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  Ex-Officio Members:
( ) Suzanne Forster  ( ) Utpal Dutta  ( ) Advis./Couns. vacancy  ( ) Bart Quimby
( ) Susan Fallon  ( ) Kevin Keating  ( ) David Edgecombe  ( ) Lora Volden
( ) Dave Fitzgerald  ( ) Marion Yapuncich  ( ) Kathrynn 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

<table>
<thead>
<tr>
<th>No revisions received for the 2nd reading at the UAB meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add ART A270 Beginning Alaska Native Art (3 cr) (0+6) (stacked with ART A370)</td>
</tr>
<tr>
<td>Add ART A370 Intermediate Alaska Native Art (3 cr) (0+6) (stacked with ART A270)</td>
</tr>
<tr>
<td>Chg ECON A351 Public Finance (3 cr) (3+0) (pg. 38-41)</td>
</tr>
<tr>
<td>Chg Bachelor of Science, Health Sciences</td>
</tr>
</tbody>
</table>

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

IX. New Business
A. Plan for implementing UAB Goals 2010-2011 (pg. 32)

X. Informational Items and Adjournment
A. Curriculum Log
B. Curriculum Handbook
C. Catalog Copy
D. Accreditation website
I. Roll
(x) Hilary Davies  (x) Susan Wilson   (x) Deborah Fox  ( ) Adjunct vacancy
(e) Paola Banchero (x) Hilary Seitz   ( ) FS at large vacancy  ( ) USUAA vacancy
(x) David Meyers (Kenrick Mock) (x) Cheryl Smith   ( ) FS at large vacancy  Ex-Officio Members:
(x) Suzanne Forster  (x) Utpal Dutta  ( ) Advis./Couns. vacancy (x) Bart Quimby
(x) Susan Fallon   (x) Kevin Keating  (x) David Edgecombe  (x) Lora Volden  
(x) Dave Fitzgerald (x) Marion Yapuncich   (x) Kathyrnn 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 25th 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 2nd 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 Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

<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>ASSC Division of Social Science</td>
<td>SOC</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/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC</td>
<td>A242</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Introduction to Family, Marriage, and Intimate Relationships**

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>Add</td>
<td># of Repeats</td>
<td>A-F</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td>P/NP</td>
</tr>
<tr>
<td></td>
<td>Change</td>
<td></td>
<td>NG</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 13a. Impacted Courses or Programs

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor, Womens Studies</td>
<td>126</td>
<td>9/2010</td>
<td>Kimberly Pace</td>
</tr>
<tr>
<td>Human Services</td>
<td>150</td>
<td>9/2010</td>
<td>Laura Kelly</td>
</tr>
</tbody>
</table>

### 15. 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.**

### 16a. Course Prerequisite(s)

- SOC A101 or PSY A111

### 16b. Test Score(s)

### 16c. Co-requisite(s) (concurrent enrollment required)

### 16d. Other Restriction(s)

- College
- Major
- Class
- Level

### 17. Mark if course has fees

### 18. Mark if course is a selected topic course

### 19. Justification for Action

- Routine change to update title, course description, prerequisites, topical outline, instructor goals, student outcomes and bibliography

---

**Initiator Name (typed): Ann Jache**

Initiator Signed Initials: ________

Date: __________

**13b. Coordination Email**

Date: 2/23/2020

submitted to Faculty Listserv: (uas-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

Date: 2/23/2020

**14. General Education Requirement**

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

**16a. Course Prerequisite(s) (list prefix and number)**

- SOC A101 or PSY A111

**16b. Test Score(s)**

**16c. Co-requisite(s) (concurrent enrollment required)**

**16d. Other Restriction(s)**

- College
- Major
- Class
- Level

**16e. Registration Restriction(s) (non-codable)**

**17. Mark if course has fees**

**18. Mark if course is a selected topic course**

**19. Justification for Action**

- Routine change to update title, course description, prerequisites, topical outline, instructor goals, student outcomes and bibliography

---

**Initiator (faculty only) only**

Initiator (TYPE NAME)

Date

**Approved**

**Disapproved**

- Dean/Director of School/College
  
  Date

**Approved**

**Disapproved**

- Undergraduate/Graduate Academic Board Chairperson
  
  Date

**Approved**

**Disapproved**

- Provost or Designee
  
  Date
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

The Instructor will:

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

The student will be able to:  

