Graduate Academic Board

Agenda

April 11, 2014
ADM 204
9:30 to 11:30

I. Roll Call

() Arlene Schmuland	() Hsing-Wen Hu	() Sam Thiru	
() Susan Garton	() Peter Olsson	() Cindy Knall	Ex-Officio Members:
() Greg Protasel	() Anthony Paris	() GSA Vacancy	() David Yesner
() Dennis Drinka	() Patricia Sandberg	() FSAL vacancy	() Lora Volden
() Jervette Ward	() Clayton Trotter		() Scheduling & Publications

II. Approval of Agenda (pg. 1-3)

III. Approval of Meeting Summary (pg. 4-5)

IV. Program/Course Action Request – Second Reading

Program/Course Action Request - First Readings

Add	PSY A600	Strategies of Behavior Change (stacked with PSY A400)(3 cr)(3+0)(pg. 6-18)
Add	PSY A647	Behavioral Treatment of Autism Spectrum Disorder (stacked with PSY A447) (3 cr)(3+0)(pg. 19-34)
Add	PSY A655	Interventions for Challenging Behavior (stacked with PSY A455) (3 cr)(3+0)(pg. 35-52)
Add	PSY A667	Organizational Behavior Management (stacked with PSY A467) (3 cr)(3+0)(pg. 53-63)
Add	PSY A678	Applications of Behavior Analysis (stacked with PSY A478)(3 cr)(3+0)(pg. 64-75)
Add		Doctor of Education in Education, Culture, and Leadership (pg. 76-80)
Chg		Master of Science, Arctic Engineering (pg. 81-86)
Add		Prefix, Arctic Engineering/AE (pg. 87)
Chg	AE A603	Arctic Engineering (stacked with AE A403)(3 cr)(3+0)(pg. 88-95)
Chg	AE A681	Frozen Ground Engineering (3 cr)(3+0)(pg. 96-99)
Chg	AE A682	Ice Engineering (3 cr)(3+0)(pg. 100-103)
Chg	AE A683	Arctic Hydrology and Hydraulic Engineering (3 cr)(3+0)(pg. 104-107)
Chg	AE A684	Arctic Utility Distribution (3 cr)(3+0)(pg.)(pg. 108-111)
Chg	AE A685	Arctic Mass and Heat Transfer (3 cr)(3+0)(pg.)(pg. 112-115)
Chg	AE A686	Arctic Engineering Project (3 cr)(0+0)(pg.)(pg. 116-119)
Chg	AE A689	Cold Regions Pavement Design (3 cr)(3+0)(pg. 120-123)
Add		Doctor of Nursing Practice (pg. 124-132)
Add		Prefix, Doctor of Nursing Practice/ND (pg. 133)
Add	ND A601	Advanced Pathophysiology I (4 cr)(4+0)(pg. 134-138)
Add	ND A601A	Genetics and Genomics in Advanced Pathophysiology (1 cr)(1+0)(pg.139-142)

Add	ND A602	Advanced Health Assessment in Primary Care (4 cr)(2+8)(pg. 143-148)
Add	ND A603	Advanced Pathophysiology II (2 cr)(2+0)(pg. 149-153)
Add	ND A610	Pharmacology for Primary Care I (2 cr)(2+0)(pg. 154-159)
Add	ND A610A	Pharmacology for Primary Care: Special Topics (1 cr)(1+0)(pg. 160-163)
Add	ND A611	Psychopharmacology for Advanced Practice Nursing (3 cr)(3+0)(pg. 164-168)
Add	ND A612	Pharmacology for Primary Care II (3 cr)(3+0)(pg. 169-173)
Add	ND A613	Advanced Practice Informatics (2 cr)(2+0)(pg. 174-177)
Add	ND A614	Advanced Practice Ethics and Law (2 cr)(2+0)(pg. 178-181)
Add	ND A615	Health Services Organization and Finance (4 cr)(4+0)(pg. 182-185)
Add	ND A618	Advanced Nursing Roles and Leadership (4 cr)(4+0)(pg. 186-189)
Add	ND A618A	Advanced Nursing Leadership (2 cr)(2+0)(pg. 190-193)
Add	ND A619	Health Policy and Economics (4 cr)(4+0)(pg. 194-197)
Add	ND A619A	Health Economics (2 cr)(2+0)(pg. 198-201)
Add	ND A621	Knowledge Development for Advanced Nursing Practice (3 cr)(3+0)(pg. 202-205)
Add	ND A627	Practice Inquiry I: The Nature of Evidence (3 cr)(3+0)(pg. 206-210)
Add	ND A628	Practice Inquiry II: Design and Methods (3 cr)(3+0)(pg. 211-214)
Add	ND A629	Practice Inquiry III: Proposal Development (2 cr)(2+0)(pg. 215-218)
Add	ND A630	Practice Inquiry IV: Capstone Project (2 cr)(1+4)(pg. 219-222)
Add	ND A633	Statistics for Advanced Practice (3 cr)(3+0)(pg. 223-226)
Add	ND A634	Epidemiology for Advanced Practice (2 cr)(2+0)(pg. 227-230)
Add	ND A637L	Data Analysis Qualitative (1 cr)(0+3)(pg. 231-233)
Add	ND A638L	Data Analysis Quantitative (1 cr)(0+3)(pg. 234-237)
Add	ND A660	Family Nurse Practitioner I for Doctoral Studies (4 cr)(2+8)(pg. 238-245)
Add	ND A661	Family Nurse Practitioner II for Doctoral Studies (5 cr)(2+12)(pg. 246-253)
Add	ND A662	Family Nurse Practitioner III for Doctoral Studies (5 cr)(2+12)(pg. 254-261)
Add	ND A663	Family Nurse Practitioner IV for Doctoral Studies (6 cr)(2+16)(pg. 262-268)
Add	ND A670	Advanced Practice Psychiatric and Mental Health Nursing I for Doctoral Nursing (5 cr)(4+4)(pg. 269-273)
Add	ND A671	Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Nursing (5 cr)(3+8)(pg. 274-278)

