

# **The Multimedia Minor 2009**

A report to the  
Department of Instructional Technology and Learning Sciences  
Utah State University

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## Purpose

The objective of this report is threefold. First, the aim is to provide some insight for current faculty and administration as to the history and origins of the multi-media minor (mmm) program offered by the Department of Instructional Technology and Learning Sciences (ITLS) and Utah State University (USU). A second aim is to examine the classes and current enrollment of mmm students within the program in order to better inform the third aim; to offer some suggestions on how to improve, or alternatively modify, the existing program. In a challenging economic climate for the university and department, it behooves its constituents to investigate programs before eliminating them for short-term savings, or altering them such that they may negatively impact future enrollments. Part of that investigation should include the amount of interest in the program, ways to market the program, and to what extent the program feeds, or provides impact on, other areas of the department.

## History

Don Smellie, former department head (retired), has explained that a minor has always been offered for undergraduates since the inception of the department some 43 years ago. The minor has taken different forms, but it was used primarily as a means to provide exposure to the graduate degree we offered acting as a recruiting tool for the program. The students targeted were mostly from MIS (then BIS program) and undergraduates from the College of Education and Human Resources. The mmm program was first developed and offered in the 1998-99 school year, being a somewhat modified form from the previous minor. Its principal architect was Dr. Steve Soulier, who then continued to act as advisor in the program until his retirement in fall 2004. Advising duties for the program then moved to Dr. Brett Shelton until 2008, then turned over to Dr. Douglas Holton. Part of the advising duties includes a handful of undergraduate students who chose to use ITLS as part of their undergraduate Interdisciplinary Studies degree as of 2006.

According to Dr. Soulier, the mmm minor in its current inception was derived from two primary forces. First, the faculty of the ITLS department at that time was moving decidedly toward a conceptual approach to instructional technology for its masters students, rather than an applied approach. The “tools” classes as they would become known, which offered applied experiences using specific software (such as “Authorware”), were seen as less critical to the M.S. students so as to be included in their core classes. A department always looking to remain current in its offerings, the faculty had pushed for specific core classes of a theoretical and conceptual nature and instead offered the tools classes as electives. These tools classes were already being offered at 5000 and 6000 levels so that M.S. students and undergraduate students alike could take advantage of them. Once the tools classes became elective at the graduate level, Dr. Soulier saw the opportunity to open them to further undergraduates to act as a recruitment opportunity for the M.S. program. By offering a minor at the undergraduate level, we could substantiate this “feeder” degree as a stepping-stone to the M.S. program for the desirable students already interested in this area, largely coming from USU computer science

(CS) and business information systems (BIS).

A second force for the mmm came as a win-win for the department based on how the USU “evening program” functioned. The evening program (since that time eventually being integrated into a unit what is currently Regional Campuses and Distance Education, or RCDE) offered classes separately from individual department units. ITLS at that time offered evening program classes aimed mostly at in-service teachers for continuing education credits. The classes offered to those teachers, both on campus and off campus, eventually developed into an organized program of the Masters of Education degree (M.Ed.). However in 1998, the evening program would offer ITLS classes after 5pm and largely consist of tools classes. The department offered instructors for these classes as teaching overload and as opportunities for its graduate students to teach, also relieving a burden of finding funding opportunities for those students. The evening program would use the department computer laboratories, often upgrading the hardware and software of those labs, at no cost to the department. The existing classes offered in the evening program could then double as part of a minor degree offered by the department, helping keep enrollment for the evening program at capacity. Dr. Soulier reports that the evening program classes at that time were indeed at full capacity.

Dr. Soulier and Dr. Byron Burnham recall that the majority of the students in the classes were on-campus K-12 teachers, but also included others from HASS and Business. There were a handful of M.S. students as well, using those classes to fulfill elective requirements for their degree. Marketing for the program began through “usual channels” as well as visits to departments to let faculty and advisors know about the minor. They also advertised in the student newspaper at the beginning of the semesters. Popularity of the program was only monitored by number of students in the classes, not by number of minor degrees granted through the registrar’s office.

Eventually additional classes that were offered to undergraduate programs but provided by ITLS, such as 5400 – Introduction to Technological Tools, were also counted toward mmm requirements. Please see the “List of Classes” section below for the original classes being offered for the mmm and those requirements. Liabilities (costs) to the department for offering these classes centered on maintenance of the labs in which they were taught, including some software.