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of written work, discussion and presentations and exams.</td>
</tr>
</tbody>
</table>

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


Bibliography


10/6/2010


**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](http://www2.asanet.org/sectionchildren)

American Sociological Association Section on Sociology of the Family [http://www2.asanet.org/sectionfamily/](http://www2.asanet.org/sectionfamily/)

1a. School or College  
AS CAS  
1b. Division  
ASSC Division of Social Science  
1c. Department  
SOC  

2. Course Prefix  
SOC  
3. Course Number  
A246  
4. Previous Course Prefix & Number  
5a. Credits/CEUs  
3  
5b. Contact Hours  
(Lecture + Lab)  
(3+0)  

6. Complete Course Title  
Adolescence  
Adolescence  
Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
☐ Add  or  ☒ Change  or  ☐ Delete  
If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Test Score Prerequisites  ☒ Co-requisites  ☒ Other Restrictions  ☒ Class  ☐ Level  ☐ College  ☐ Major  ☒ Other CCG see Box 19 (please specify)  

9. Repeat Status No  # of Repeats  Max Credits  

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

11. Implementation Date  
semester/year  
From: Spring/2011  
To: Spring/9999  

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

13a. Impacted Courses or Programs: List any programs or college requirements that require this course. 
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.  

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Services</td>
<td>150</td>
<td></td>
<td>9/2010</td>
<td>Laura Kelly</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ann Jache  
Initiator Signed Initials: _________  
Date: ____________  

13b. Coordination Email  
Date: 2/23/2010  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 2/23/2020  

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone  

15. Course Description (suggested length 20 to 50 words)  
Examines effects of social class, ethnicity, race and gender on identity and socialization in adolescence.  

16a. Course Prerequisite(s) (list prefix and number)  
SOC A101 or PSY A111  
16b. Test Score(s)  
16c. Co-requisite(s) (concurrent enrollment required)  
16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  
16e. Registration Restriction(s) (non-codable)  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Routine updates to course description, topical outline, instructor goals, student outcome and bibliography  

Initiator (faculty only)  
Date: ____________  

Initiator (TYPE NAME)  
Ann Jache  
Initiator Signed Initials: _________  
Date: ____________  

Approved  
Disapproved  
Dean/Director of School/College  
Date: ____________  

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date: ____________  

Approved  
Disapproved  
Board Chairperson  
Date: ____________  

Approved  
Disapproved  
Provost or Designee  
Date: ____________  

Approved  
Disapproved  
Curriculum Committee Chairperson  
Date: ____________  

Approved  
Disapproved
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

The Instructor will:

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

The student will be able to:

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


Bibliography

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


**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](http://www2.asanet.org/sectionchildren)

# Course Action Request

### University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

<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>ASSC Division of Social Science</td>
<td>SOC</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/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC</td>
<td>A405</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

## 6. Complete Course Title

**Social Change**

Abbreviated Title for Transcript (30 character)

## 7. Type of Course

- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

## 8. Type of Action:

- [ ] Add
- [ ] Change
- [ ] Delete

### If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Contact Hours
- [ ] Title
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Course Prerequisites
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Other Restrictions
- [ ] Registration Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG see Box 19 (please specify)

## 9. Repeat Status

- [ ] No
- [ ] # of Repeats
- [ ] Max Credits

## 10. Grading Basis

- [ ] A-F
- [ ] P/NP
- [ ] NG

## 11. Implementation Date

From: Spring/2011 To: Spring/1999

## 12. Cross Listed

- [ ] with
- [ ] Stacked

## 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ann Jache
Initiator Signed Initials: __________ Date: __________

## 13b. Coordination Email

Date: 2/23/2010

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

## 13c. Coordination with Library Liaison

Date: 2/23/2010

## 14. General Education Requirement

Mark appropriate box:

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

## 15. Course Description

(suggested length 20 to 50 words)

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.

## 16a. Course Prerequisite(s)

(list prefix and number)

SOC A101

## 16b. Test Score(s)

## 16c. Co-requisite(s)

(concurrent enrollment required)

## 16d. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

## 16e. Registration Restriction(s)

(non-codable)

## 17. Mark if course has fees

## 18. Mark if course is a selected topic course

## 19. Justification for Action

Routine changes have been made to update the course description, topical outline, instructor goals, student outcomes and bibliography.