Add	ND A672	Advanced Practice Psychiatric and Mental Health Nursing III for Doctoral Nursing (5 cr)(2+12)(pg. 279-283)
Add	ND A673	Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Nursing (5 cr)(1+16)(pg. 284-287)
Add	ND A683	Clinical Immersion (3 cr)(0+12)(pg. 288-291)
Add	ND A684	Clinical Concentration (4 cr)(0+16)(pg. 292-294)

V. Administrative Reports

A. Associate Dean of the Graduate School David Yesner

B. Graduate Student

C. University Registrar Lora Volden

VI. Chair's Report

A. GAB Chair- Arlene Schmuland

B. Faculty Alliance

C. Graduate Council

VII. Old Business

A. Second Read: Concentrations within Majors (pg. 295)

VIII. New Business

A. Curriculum Handbook Changes from AAC (pg. 296-499)

IX. Informational Items and Adjournment

A. Graduate Academic Board Report to Faculty Senate (pg. 500)

Graduate Academic Board

Summary

March 28, 2014
ADM 204
9:30 to 11:30

I. Roll Call

(P) Arlene Schmuland	(P) Hsing-Wen Hu	(P) Sam Thiru	
(P) Susan Garton	(E) Peter Olsson	(P) Cindy Knall	Ex-Officio Members:
( ) Greg Protasel	(P) Anthony Paris	() GSA Vacancy	(P) David Yesner
(P) Dennis Drinka	(P) Patricia Sandberg	() FSAL vacancy	(P) Lora Volden
(E) Jervette Ward	( ) Clayton Trotter		(P) Scheduling & Publications

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

Postpone PSY courses
Approved as amended

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

Approved

IV. Program/Course Action Request – Second Reading

Add	PHYS A603	Advanced Quantum Mechanics (stacked with PHYS A403)(4 cr)(4+0)(pg. 5-10)
Add	PHYS A613	Advanced Statistical and Thermal Physics (stacked with PHYS A413) (4 cr)(4+0)(pg. 11-17)
Add	PHYS A690	Advanced Special Topics in Physics (stacked with PHYS A490) (1-4 cr)(1-4+0)(pg. 18-25)
Add	PHYS A698	Graduate Individual Research (1-6 cr)(0+3-18)(pg. 26-28)
Add	PHYS A699	Thesis (1-6 cr)(0+3-18)(pg. 29-31)

All PHYS curriculum approved for second reading

V. Program/Course Action Request - First Readings

Dlt		Graduate Certificate, Supply Chain Management (pg. 32-38)

Waive for first reading, approve for second

Dlt	LOG A601	Supply Chain Management Systems (3 cr)(3+0)(pg. 39)
Dlt	LOG A602	Logistics (3 cr)(3+0)(pg. 40)
Dlt	LOG A606	Lean Operations (3 cr)(3+0)(pg. 41)
Dlt	LOG A609	Supply Chain Quality Capstone (3 cr)(3+0)(pg.42)