What remains unclear, due to difficulty in tracking such information, is how many students took fewer than the required number of courses to attain the mmm, and yet the program still acted as a “feeder” to the M.S. degree for those students. Certainly, even a single class that eventually becomes a feeder into the M.S. should be considered as contributing to the M.S. program and providing impact beyond the reach of the mmm program. The question as to the extent of the mmm reach in this way remains uncertain.

Since the mmm inception, other factors that at one time may have contributed to the win-win situation for the department have changed. The agreements with how the evening program was once run have since dissolved. All ITLS classes being offered through the department are now included in any other costs associated with department classes—tools classes normally

mandate a lab fee which helps offset HW and SW costs to the department (see “Cost Benefit Figures” section below). ITLS classes offered by RCDE have a cost structure that remains independent of the department. The recent trend is for ITLS classes to be mostly taught by adjunct instructors rather than as overload by existing faculty. There are occasional opportunities for ITLS graduate students to teach them, however, more classes are taught for the pre-service level (ITLS offerings) from this group than are the mmm-eligible ones. So what once was seen as a benefit to the department is now often a burden, as the ITLS department has to search to find qualified instructors willing to teach tools classes. As the information provided below indicates, the number of students enrolled in tools classes as well as the makeup of those students has also changed, providing yet additional differences in the original “two forces” leading to create the original mmm degree (see enrollment data below).

# Current Program Requirements

## Multimedia Minor Program Planning Sheet

### Department of Instructional Technology & Learning Sciences Utah State University

**Overview:** Employment opportunities for graduates with multimedia development skills are increasing as hundreds of companies are being established to meet the demand for well-designed multimedia materials. This 15-credit undergraduate minor is designed for the individual who would enjoy producing multimedia computer-based training materials.

**Program:** The multimedia minor requires a minimum of 15 credit hours for completion. To be officially accepted into the minor, students must meet with the Instructional Technology (InsT) department program advisor and complete an Information Sheet (available in the InsT department main office - Emma Eccles Jones Education building, room 215).

<b>Courses (15 credits minimum required)</b>		Cred	Fall	Sprin	Sum
In	5 Computer Applications for Instruction and Training	3	f2f	f2f	f2f
In	5 Digital Video Capture and Production	3	f2f		f2f
In	5 Digital Audio	3		f2f	
In	5 Instructional Graphics Production	3	f2f	f2f	
In	5 DVD Design & Production	3		f2f	
In	5 Interactive Multimedia Production	3	online	onlin	onlin
In	5 Computer-Based Instruction Authoring	3		f2f	
In	5 Internet Development	3	online	onlin	onlin
In	5 Multimedia Special Topic Studio I	3	**	**	**
In	5 Multimedia ST Studio II	3	**	**	**
In	5 Multimedia Production for Instruction and Training	3	f2f	f2f	
M	5 Designing Graphical User Interfaces	3	f2f	f2f	
M	5 Internet Management & Electronic Commerce	3	f2f	f2f	
	Other multimedia development courses approved by		**	**	**

\*\* Check the class schedule or with the program advisor for availability and course options

### Course Descriptions

**InsT 5205: Computer Applications for Instruction and Training** - Introduction to use of computer applications, with special emphasis on software used in instruction and training.

**InsT 5215: Digital Video Capture and Production** - Fundamental theories and practice in design and development for camera and computer based video production, including recording, editing, and digitizing audio and video segments for education and training applications.

**InsT 5225: Digital Audio** - Understanding basic concepts of digital audio, synthesis, and sign processing. Learn proficiency with sound programs and audio editing and sound design tools.

**InsT 5230: Instructional Graphic Production** - Fundamental practices of using the computer to design and produce a wide variety of instructional graphics and animations.

**Inst 5235: DVD Design and Production** - Fundamental theories and practice in the design and development of Digital Video Disc (DVD) based instructional resources. To receive graduate-level credit, students must fulfill additional requirements.

**InsT 5245: Interactive Multimedia Production** - Topics to be covered include fundamental programming concepts in addition to the fundamentals of the interactive multi-media environment. Students finishing this course will have at least one completed fully functional project for their portfolios.