Initiator (faculty only)

Ann Jache
Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

Dean/Director of School/College Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic Board Chairperson Date

[ ] Approved

[ ] Disapproved

Provost or Designee Date
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  

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

Student Outcomes  

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

10/6/2010
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


Bibliography


**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/sectioncbsm/](http://www2.asanet.org/sectioncbsm/)
American Sociological Association Section on Comparative and Historical Sociology [http://www2.asanet.org/sectionchs/](http://www2.asanet.org/sectionchs/)
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>Computer Information Systems</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/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>A375</td>
<td>CIS A420</td>
<td>3</td>
<td>(2+2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Training Design and End-User Support</td>
</tr>
<tr>
<td>E-Training and User Support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action: Add  Change  Delete</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
</table>

List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

**Impacted Program/Course**

<table>
<thead>
<tr>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Business Administration, Management Information Systems</td>
<td>134</td>
<td>04/09/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email  Date: 04/14/2010</th>
</tr>
</thead>
</table>

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison  Date: 04/14/2010</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

**Mark appropriate box:**

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

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
</table>

CIS A110

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
</table>

N/A

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
</tr>
</thead>
</table>

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</table>

College of Business and Public Policy majors must be admitted to upper-division standing.

<table>
<thead>
<tr>
<th>17. Mark if course has fees Standard CBPP computer lab fee</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

With the advent of online learning, businesses and organizations have transitioned from classroom to online training courses. This revision recognizes that change. The emphasis has shifted from training-the-trainer to the designing of online training courses. The section of the course that deals with help-desk activities was modified to reflect the support needed by online learners.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Pauli</td>
<td></td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Approve/Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

Department Chairperson

<table>
<thead>
<tr>
<th>Approve/Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Committee Chairperson

<table>
<thead>
<tr>
<th>Approve/Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

Dean/Director of School/College

<table>
<thead>
<tr>
<th>Approve/Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate/Graduate Academic Board Chairperson

<table>
<thead>
<tr>
<th>Approve/Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

Provost or Designee

<table>
<thead>
<tr>
<th>Approve/Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
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 perceptive
   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


VIII. Bibliography


IX. Instructional Goals and Student Outcomes

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify and describe the various components of a front-end analysis.</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct an effective needs analysis</td>
</tr>
<tr>
<td>3.</td>
<td>Validate the needs and goals for existing and proposed training</td>
</tr>
<tr>
<td>4.</td>
<td>Determine the appropriate learning domain for an instructional objective</td>
</tr>
<tr>
<td>5.</td>
<td>Select appropriate instructional strategies for specified instructional objectives</td>
</tr>
<tr>
<td>6.</td>
<td>As part of a project team, structure a needs assessment and front-end analysis for a proposed training project</td>
</tr>
<tr>
<td>7.</td>
<td>Produce training materials that meet a published style and English mechanics standards for online training</td>
</tr>
<tr>
<td>8.</td>
<td>Modify a face-to-face instructional module to meet the challenges of an online training environment</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrate the skills required to successfully perform help desk operations</td>
</tr>
</tbody>
</table>
## Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

### 1. School or College
- CB CBPP

### 2. Course Prefix
- CIS

### 3. Course Number
- A385

### 4. Previous Course Prefix & Number
- A421

### 5. Credits/CEUs
- 3

### 6. Complete Course Title
- Multimedia Authoring

### 7. Type of Course
- Academic

### 8. Type of Action:
- **Change**

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

### 10. Grading Basis
- A-F

### 11. Implementation Date
- From: Spring/2011 To: 9999

### 12. Cross Listed with
- N/A

### 13a. Impacted Courses or Programs:
- List any programs or college requirements that require this course.

<table>
<thead>
<tr>
<th>Impact Program/Profile</th>
<th>Catalog Page(s) Impact</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business Administration, Management Information Systems</td>
<td>134</td>
<td>2/23/2010</td>
<td>Dr. Minnie Yen</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): **John T. Pauli**

Initiator Signed Initials: 

Date:

### 13b. Coordination Email
- Date: 04/01/2010

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 04/01/2010

### 14. General Education Requirement

**Mark appropriate box:**

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

### 15. Course Description (suggested length 20 to 50 words)

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) (list prefix and number)
- CIS A110

### 16b. Test Score(s)
- N/A

### 16c. Co-requisite(s) (concurrent enrollment required)
- N/A

### 16d. Other Restriction(s)
- College
- Major
- Class
- Level

### 16e. Registration Restriction(s) (non-codable)
- College of Business & Public Policy majors must be admitted to upper-division standing