All LOG courses waive for first reading, approve for second

Chg		Master of Public Health (pg. 43-71)
Chg		Master of Social Work (pg. 43-71)

Both programs waive for first reading, approve for second

All AE courses are postponed, no faculty initiator present

Add		Arctic Engineering Prefix (pg. 72-73)
Chg	AE A603	Arctic Engineering (stacked with AE A403)(3 cr)(3+0)(pg. 74-81)
Chg	AE A681	Frozen Ground Engineering (3 cr)(3+0)(pg. 82-85)
Chg	AE A682	Ice Engineering (3 cr)(3+0)(pg. 86-89)
Chg	AE A683	Arctic Hydrology and Hydraulic Engineering (3 cr)(3+0)(pg. 90-93)
Chg	AE A684	Arctic Utility Distribution (3 cr)(3+0)(pg. 94-97)
Chg	AE A685	Arctic Mass and Heat Transfer (3 cr)(3+0)(pg. 98-101)
Chg	AE A686	Arctic Engineering Project (3 cr)(0+0)(pg. 102-105)
Chg	AE A689	Cold Regions Pavement Design (3 cr)(3+0)(pg. 106-109)

Chg		PhD Program in Clinical-Community Psychology (pg. 110-119)

Waive for first reading, approve for second

All PSY courses are postponed

Add	PSY A600	Introduction to Strategies of Behavior Change (stacked with PSY A400) (3 cr)(3+0)(pg. 120-132)
Add	PSY A647	Introduction to the Behavioral Treatment of Autism Spectrum Disorder (stacked with PSY A447)(3 cr)(3+0)(pg. 133-148)
Add	PSY A655	Introduction to Interventions for Challenging Behavior (stacked with PSY A455) (3 cr)(3+0)(pg. 149-166)
Add	PSY A667	Introduction to Organizational Behavior Management (stacked with PSY A467) (3 cr)(3+0)(pg. 167-178)
Add	PSY A678	Applications of Behavior Analysis (stacked with PSY A478)(3 cr)(3+)(pg.179-188)

VI. Administrative Reports

A. Associate Dean of the Graduate School David Yesner

Completed the Program Prioritization template for the Graduate School.
Discussed renumbering courses with the Nursing Department in order to make the program coincide with the transitional Masters and Doctorate programs. The new prefix, ND, was considered the best solution.
The Graduate Certificate in Marriage and Family Therapy program was approved by Provost Baker for the SAC agenda and will be going to Board of Regents next week.
The Masters in Computer Engineering and Computer Science (CECS) will be looked at further after receiving supporting letters from the community.
The joint Nankai MBA program will be signed this summer.
Deletion of MAT is still in process.
Taking part in a search committee for a new faculty member in the College of Education.
Thesis are still coming in for the April 10th deadline.
Revival of the GSA is in process.

B. Graduate Student

C. University Registrar Lora Volden

E-catalog training has kicked off

VII. Chair's Report

A. GAB Chair- Arlene Schmuland

The Joint UAB-GAB meeting yielded a joint motion to remove bibliographies from CCGs which will be on the Faculty Senate agenda on Friday, April 4, 2014.

B. Faculty Alliance

C. Graduate Council

VIII. Old Business

A. Second reading Purge List: Academic Courses (pg. 189-193)

Approved for second reading

IX. New Business

A. Concentration within majors (pg. 194)

As noted on the attached proposal, there is inconsistency in UAA's concentrations within majors which poses a problem when claiming concentrations on student transcripts. UAA has no written policy regarding minimal requirements necessary for notating a concentration on a student transcript.

Accepted for first reading

X. Informational Items and Adjournment 10:50am

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A600	N/A	3.0	(3+0)

6. Complete Course Title
Strategies of Behavior Change

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: Fall/9999

12. ☐ Cross Listed with _____ Cross-Listed Coordination

☒ Stacked with PSY A400 _____ 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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	March 7, 2014	Claudia Lampman
2.		
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: March 7, 2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: March 7, 2014

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)*
An advanced exploration of the principles, strategies, and clinical applications of behavior analysis. Topics will include in-depth analysis of the methods used to improve desirable behavior and decrease problem behavior, methods to evaluate behavior change and program effectiveness, and development of comprehensive behavioral programs.

Special note: PSY A600 cannot be taken for credit if PSY A400 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16d. Registration Restriction(s) *(non-codable)*
Graduate standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Veronica Howard Initiator (TYPE NAME)		Date			
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Strategies of Behavior Change
3. **Course Prefix:** PSY A600
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An advanced exploration of the principles, strategies, and clinical applications of behavior analysis. Topics will include in-depth analysis of the methods used to improve desirable behavior and decrease problem behavior, methods to evaluate behavior change and program effectiveness, and development of comprehensive behavioral programs.