**InsT 5255: Computer-Based Instruction Authoring** - Fundamentals of programming computer-based instruction utilizing current authoring systems. Overview of computer-based design issues, including interface/screen design, instructional strategy and interaction, and computer program logic.

**InsT 5265: Internet Development** - Course teaches web publishing primarily using HTML (Hyper-Text Markup Language). Explores current web technologies and includes design, development and evaluation.

**InsT 5275: Multimedia Special Topic Studio I** - Selected special topics related to the development of multimedia products for instruction and training.

**InsT 5285: Multimedia Special Topic Studio II** - Selected special topics related to the development of multimedia products for instruction and training. To receive graduate-level credit, students must fulfill additional requirements.

**InsT 5290: Multimedia Production for Instruction and Training** - Used as the capstone experience for the multi-media minor.

**MIS 5450: Designing Graphical User Interfaces** - Integration of specialized web-design software, current multimedia technology and web-design principles to create graphical user interfaces for e-commerce sites

**MIS 5700: Internet Management & electronic Commerce** - Familiarizes students with concepts and technologies relating to business and the Internet. Focuses on the new business environment that has evolved through the Internet, as well as associated technologies and strategies.

# STUDENT INFORMATION FORM

MULTIMEDIA MINOR

Department of Instructional Technology  
Utah State University

Name \_\_\_\_\_ Date \_\_\_\_\_

Local \_\_\_\_\_

Telephone \_\_\_\_\_ (work) \_\_\_\_\_ E-mail \_\_\_\_\_

Anticipated Graduation \_\_\_\_\_

Major \_\_\_\_\_ Other \_\_\_\_\_

Major Department \_\_\_\_\_

Current Class \_\_\_\_\_ Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Graduate \_\_\_\_\_

How do you plan to use the skills learned in your multimedia minor?

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### Planned Program of Study

<i>Dept. &amp;</i>	<i>Course Title</i>	<i>Credit</i>	<i>Semester</i>

*Minimum Credit Hours Required*      15

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

Return to: Department of Instructional Technology & Learning Science  
 2830 Old Main Hill  
 Logan, UT 84322-2830

## List of Classes

Old...and new!

From Fall 2005 - Summer 2008	Summer 2008 - current
5210 – digital Audio/Video Production 5230 – INST Graphic Production 5240 – Production of D.E. resources 5250 – CBI authoring 5260 – HTML 5270 – Flash 5270 – Advanced Graphics 5280 – Flash 5280 – Blog-Wikis-Media 5300 – Multimedia Production 5400 – Computer Application Instruction/Training	5205 - Computer Application 5215 - Digital Video Capture and Production 5225 - Digital Audio 5230 - Instructional Graphics Production [Photoshop] 5235 - DVD Design & Production 5245 - Interactive Multimedia Production [Flash] 5255 - Computer-Based Instruction Authoring 5265 - Internet Development [web design, HTML] 5275 - MM Special Topic Studio I [Java, Photoshop] 5285 - Multimedia ST Studio II [CSS/Javascript] 5290 - Multimedia Production for Instruction and Training 5450 - Designing Graphical User Interfaces 5700 - Internet Management & Electronic Commerce

The classes listed here were changed in both number and title (in many cases) in the summer of 2008 by Brett Shelton and Sheri Haderlie as part of a larger re-organization of masters classes. The effort was to bring those classes offered for the M.S. and M.Ed. to come to congruence while allowing for masters-eligible classes and “tools” classes to be better grouped. This would help clarify certain classes by number, but also would take advantage of a general overhaul to better describe what was taught in the mmm classes. The effort also tried to “generalize” the description for tools classes, so that once a certain tool fell out of favor, the class title would not necessarily have to change. We left many classes “on the books” that were not currently being taught, in case they might be brought back to the curriculum, knowing that would save time and effort in the future.

## Enrollment Data

The following tabular data is based on numbers provided by Launa as gathered from the USU registrar, running a double-query for graduations, and by final enrollment figures.

