of Action
□ Add
□ Change
(mark appropriate boxes)
□ Delete

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
□ A-F  □ P/NP  □ NG

11. Implementation Date
semester/year
From: Fall/2008  To: 9999

12. □ Cross Listed with
□ Stacked with
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
Deans & Directors, uaa-faculty@uaa.alaska.edu
Department, School, or College

Initiator Signature  Date

15. □ General Education Requirement
□ Oral Communication  □ Written Communication  □ Quantitative Skills  □ Humanities
□ Fine Arts  □ Social Sciences  □ Natural Sciences  □ Integrative Capstone

16. Course Description
Explores the transmission of myths which affect contemporary cultures. Surveys myths featured in literature, the fine arts, the performing arts, folk-ways and popular culture. Examines how individual values, historical change, and cross cultural contact have influenced both the resilience and transformation of these myths.

17a. Course Prerequisite(s) (list prefix and number)
ENGL A111 and COMM A111

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)
□ College  □ Major  □ Class  □ Level

17e. Registration Restriction(s) (non-codable)

18. □ Mark if course has fees

19. Justification for Action
Updated CCG complies with current format expectations, addresses GER outcomes standards, and reflects the range of scholarship in the fields of mythology and folklore.

Initiator (faculty only)  Date

Approved
Disapproved:
Dean/Director of School/College  Date

Approved
Disapproved:
Department Chairperson  Date

Approved
Disapproved:
Undergraduate or Graduate Academic Board Chairperson  Date

Approved
Disapproved:
Curriculum Committee Chairperson  Date

Approved
Disapproved:
Provost or Designee  Date

41 Date
I  Course Revision Date  January 2008

II

a. College  Arts and Sciences
b. Course Subject/Number  HUM A250
c. Number of credits  3
d. Course Title  Myths And Contemporary Culture
e. Grading Basis  A-F

f. Course Description  Explores the transmission of myths which affect contemporary cultures. Surveys myths featured in literature, the fine arts, the performing arts, folk-ways and popular culture. Examines how individual values, historical change, and cross cultural contact have influenced both the resilience and transformation of these myths.

g. Prerequisites  ENGL A111 and COMM A111

Co-requisite:  none

h. Degree program status General Education Requirement, Humanities

III

a. Course Activities:  Course content is delivered through lectures, hands-on workshops, discussion groups, reading assignments, video screenings, and on-line materials. Students examine primary and secondary source material and conduct independent research outside of class.

b. Course Level Justification:  builds on 100 level GER skills

IV   Evaluation

Students will be evaluated on the basis of their participation in class activities, and the following assignments

• oral and written application of course concepts
• oral and written participation in topical debates
• research projects incorporating primary and secondary sources

V   Topical Course Outline

1  Studying myth: definitions, classification systems, approaches to interpretation
2  Identifying myth in contemporary culture: case studies in multiple media
3  Transmitting myth: tracking case studies across time and culture
4 Interpreting and adapting myths: historical considerations
5 Interpreting and adapting myths: cross cultural considerations

VI Goals and Outcomes

Goals

The instructor will

- Demonstrate the recurrence of specific myths in a variety of contemporary media, (including literature, the fine and performing arts, folk-ways, and popular culture) as a means of addressing a range of human problems.

- Identify factors affecting the transmission and adaptation of myths, including historical context, individual values, cultural values, and requirements of specific media.

- Introduce methods for the interpretation and classification of myths representative of a range of world cultures, including consideration of historical and cultural contexts.

Outcomes

Students will be able to

- Identify the use of myth in a variety of contemporary media (including literature, the fine and performing arts, folk-ways, and popular culture) and the human problems addressed by those uses of myth.

- Discuss factors affecting the transmission and adaptation of myths, including historical context, individual values, cultural values, and requirements of specific media.

- Interpret and classify myths representative of a range of world cultures, relating these interpretations to historical and cultural contexts.