   Special note: PSY A600 cannot be taken for credit if PSY A400 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Elective
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A400
12. **Course Prerequisites:** N/A
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

III. Course Activities

Lecture and classroom-based activities, including substantive contribution to class discussion and role-play scenarios, and coordination of a class topic discussion or lecture activity.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Review the philosophical assumptions of behavior analysis.
2. Explain and define the strategies of behavior change, such as methods to identify the function of problem behavior, strategies to increase and teach new behavior, decrease problematic or dangerous behavior, and strategies to improve independent self-care for clients (e.g., reinforcement, punishment, shaping, fading, programming, Premack principle).
3. Explain research methods and data analysis used in behavior analysis.
4. Explain ethical conduct guidelines for Board Certified Behavior Analysts.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will:	The student learning outcome will be assessed by one or more of the following:
Correctly design interventions using behavioral research methods, collect data, graph, and analyze the effects of interventions.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students.
Define and describe advanced principles and basic strategies of behavior change (e.g., reinforcement, punishment, shaping, fading, programming, Premack principle).	Graded in-class activities; quizzes and exams specific to graduate students.
Describe and demonstrate advanced strategies of behavioral methodology and treatment (e.g., functional analyses, alternating treatment designs, errorless learning, token economies, behavioral contracts, incidental teaching, teaching functional communication)	Graded in-class activities; quizzes and exams specific to graduate students; leading in-class role play and development of discussion topics based on primary source materials; development of behavioral plans to treat common problem behaviors and teach new skills.
Discriminate between ethical and non-ethical conduct by behavior analytic service providers.	Graded in-class activities; quizzes and exams specific to graduate students.
Critically analyze primary source material.	Research paper and leading a class discussion or lecture on an advanced topics based on primary source materials.

V. Course Level Justification

This course requires admission to a graduate program as well advanced knowledge of psychology and social issues. This course is designed for students who have an understanding of psychological processes learned throughout undergraduate education to allow synthesis and application of course material to human behavior. The course also requires:

1. Advanced understanding of the principles of human behavior.
2. Critical thinking skills to integrate information into the student's growing body of knowledge about the causes of human behavior.
3. The ability to read, interpret, and evaluate primary literature in the field.
4. The ability to analyze and evaluate philosophical assumptions about human behavior.

VI. Topical Course Outline

Note: Course content is designed to primarily teach Basic Behavior Analytic Skills as described by the Behavior Analysis Certification Board (BACB) ®. These skills are outlined in the BACB Fourth Edition Task List:
http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf

1. Reviewing the behavioral strategy
    a. Introduction to behavior analysis
        i. Lawfulness of behavior
        ii. Selectionism (i.e., phylogenetic, ontogenetic, cultural)
        iii. Determinism
        iv. Empiricism
        v. Parsimony

        vi. Pragmatism
    b. Distinctions between respondent and operant conditioning
    c. Distinctions between types of behavior analysis
        i. Methodological versus radical behaviorism
        ii. Conceptual analysis of behavior
        iii. Experimental analysis of behavior
        iv. Applied behavior analysis
        v. Behavioral service delivery (e.g., positive behavior support)

2. Selecting, defining, and measuring behavior
    a. Social validity
    b. Mentalistic versus objective behavior
    c. Topographic versus functional behavior
    d. Methods of observation

3. Evaluating and analyzing behavior change
    a. Reliability
    b. Single-subject designs
    c. Threats to internal and external validity

4. Reinforcement Strategies
    a. Reinforcement
    b. Differential reinforcement procedures (i.e., DRO, DRA, DRI, DRL, DRH)
    c. Premack Principle

5. Teaching New Behavior
    a. Schedules of reinforcement that promote learning
    b. Errorless learning
    c. Shaping

6. Introduction to Functional Analysis Methodology

7. Punishment
    a. Punishment by aversive stimulation
    b. Response cost
    c. Time out versus time in
    d. Ethical considerations of punishment

8. Decreasing behavior using non-aversive strategies
    a. Differential reinforcement
    b. Behavioral contrast, momentum, and induction
    c. Matching law

9. Antecedent strategies
    a. Chaining
    b. Programming
    c. Fading

10. Introduction to Skinner's Verbal Behavior
    a. Skinner/Chomsky debate
    b. Echoics
    c. Mands
    d. Tacts
    e. Intraverbals