All students who have graduated with a Multimedia Minor since 2004

<b>Term</b>	<b>Major</b>	<b>MMM programming sheet on file with us</b>	<b>Continued in INST program?</b>
200520	Art	No	No
200520	Human Resource Management	No	Yes, MS 2005
200520	Journalism	No	Yes, current MED student
200540	Journalism	Yes	No
200540	Business Info Tech & Education	Yes	No
200620	Business Info Tech & Education	No	No
200620	Art	No	Yes, current MS student
200620	Journalism	Yes	No
200620	Jcom	Yes	No
200630	Journalism	Yes	No
200630	Journalism	Yes	No
200630	Art	Yes	No
200630	Business Information Systems	Yes	No
200640	English	Yes	No
200720	Speech Communication	Yes	No
200720	Journalism	Yes	No
200720	Journalism	Yes	No
200720	Journalism	Yes	No
200720	Journalism	Yes	No
200740	Journalism	Yes	No
200740	Business	Yes	Yes, current MS student
200740	Parks and Recreation	Yes	No
200820	Liberal Arts	No	No
200820	Journalism	Yes	No
200820	Business	Yes	No
200830	Journalism	Yes	No
200840	Journalism	No	No
200920	Business	Yes	No
200920	Journalism	No	No
201020	Journalism	No	No
201020	HPER	Yes	No

**Recent MMM Class Stats (Fall 2007 – Fall 2009):**

	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
<b>INST 5205/6205</b>							
Undergrads				19	27		25
Grads				2	0		2
INST Grads				2	2		0
<b>Total</b>				<b>23</b>	<b>29</b>		<b>27</b>
<b>INST 5215/6215</b>							
also							
5210 Undergrads	11	12		15	10		15
Grads	0	1		0	1		0
INST Grads	0	1		5	4		7
<b>Total</b>	<b>11</b>	<b>14</b>		<b>20</b>	<b>15</b>		<b>22</b>
<b>INST 5230/6230</b>							
Undergrads	19			17			19
Grads	3			1			3
INST Grads	4			7			3
<b>Total</b>	<b>26</b>			<b>25</b>			<b>25</b>
<b>INST 5245/6245</b>							
Undergrads			2	11	11	3	
Grads			0	1	4	1	
INST Grads			10	4	6	14	
<b>Total</b>			<b>12</b>	<b>16</b>	<b>21</b>	<b>18</b>	
<b>INST 5265/6265</b>							
also							
5260 Undergrads	6	12		3	14	5	12
Grads	2	1		1	1	0	4
INST Grads	16	7		8	7	21	8
<b>Total</b>	<b>24</b>	<b>20</b>		<b>12</b>	<b>22</b>	<b>26</b>	<b>24</b>
<b>INST 5275/6275</b>							
also							
5270 Undergrads	7	17		3	17		
Grads	0	0		2	1		
INST Grads	7	2		8	11		
<b>Total</b>	<b>14</b>	<b>19</b>		<b>13</b>	<b>29</b>		
<b>INST 5285/6285</b>							
also							
5280 Undergrads		16	0	4			
Grads		1	0	0			
INST Grads		9	5	5			
<b>Total</b>		<b>26</b>	<b>5</b>	<b>9</b>			

The numbers here are still somewhat suspect, possibly being up to 20% less than actual enrollment counts. For example, Doug Holton reports that the summer INST 5265 Summer 2009 numbers should be 30 total (we report 26), and the INST 5285 Fall 2008 numbers should be 14 total 9 (we report 9). This discrepancy could be due to a number of reasons. Perhaps the

query within the banner system does not include all enrollees, such as possibly excluding the entirety of the distance students (RCDE numbers).

There are a number of apparent trends based on the above data to be noted:

- The vast majority of mmm students major in journalism/jcom (minor for that program is required). The tools topics covered also seem relevant to that degree. This is an historically strong departure from mmm classes, whose make-up was aimed at undergraduates from the College of Education as a recruiting mechanism for the M.S. program. A few mmm students still come from the College of Business, the remaining few from HASS and Education.
- More recently, the tools classes have been at or near enrollment (normally capped at 25 students), at least from spring 2009 to now. This would likely be due to the evening program classes, now merged with RCDE offerings from our department, which are nearly entirely populated by M.Ed. students fulfilling elective requirements
- In some cases (akin to the trend noted above), the number of INST graduate students taking courses (notably INST 5245/6245 and INST 5265/6265) is quite large, outnumbering the enrollment of undergraduate students. This would be an historically strong departure from mmm minor classes in the expected enrollments. These classes in particular would be relevant as being vital to fulfilling credits for M.Ed. and M.S. elective requirements, and therefore extend beyond mmm-only consideration in terms of a cost-benefit analysis and exists entirely different than consideration as a recruiting mechanism.
- Only 4 of the 31 graduates of the mmm have continued into the graduate programs in the department (13%). This number is likely much lower than one might expect, given that the original force for creation of the minor was to assist in recruitment for the graduate programs.
- Between 2004 and 2009 a total of 31 undergraduates have completed their mmm, an average of just over 5 graduates per year. For any given year, 5-8 students complete a program form and file it with our office. Roughly 70% of those who graduate with a mmm complete a form and have it on file with the department. Those who complete a form also receive advising. Thus, while a number of students expect or plan to complete the mmm and do not finish, the amount of “unused” advising for any given year remains relatively small.