VI Bibliography

TEXTBOOK OPTIONS:


SUPPLEMENTAL READINGS


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

1a. School or College  
CB CBPP

1b. Division  
ADBP

1c. Department  
Computer Information Systems

2. Course Prefix  
CIS

3. Course Number  
A326

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEU  
3

5b. Contact Hours  
(Lecture + Lab) (3+0)

6. Complete Course/Program Title  
Information Systems Literacy in the 21st Century

7. Type of Course  
☑ Academic  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action  
☑ Add  ☐ Change  ☐ Delete

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis  ☑ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
From: Fall/2008  To: 9999

12. ☐ Cross Listed with  ☐ Stacked with

13. List any programs or college requirements that require this course  
N/A

14. Coordinate with Affected Units: CS, CTC, COMM, ListServ

15. ☑ General Education Requirement  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities

☐ Visual Arts  ☐ Social Sciences  ☐ Natural Sciences  ☑ Integrative Capstone

16. Course Description  
Analyzes the historical, current, and future implications of Information Systems (IS) and emerging technologies on society. Discusses information literacy concepts. Debates the use and abuse of technology as it interacts with traditional cultural norms and within the legal framework. Focuses on e-commerce and globalization issues.

SPECIAL NOTE: Course credits may not be applied toward any College of Business and Public Policy baccalaureate degree.

17a. Course Prerequisite(s) (list prefix and number)  
COMM A111 or COMM A241

17b. Test Score(s)  
N/A

17c. Co-requisite(s) (concurrent enrollment required)  
N/A

17d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

17e. Registration Restriction(s) (non-codable)  
Completion of all GER Tier 1 (Basic College-Level Skills) courses and Junior-level standing. Three credits of GER Tier 2 Social Sciences courses

18. ☑ Mark if course has fees Standard CBPP computer lab fee

19. Justification for Action  
This is a new Integrative Capstone course dealing with the development, use, and implications of an Information Age society

Approved:  Disapproved:
Initiator (faculty only)  Date  Dean/Director of School/College  Date

Approved:  Disapproved:
Department Chairperson  Date

Approved:  Disapproved:
Academic Board Chairperson  Date

Approved:  Disapproved:
Provost or Designee  Date
I. Date Initiated
   April 15, 2008

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: N/A
   Course Title: Information Systems Literacy in the 21st Century
   Course Number: CIS A326
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  6 to 9 hours outside of class per week x 15 weeks = 90 hours
                  to 135 hours
   Grading Basis: A - F

   Course Description: Analyzes the historical, current, and future implications of Information Systems (IS) and emerging technologies on society. Discusses information literacy concepts. Debates the use and abuse of technology as it interacts with traditional cultural norms and within the legal framework. Focuses on e-commerce and globalization issues.
   SPECIAL NOTE: Course credits may not be applied toward any College of Business and Public Policy baccalaureate degree.

   Course Prerequisites: COMM A111 or COMM A241

   Registration Restrictions: Junior-level standing. Completion of GER Tier 1 (Basic College-Level Skills) courses. Three credits of GER Tier 2 Social Sciences courses.

   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Discussion, lecture, guest speakers, and student presentations
   B. Multimedia presentations
   C. Class projects exploring applications, technologies, or societal issues of relevance to information literacy

IV. Guidelines for Evaluation
   A. Homework
   B. Debates
   C. Written exams
   D. Group project presentations
   E. Research papers and presentations
   F. In-class activities
V. **Course Level Justification**
This is an Integrative Capstone course dealing with the development, use, and implications of an Information Age society. Course prerequisites and registration restrictions dictate that this be a 300–level course.

VI. **Outline**
A. Introduction to Information Systems (IS)
   1. Historical perspective on IS
   2. Impact of IS on 21st century society
   3. Using IS for communications
   4. IS and decision making

B. Information Literacy Concepts
   1. World Wide Web basics
   2. Finding and assessing the credibility of online resources
   3. Protecting against online threats
   4. Accessing the needed information effectively and efficiently
   5. Evaluate information and its sources critically
   6. Incorporate selected information into one’s knowledge base

C. Hardware and Software
   1. Processing and memory devices
   2. Secondary storage, input devices, and output devices
   3. Computer system types
   4. Systems software
   5. Application software
   6. Programming languages

D. Organizing Data and Information
   1. Data management
   2. Database basics
   3. Societal implication of database security