### 17. Mark if course has fees
- Standard CBPP computer lab fee

### 18. Mark if course is a selected topic course
- N/A

### 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.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Pauli</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Department Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: 26
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


VIII. Bibliography


*Classic

IX.  Instructional Goals and Student Outcomes

A.  Instructional Goals.
The instructor will:

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. Student Outcomes.  
Students will be able to: | Assessment Method |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply applicable standards and laws to the design, use, reproduction, and distribution of multimedia products</td>
<td>Written exams</td>
</tr>
<tr>
<td>2.</td>
<td>Develop, storyboard, and execute an individual multimedia project</td>
<td>Individual multimedia portfolio</td>
</tr>
<tr>
<td>3.</td>
<td>Select the proper platform for developing a multimedia project based on budget constraints, delivery requirements, and the content of the project</td>
<td>Written exams</td>
</tr>
<tr>
<td>4.</td>
<td>Plan, produce, and edit appropriate multimedia animations</td>
<td>Lab projects</td>
</tr>
<tr>
<td>5.</td>
<td>Successfully modify a multimedia project module</td>
<td>Lab projects</td>
</tr>
<tr>
<td>6.</td>
<td>Identify the legal issues surrounding content and the use of talent in multimedia projects</td>
<td>Written exams</td>
</tr>
<tr>
<td>7.</td>
<td>As part of a project team, research, storyboard, and produce a video clip on a business related topic</td>
<td>Team project</td>
</tr>
<tr>
<td>8.</td>
<td>As part of a project team, research, design, storyboard, and produce a web-based project containing animation, sound, video, text, and graphics</td>
<td>Team project</td>
</tr>
<tr>
<td>Academic Year</td>
<td>Undergraduate Degree/Certificate Awards</td>
<td>Graduates Earning Cum Laude</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>771</td>
<td>93</td>
</tr>
<tr>
<td>1999</td>
<td>708</td>
<td>108</td>
</tr>
<tr>
<td>2000</td>
<td>724</td>
<td>94</td>
</tr>
<tr>
<td>2001</td>
<td>705</td>
<td>100</td>
</tr>
<tr>
<td>2002</td>
<td>766</td>
<td>113</td>
</tr>
<tr>
<td>2003</td>
<td>770</td>
<td>118</td>
</tr>
<tr>
<td>2004</td>
<td>785</td>
<td>121</td>
</tr>
<tr>
<td>2005</td>
<td>778</td>
<td>134</td>
</tr>
<tr>
<td>2006</td>
<td>841</td>
<td>139</td>
</tr>
<tr>
<td>2007</td>
<td>847</td>
<td>163</td>
</tr>
<tr>
<td>2008</td>
<td>871</td>
<td>152</td>
</tr>
<tr>
<td>2009</td>
<td>956</td>
<td>179</td>
</tr>
<tr>
<td>2010</td>
<td>920</td>
<td>164</td>
</tr>
<tr>
<td>Associate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>638</td>
<td>78</td>
</tr>
<tr>
<td>1999</td>
<td>597</td>
<td>76</td>
</tr>
<tr>
<td>2000</td>
<td>502</td>
<td>70</td>
</tr>
<tr>
<td>2001</td>
<td>535</td>
<td>62</td>
</tr>
<tr>
<td>2002</td>
<td>582</td>
<td>78</td>
</tr>
<tr>
<td>2003</td>
<td>570</td>
<td>88</td>
</tr>
<tr>
<td>2004</td>
<td>629</td>
<td>101</td>
</tr>
<tr>
<td>2005</td>
<td>540</td>
<td>83</td>
</tr>
<tr>
<td>2006</td>
<td>649</td>
<td>112</td>
</tr>
<tr>
<td>2007</td>
<td>687</td>
<td>131</td>
</tr>
<tr>
<td>2008</td>
<td>691</td>
<td>120</td>
</tr>
<tr>
<td>2009</td>
<td>693</td>
<td>131</td>
</tr>
<tr>
<td>2010</td>
<td>719</td>
<td>99</td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>86</td>
<td>4</td>
</tr>
<tr>
<td>1999</td>
<td>91</td>
<td>1</td>
</tr>
<tr>
<td>2000</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>61</td>
<td>1</td>
</tr>
<tr>
<td>2002</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

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).