## Cost Benefit Figures

[Section deleted. Contact department for details.]

## Options and Recommendations

Based on the estimated values and taking on purely a perspective of “mmm classes for mmm students,” there is no question that creating and maintaining these classes hurt the department financially. What is more difficult to consider is the financial impact that providing these classes have for our M.S. and M.Ed. students as options for fulfilling their elective credits. In essence, these classes should be considered “master’s electives that double as mmm courses,” instead of the other way around. They then become considerably more crucial to the operation of the department than a means toward a multimedia minor.

The other clear shift in purpose of these classes is their effectiveness as a recruiting tool for our M.S. (and other) programs. This is especially surprising, given the current exposure of our program to College of Education students as part of their pre-service teaching and undergraduate requirements. Why are more College of Education undergraduates not seeking the mmm?

There is likely a variety of contributing factors as to why the current inception of the minor is not more popular in our college and throughout campus. Through observation of the program over the previous five years, I would venture that it is due to a couple of primary reasons. First, the marketing efforts to make the minor well-known throughout the population of undergraduate advisors has been limited. This would be especially important for those degrees that require a minor. Yearly visits with those departments and emails to those advisors could go a long way as to popularizing the program. Offering updates to class listings is one way of increasing visibility of course offerings (see Appendix A), but this effort in marketing to undergraduates of the college and the rest of the university has been severely limited since 2004. Annual visits to other program areas, website marketing, bulletin boards around campus, and advertisements are recommended. Don Smellie recalls offering advertisements in the school paper at the beginning of each semester. In the last year, some flyers were posted to department bulletin boards. Other options would include recruitment at the high-school and junior college levels, with the idea of “partnering” or “marrying” the program with options to other undergraduate bachelor degrees (such as MIS or Journalism).

Second, the variety and static offering of the classes has deterred some students’ interests. Keeping the classes up-to-date, a mandate given the pace of educational technologies, has created changes in the form and timing of the classes the department has offered. This may be an unfortunate side-effect of our field, but nevertheless makes it difficult for students to

effectively plan their courses-of-study.

Two primary recommendations are offered to enhance the multimedia minor as it currently exists:

1. To leave the goals and focus of the program as-is, but expand the scope of allowable courses to alleviate the perceived barriers-to-graduation and the number and variety of classes offered in the tools area alone;
2. Consider the re-conceptualizing of the degree through the creation of new program, with the premise being that a minor in just “tools” like it is now is too limiting based on industry demand and the number of classes offered in the tools area alone. This option also offers the benefit of increasing the number and variety and number of classes being offered.

### *Recommendation 1*

The idea of expanding the courses allowed into the multimedia minor already exists through the option to have the mmm coordinator to “approve” such classes. It was used effectually in many cases through the previous five years, however, to students who peruse the program based on the program sheet, is not necessarily realized as a viable option. Two MIS classes have recently been added to the program sheet at the 5000 level. Researching the current University Catalog of classes offers additional options to consider adding to the program sheet, and includes mainly areas within English, Arts, Journalism, and MIS. These classes include, but are not limited to:

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#### JCOM 2220: Introduction to Video Media 3

Introduction to the theories and practice of video production and functions in broadcasting and the electronic mass media, including concepts, techniques, and impacts of various video approaches. Prerequisites: Minimum grades of C+ in JCOM 1130, 1500, and 2010. (F,Sp)

#### JCOM 5210: Website Design and Production 3

(dual listing 6210)