E. Telecommunications and Networks
   1. Use and functioning of the Internet
   2. Internet and telecommunications services
   3. Intranets and Extranets
   4. Networking issues
   5. Implications of network security issues
F. Electronic Commerce
   1. Introduction to E-Commerce
   2. Applications of E-Commerce
   3. E-Commerce technology components
   4. Application: Basics of Web page design
   5. Societal implications of E-Commerce

G. Security, Privacy, and Ethical Issues in IS
   1. Computer waste and mistakes
   2. Computer crime
   3. Privacy
   4. Disaster preparedness
   5. IS and international crime and terrorism

H. Knowledge Management
   1. Data, information, knowledge defined
   2. Intellectual Capital
   3. Communities of Practice
   4. Data Mining

I. Impact of IS on society
   1. Outsourcing
   2. Virtualization of social relations
   3. IS and sustainability
   4. Future proofing your career for the 21st Century
   5. E-government
   6. IS and healthcare
   7. IS and education
   8. Biotechnologies

VII. Suggested Text

VIII. Bibliography


### IX. Instructional Goals and Student Outcomes

| A. Instructional Goals.  
The instructor will: |
|------------------------------------------------------------|
| 1. Knowledge Integration.  
a. Integrate GER knowledge in presenting the history and foundation of IS  
b. Demonstrate integration of hardware, software, people, data, and telecommunications components in IS |
| 2. Effective Communication.  
a. Identify and analyze the effects of globalization and IS on present day society  
b. Engage students in classroom debates on the implications of emerging technologies and globalization on IS  
c. Empower students to be able to make clear presentations on technological issues |
| 3. Critical Thinking.  
a. Engage students in classroom debates on the implications of emerging technologies and globalization on IS  
b. Challenge students to identify societal implications of emerging technologies |
| 4. Information Literacy.  
a. Empower students to be good information consumers and to be able to assess the credibility of information posted online  
b. Engage students in library research involving online resources |
| 5. Quantitative Perspectives.  
Lead students in developing basic analysis and database tools to support quantitative decision making |
### B. Student Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th>Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge Integration.</strong></td>
</tr>
<tr>
<td>a. Describe why we use IS and how IS have evolved to meet changing user needs, considering technological, economical, geographic, and cultural reasons</td>
</tr>
<tr>
<td>b. Describe the interaction of hardware, software, people, database, and network components of the information processing systems</td>
</tr>
<tr>
<td>c. Explain the central role people play in the planning, development, and operation of IS</td>
</tr>
<tr>
<td>a. Homework, research paper, and written exam</td>
</tr>
<tr>
<td>b. Homework and written exam</td>
</tr>
<tr>
<td>c. Homework and debates</td>
</tr>
<tr>
<td><strong>2. Effective Communications</strong></td>
</tr>
<tr>
<td>a. Debate implications of emerging technologies and globalization on IS</td>
</tr>
<tr>
<td>b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology</td>
</tr>
<tr>
<td>a. Debates and written exam</td>
</tr>
<tr>
<td>b. Research paper and presentation</td>
</tr>
<tr>
<td><strong>3. Critical Thinking</strong></td>
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<tr>
<td>a. Identify and differentiate the implications of emerging technologies and globalization on IS</td>
</tr>
<tr>
<td>b. Deliver a clear and convincing group presentation on impact of technology on society</td>
</tr>
<tr>
<td>a. Homework and written exam</td>
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<tr>
<td>b. Group project presentation</td>
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<tr>
<td><strong>4. Information Literacy</strong></td>
</tr>
<tr>
<td>a. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer</td>
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<tr>
<td>b. Evaluate the human resources and societal implications of the Internet, with emphasis on the new security, privacy, and ethical issues it introduces for both technical and non-technical personnel</td>
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<tr>
<td>c. Engage in library research involving online resources</td>
</tr>
<tr>
<td>a. Homework and written exam</td>
</tr>
<tr>
<td>b. Homework, in-class activities, and written exam</td>
</tr>
<tr>
<td>c. Research paper and presentation</td>
</tr>
<tr>
<td><strong>5. Quantitative Perspectives</strong></td>
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<tr>
<td>Develop basic analysis and database tools to support quantitative decision making</td>
</tr>
<tr>
<td>Homework and in-class activities</td>
</tr>
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