11. Special applications of behavior analysis
    a. Contingency contracts
    b. Token economies
    c. Group contingencies
    d. Self-management
    e. Positive behavior support

12. Promoting generalization and maintenance of behavior change
    a. Schedules of reinforcement that maintain responding
    b. Programming for maintenance and generalization of behavior
    c. Programming for the survival of a behavior analytic programming

13. Ethical considerations for behavior analysts
    a. Responsible conduct of a behavior analyst
    b. The behavior analyst's responsibility to clients
    c. Responsible conduct when assessing behavior
    d. The behavior analyst and the individual behavior change program

I. Suggested Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.

Martin, G. L. & Pear, J. (2010). *Behavior modification: What it is and how to do it* (9th ed.). Upper Saddle River, NJ: Pearson.

Miltenberger, R. G. (2011). *Behavior modification: Principles and procedures* (5th ed.). Belmont, CA: Wadsworth.

II. Bibliography and Resources

Alberto, P. A., & Troutman, A. C. (2012). *Applied behavior analysis for teachers*. Upper Saddle River, NJ: Pearson.

Baer, D. M., Wolf., M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1,* 91-98.*

Baer, D. M., Wolf., M. M., & Risley, T. R. (1987). Some still current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 20,* 313-327.*

Catania, A. C. (2007). *Learning* (Interim 4th ed.). Cornwall-on-Hudson, NY: Sloan.

DeRisi, W. J., & Butz, G. (1975). *Writing behavioral contracts: A case simulation practice manual.* Champaign, IL: Research Press.*

Jackson, L., & Leon, M. Z. (1998). *Developing a behavior support plan: A manual for teachers and behavioral specialists* (2nd ed.). Greely, CO: Brenahan/Halstead Center, University of Northern Colorado.*

O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). *Functional analysis and program development for problem behavior: A practical handbook* (3rd ed.). Belmont, CA: Cengage Learning.

Articles published in *Journal of Applied Behavior Analysis*.

**Seminal works in the field.*

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A400	A445	3.0	(3+0)

6. Complete Course Title
Strategies of Behavior Change

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☒ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☒ Other update CCG (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/2015 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A600
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	December 1, 2013	Claudia Lampman
2.		
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: December 2, 2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: December 2, 2013

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)*
An exploration of the principles, strategies, and clinical applications of behavior analysis. Topics will include methods to improve desirable behavior and decrease problem behavior, methods to evaluate behavior change and program effectiveness, and development of comprehensive behavioral programs.

Special Note: PSY A600 cannot be taken for credit if PSYA400 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
(PSY A200 or PSY A355) with a grade of C or higher.

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
We are changing the course number, description, and prerequisite course requirements so the course can be stacked as part of the concentration in Behavior Analysis.

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Veronica Howard Initiator (TYPE NAME)				
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Strategies of Behavior Change
3. **Course Prefix:** PSY A400
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An exploration of the principles, strategies, and clinical applications of behavior analysis. Topics will include methods to improve desirable behavior and decrease problem behavior, methods to evaluate behavior change and program effectiveness, and development of comprehensive behavioral programs.

   Special note: PSY A600 cannot be taken for credit if PSY A400 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Required for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A600
12. **Course Prerequisites:** (PSY A200 or PSY A355) with a grade of C or higher
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** N/A

III. Course Activities

Lecture and classroom-based activities.

IV. Course Level Justification

The course requires an understanding of the principles of behavior analysis gained in PSY A200 or PSY A355.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Explain the philosophical assumptions of behavior analysis.
2. Explain and define the strategies of behavior change, such as methods to identify the function of problem behavior, strategies to increase and teach new behavior, decrease problematic or dangerous behavior, and strategies to improve independent self-care for clients (e.g., reinforcement, punishment, shaping, fading, programming, Premack principle).
3. Explain research methods and data analysis used in behavior analysis.
4. Explain ethical conduct guidelines for Board Certified Behavior Analysts.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will:	The student learning outcome will be assessed by one or more of the following:
Correctly graph and analyze behavioral data.	Graded in-class activities, quizzes, and/or tests.
Define and describe advanced principles and basic strategies of behavior change (e.g., reinforcement, punishment, shaping, fading, programming, Premack principle).	Graded in-class activities, quizzes, and/or tests.
Describe advanced strategies of behavioral methodology and treatment (e.g., functional analyses, alternating treatment designs, errorless learning, token economies, behavioral contracts, incidental teaching, teaching functional communication)	Graded in-class activities, quizzes, and/or tests.
Discriminate between ethical and non-ethical conduct by behavior analytic service providers.	Graded in-class activities, case studies, quizzes, and/or tests.