Principles and practice of planning, designing, and programming professional Web pages, including Internet communication analysis and planning, graphic design, and development using industry-standard programming languages and design applications. Prerequisite: Permission of instructor. (F,Sp)

#### JCOM 5220: Advanced Video Production 3

(dual listing 6220)

Training and practice in advanced techniques of video production, including computer graphics generation, nonlinear video editing, and other specialized professional techniques for electronic

video materials. Prerequisite: Minimum grade of C in JCOM 4220 or 4230; or permission of instructor. (F)

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CS 1020: Campus Computing and Beyond 1

Hands-on laboratory for CS 1030. Introduces the campus network and the Internet. Emphasizes general problem-solving strategies and skills associated with computer and application software use. (F,Sp,Su)

CS 1030 BPS: Foundations of Computer Science 3

Investigation of computers and computing in today's society, including the basic scientific and mathematical concepts that underlie computer science, computing, and computer systems. No prerequisites. (F)

CS 1050: Problem Solving with Computers 3

Investigates problem-solving using methodologies of computer science. Emphasizes techniques used by computer scientists to solve problems, as well as the scientific method. Develops problem-solving methodology for both new and traditional computer applications. (F,Sp)

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ART 1050: Introduction to Photography 3

Overview of photography. Operation of camera and related equipment, exposure and development of black and white and color positive film materials, and enlarging and printing of black and white negatives, with a strong emphasis on composition and photographic aesthetics. (F) DE

ART 1120: Two-dimensional Design 3

Study and problem solving of form, space, texture, value, and color theory. (F,Sp)

ART 1130: Three-dimensional Design 3

Fosters development of basic understanding of three-dimensional form and space relationships. Includes three-dimensional problem solving, as well as use of a range of materials. (F,Sp)

ART 3400: Typography 3®

Introductory graphic design course, dealing with concepts and principles related to the exploration of typography as an art and design element. Series of exercises designed to give students professional and philosophical look at aesthetic and functional use of type and related visual elements. Prerequisites:

ART 1120 or 1150; and ART 2400. (Sp)

ART 4410: Graphic Interface Design I 3®

Concentrates on development of graphic design techniques and theories necessary to create successful graphical user interfaces. Students explore aesthetic and functional uses of motion, sound, interactivity, information architecture, branding, and typography as they relate to graphic interface design.

Prerequisites: ART 4420, 4440. (F)

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MIS 3450: Designing Graphical User Interfaces 3

for Electronic Commerce Application of current web standards, techniques, and web design principles to develop graphical user interfaces using an integrated development environment (IDE). Prerequisites: Admittance to a USU major, cumulative GPA of 2.67 or higher, completion of at least 40 credits, and MIS 2100 or OSS 2450. (F)

MIS 5050: Advanced Web-Based Management 3

(dual listing 6050) Information Systems Development Students learn how to design, develop, and implement an Internet commerce website. Includes instruction in modeling and building an advanced management website system. Prerequisites: CS 1400 or MIS 3500; and MIS 3330. (F)

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BUS 3510: Business Programming 3

Includes basics of business systems development using programming languages supporting the Windows environment. Prerequisites: MIS 2100, completion of at least 40 credits, and cumulative GPA of 2.5 or higher. DE

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OSS 1400: Microcomputer Applications 3

Introduction to operating systems, word processing, Internet, graphics, database, and spreadsheet applications. Includes preparation for University Studies Computer and Information Literacy (CIL) examination. Prerequisite: Ability to keyboard at a minimum of 25 wpm. DE

OSS 2400: Web Design Applications 3

Design, development, and evaluation of documents for electronic media utilizing the worldwide web. Prerequisite: OSS 1400 or Computer and Information Literacy (CIL) Exam. DE

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### ETE 3050: Computer Systems and Networking 3

Introduction to modern graphic and electronic communication systems. Emphasizes design, development, production, and dissemination of both electronic and graphic messages. Covers major concepts, including desktop publishing, and audio and video production techniques. (Sp)

### *Recommendation 2*

Option number 2 is to consider the re-conceptualizing of the mmm through creation of new program, with the premise being that a minor in just “tools” like it is now is too limiting based on industry demand and the number of classes offered in the tools area alone.