VI. **Topical Course Outline**

Note: Course content is designed to primarily teach Basic Behavior Analytic Skills as described by the Behavior Analysis Certification Board (BACB) ®. These skills are outlined in the BACB Fourth Edition Task List:
http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf

1. Reviewing the behavioral strategy
    a. Introduction to behavior analysis
        i. Lawfulness of behavior
        ii. Selectionism (i.e., phylogenetic, ontogenetic, cultural)
        iii. Determinism
        iv. Empiricism
        v. Parsimony
        vi. Pragmatism
    b. Distinctions between respondent and operant conditioning
    c. Distinctions between types of behavior analysis
        i. Methodological versus radical behaviorism
        ii. Conceptual analysis of behavior
        iii. Experimental analysis of behavior
        iv. Applied behavior analysis
        v. Behavioral service delivery (e.g., positive behavior support)

2. Selecting, defining, and measuring behavior
    a. Social validity
    b. Mentalistic versus objective behavior
    c. Topographic versus functional behavior
    d. Methods of observation

3. Evaluating and analyzing behavior change
    a. Reliability
    b. Single-subject designs
    c. Threats to internal and external validity

4. Reinforcement Strategies
    a. Reinforcement
    b. Differential reinforcement procedures (i.e., DRO, DRA, DRI, DRL, DRH)
    c. Premack Principle

5. Teaching New Behavior
    a. Schedules of reinforcement that promote learning
    b. Errorless learning
    c. Shaping

6. Introduction to Functional Analysis Methodology

7. Punishment
    a. Punishment by aversive stimulation
    b. Response cost
    c. Time out versus time in
    d. Ethical considerations of punishment

8. Decreasing behavior using non-aversive strategies
    a. Differential reinforcement
    b. Behavioral contrast, momentum, and induction
    c. Matching law

9. Antecedent strategies
    a. Chaining
    b. Programming
    c. Fading

10. Introduction to Skinner's Verbal Behavior
    a. Skinner/Chomsky debate
    b. Echoics
    c. Mands
    d. Tacts
    e. Intraverbals

11. Special applications of behavior analysis
    a. Contingency contracts
    b. Token economies
    c. Group contingencies
    d. Self-management
    e. Positive behavior support

12. Promoting generalization and maintenance of behavior change
    a. Schedules of reinforcement that maintain responding
    b. Programming for maintenance and generalization of behavior
    c. Programming for the survival of a behavior analytic programming

13. Ethical considerations for behavior analysts
    a. Responsible conduct of a behavior analyst
    b. The behavior analyst's responsibility to clients
    c. Responsible conduct when assessing behavior
    d. The behavior analyst and the individual behavior change program

VII. Suggested Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.

Martin, G. L. & Pear, J. (2010). *Behavior modification: What it is and how to do it* (9th ed.). Upper Saddle River, NJ: Pearson.

Miltenberger, R. G. (2011). *Behavior modification: Principles and procedures* (5th ed.). Belmont, CA: Wadsworth.

VIII. Bibliography and Resources

Alberto, P. A., & Troutman, A. C. (2012). *Applied behavior analysis for teachers*. Upper Saddle River, NJ: Pearson.

Baer, D. M., Wolf., M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1,* 91-98.*

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Catania, A. C. (2007). *Learning* (Interim 4th ed.). Cornwall-on-Hudson, NY: Sloan.

DeRisi, W. J., & Butz, G. (1975). *Writing behavioral contracts: A case simulation practice manual.* Champaign, IL: Research Press.*

Jackson, L., & Leon, M. Z. (1998). *Developing a behavior support plan: A manual for teachers and behavioral specialists* (2nd ed.). Greely, CO: Brenahan/Halstead Center, University of Northern Colorado.*

O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). *Functional analysis and program development for problem behavior: A practical handbook* (3rd ed.). Belmont, CA: Cengage Learning.

Articles published in *Journal of Applied Behavior Analysis*.

**Seminal works in the field.*

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A647	N/A	3.0	(3+0)

6. Complete Course Title
Behavioral Treatment of Autism Spectrum Disorder
Behavioral Treatmetn of ASD
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2014 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A474
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	December 2, 2013	Claudia Lampman
2. MEd in Special Education / EDSE A633 Autism: Communication and Social Disorders	December 2, 2013	Jeff Bailey
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: March 7, 2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: March 7, 2014

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)*
An advanced survey of Autism Spectrum Disorder, including in-depth study of etiology, impact of the disorder on behavior, treatment options, and the role of family and community supports. Course emphasizes community-based behavioral treatment and early intensive behavioral intervention.

Special note: PSY A647 cannot be taken for credit if PSY A474 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A600

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

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16d. Registration Restriction(s) *(non-codable)*
Graduate standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Adding course to address needed workforce development of Autism Spectrum Disorder treatment professionals in Alaska. We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Veronica Howard Initiator (TYPE NAME)		Date			
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Behavioral Treatment of Autism Spectrum Disorder
3. **Course Prefix:** PSY A647
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An advanced survey of Autism Spectrum Disorder, including in-depth study of etiology, impact of the disorder on behavior, treatment options, and the role of family and community supports. Course emphasizes community-based behavioral treatment and early intensive behavioral intervention.

   Special note: PSY A647 cannot be taken for credit if PSY A447 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Elective
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A447
12. **Course Prerequisites:** PSY A600
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

III. Course Activities

Lecture and classroom-based activities, including substantive contribution to class discussion and coordination of a class topic discussion activity.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Explain the etiology and diagnosis of Autism Spectrum Disorder.
2. Explain the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.
3. Explain and demonstrate common behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.
4. Explain how to effectively work with the families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.
5. Provide examples of common behavioral programming used to assist clients with ASD.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will be able to:	The student learning outcome will be assessed by one or more of the following:
Explain the etiology and diagnostic criteria of Autism Spectrum Disorder.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students.
Describe the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.	Graded in-class activities; quizzes and exams specific to graduate students.
Describe, develop, and demonstrate behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.	Graded in-class activities; quizzes and exams specific to graduate students; leading in-class role play and development of discussion topics based on primary source materials; development of behavioral plans to treat common problem behaviors and skill deficits for clients with ASD.
Describe and demonstrate how to effectively work with families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.	Graded in-class activities; quizzes and exams specific to graduate students; leading in-class role play and development of discussion topics based on primary source materials.
Critically analyze primary source material.	Research paper and leading a class discussion or lecture on an advanced topics based on primary source materials.

V. Course Level Justification

This course requires admission to a graduate program, advanced knowledge of psychology and social issues, and an understanding of behavior analysis learned in PSY A600. This course is designed for students who have an understanding of psychological processes learned throughout undergraduate education to allow synthesis and application of course material to human behavior. The course also requires:

1. Advanced understanding of the principles of human behavior.
2. Critical thinking skills to integrate information into the student's growing body of knowledge about the causes of human behavior.
3. The ability to read, interpret, and evaluate primary literature in the field.
4. The ability to develop comprehensive behavioral programming for clients with ASD.

V. Topical Course Outline

Note: Course content is designed to teach content that meets the Behavior Analysis Certification Board (BACB)® Task List for Board Certified Behavior Analysts® Working with Persons with Autism ©: http://www.bacb.com/Downloadfiles/AutismTaskList/708AutismTaskListF.pdf

1. History and culture of people with Autism Spectrum Disorder (ASD)
   a. Key historical events in the community of people diagnosed with ASD
   b. Current and local cultural conditions influencing treatment choices for ASD
   c. Myths, fads, and controversies in the treatment of ASD
   d. Movements and legislative, educational, and legal issues affecting people with ASD

2. Critical aspects of ASD

a. Sensory differences
b. Communication differences
c. Social skill differences
d. Common comorbid conditions

3. Diagnostic and assessment procedures
    a. Diagnostic criteria
    b. Screening tools
    c. Assessments
        i. Assessment of Basic Language and Learning Skills (ABLLS)
        ii. Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP)
        iii. Functional Assessment of behavior

4. Evidence-based behavior management approaches
    a. Choosing appropriate treatment
        i. Reviewing best available scientific evidence for interventions
        ii. Critically evaluating the evidence regarding effectiveness, efficacy, and side effects of interventions
        iii. Educating clients about risks and benefits of alternative interventions and/or combinations of interventions (including potential interference with behavior analytic intervention)
        iv. Educating other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and/or combinations of interventions
    b. Behavior analytic treatment
        i. Behavior analytic versus non-behavior analytic interventions
        ii. Behavioral strategies to teach skills
        iii. Behavioral strategies to decrease dangerous or disruptive behavior

5. Systems and support
    a. Working with families
    b. Family and caregiver training
    c. Working with treatment teams
    d. Training paraprofessionals
    e. Person centered planning
    f. Designing effective treatment
        i. Setting considerations
        ii. Goodness of fit

6. Ethical Behavior
    a. Appropriate conduct of the treatment professional
    b. Operating within the scope of competence

VI. Suggested Texts

Cipani, E., & Schock, K. M. (2011). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings* (2nd ed.). New York, NY: Springer.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.