Consider instead offering a certificate in “Design.” This certification program would include both undergraduate/graduate students. It would keep and include current INST theory and foundations would keep many popular, existing electives of the mmm. Appropriate examples would be the interactive computer graphics (Flash), and instructional computer graphics (Photoshop) courses. In addition, it would expand the current mmm to include existing ITLS classes, currently electives such as data visualization and visual literacy, and information technology, plus others such as the ‘new’ spring 2010 electives:

Anne Diekema- Information Discovery, Design and Learning (Thurs. 9-11:30)

How do search engines work? What does it mean to be a savvy information consumer? How can we design systems incorporating what we know about human information processing behavior? In this seminar style class we'll address these questions and more. Through reading seminal articles and in-depth discussions, you'll learn about information retrieval and search, educational digital resources and their potential impact on learning, human information processing research and models, and the role of information and information technology in society.

Victor Lee- Small Technologies (Tues. 9-11:30)

This seminar will be an intensive review of a number of contemporary examples of ‘small technologies’ in innovative teaching and learning environments. Examples will include digital cameras, handheld computing devices, and portable computer data sensors as they have been used in primarily in K-12 schools, but with some consideration of how they are used by teachers, in afterschool programs, in the workplace, and in universities. We will examine theoretical frameworks that one might use to study the use of ‘small technologies’, and also consider what happens culturally when such technologies become pervasive or deeply integrated into everyday practices and routines. Students will be expected to actively participate in discussions, write reflection and analytic papers, and produce an innovative

instructional design project involving a ‘small technology’.

Part of this recommendation is to include aspects of design principles, and universal design (entering overlap with the Center for Persons with Disabilities).

Requirements for the new program “Design” should contain components of:

- a. basic design – art emphasis
- b. basic programming and tools
- c. basic instructional theory

## **Summary**

The purpose of this report was threefold: first, to provide some sense of history of the multi-media minor (mmm) program, its original objectives and inception; second, to offer some data based on enrollment and financial information of the mmm classes; and third, to offer insights on how to modify the current program so that it might be more beneficial to the department. The department has a long history of offering a minor program since its beginnings, only recently focusing on multimedia, but certainly as a means to recruit potential students into the graduate programs. Data was offered to show that achieving the mmm degree has not in itself proven to be an effective recruiting tool, and that in fact, the most value of the mmm-eligible classes may come as a result of elective opportunities to current masters students. It remains difficult-to-track, and therefore unknown, as to the true marketing potential the mmm program has for the graduate programs, both currently and for its future. Recommended options include ways to increase the program’s visibility to the undergraduate population of the college and university, by increasing the appeal through adding variety and options to the existing program, and by considering a more expansive scope to include all related areas of “design.”

## **Disclaimer and Acknowledgements**

Any opinions expressed in this report are strictly those of Brett and not necessarily shared by those who contributed content to the report.

I appreciate the contributions to this report offered by Jon Scoresby, Launa Julander, Byron Burnham, Don Smellie, Steve Soulier, Doug Holton, Mimi Recker and Melanie Bodily.

## **Appendix A: Email to students re: MMM classes, Oct. 2009**

Dear Students,

I am sure most of you are aware that due to budget cuts, we have been forced to reduce the number of tools classes that we teach each semester. I wanted to try and clarify what this means to you as a student and what you can do.

1- We are only reducing the number of tools classes taught each semester not canceling them. You will still be able to take all of our tools classes but Perhaps on a different schedule.

2- In Spring 2010 semester the following tools classes will be available

- \* INST 5205/6205- Computer Application in Instruction & Training
- \* INST 5215/6215- Digital Video Capture & Production
- \* INST 5245/6245- Flash
- \* INST 5265/6265- Internet Development

We are hoping to add one more tools class for Spring Semester. Stay tuned!

3- Because of this class reduction I know that many of you are inconvenienced and your planned program of study has changed. If this class reduction has affected you in a negative way please let Mimi know so that we can address our students needs.

4- Some of our students have been proactive about this change and have started a petition and writing letters to the department head. This will help! The more students voice their displeasure the more evidence we have to request help.

5- I urge you to contact your state representatives. Let them know how state budget cuts to higher education are affecting your education.

Please remember that we are not getting rid of our tools classes or our Multi-Media Minor; we are only potentially reducing the number of courses taught each semester. Please be patient as we try and figure out the best way to offer our classes each semester.

If you have any questions or concerns please contact me or Mimi

Thanks,

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