Harris, S. L., & Weiss, M. J. (2007). *Right from the start: Behavioral intervention for young children with autism*. Bethesda, MD: Woodbine House, Inc.

Luiselli, J. K. (2011*). Teaching and behavior support for children and adults with Autism Spectrum Disorder: A practitioner's guide*. New York, NY: Oxford University Press.

Maurice, C., Green, G., & Luce, S. C. (1996). *Behavioral interventions for young children with autism: A manual for parents and professionals.* Austin, TX: ProEd.*

O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). *Functional assessment and program development for problem behavior: A practical handbook* (3rd ed.). Stamford, CT: Cengage Learning.

Sundberg, M. L, & Partington, J. W. (1998). *Teaching language to children with autism or other developmental disabilities*. Pleasant Hills, CA: Behavior Analysts, Inc.*

VII. Bibliography and Resources

Anderson, C. M., & Long, E. S. (2002). Use of a structured descriptive assessment methodology to identify variables affecting problem behavior. *Journal of Applied Behavior Analysis, 35*, 137-154.

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Ayllon, T., Haughton, E., & Hughes, H. B. (1965). Interpretation of symptoms: Fact or fiction? *Behaviour Research and Therapy*, *3*, 1-7.*

Berkson, G., & Mason, W. A. (1965). Stereotyped movements of mental defectives: The effects of toys and the character of the acts. *America Journal of Mental Deficiency*, *70*, 511-524.*

Carr, E.G. (1977). The motivation of self-injurious behavior: A review of some hypotheses. *Psychological Bulletin*, *84*, 800-816.

Carr, E.G., & Durand, V.M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis, 18*, 111-126.*

Hagopian, L. P., Dozier, C. L., Rooker, G. W., & Jones, B. A. (2013). Assessment and treatment of severe problem behavior. In G. Madden (Ed.), *APA Handbook of Behavior Analysis Volume 2: Translating Principles into Practice* (pp. 353-386). Washington, DC: American Psychological Association.

Hall, G. & Sundberg, M. L. (1987). Teaching mands by manipulating conditioned establishing operations. *The Analysis of Verbal Behavior, 5,* 41-53.*

Hanley, G. P., Heal, N. A., Tiger, J. H., & Invarsson, E. T. (2007). Evaluation of a classwide teaching program for developing preschool life skills. *Journal of Applied Behavior Analysis*, *40*, 277-300.

Hart, B., & Risley, T. R. (1975). Incidental teaching of language in the preschool. *Journal of Applied Behavior Analysis, 8*, 411-420.*

Howard, J. S., Sparkman, C. R., Cohen, H. G., Green, G., & Stanislaw, H. (2004). A comparison of intensive behavior analytic and eclectic treatments for young children with autism. *Research in Developmental Disabilities, 26,* 263-280.

Iwata, B. A., DeLeon, I. G., & Roscoe, E. M. (2013). Reliability and validity of the Functional Analysis Screening Tool (FAST). *Journal of Applied Behavior Analysis, 46,* 271-284.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, *27*, 197-209.

Iwata, B. A., Pace, G. M., Dorsey, M. F., Zarcone, J. R., Vollmer, T. R., Smith, R. G., …Willis, K. D. (1994). The functions of self-injurious behavior: An experimental-epidemiological analysis. *Journal of Applied Behavior Analysis*, *27*, 215-240.

Kahng, S., & Iwata, B. A. (1999). Correspondence between outcomes of brief and extended functional analyses. *Journal of Applied Behavior Analysis, 32,* 149-159.

Kelley, M. E., LaRue, R. H., Roane, H. S., & Gadaire, D. M. (2011). Indirect behavioral assessments. In W. W. Fisher, C. C. Piazza, & H.S Roane (Eds.), *Handbook of Applied Behavioral Analysis* (pp.182-190). New York, NY: The Guilford Press.

Kodak, T., Northup, J., & Kelley, M. E. (2007). An evaluation of the types of attention that maintain problem behavior. *Journal of Applied Behavior Analysis*, *40*, 167-171.

Leaf, R., McEachin, J., & Harsh, J. D. (1999). *A work in progress: Behavior management strategies and curriculum for Intensive Behavioral Treatment of Autism.* New York, NY: DRL Books.*

Lerman, D. C., & Toole, L. M. (2011). Developing function-based punishment procedures for problem behavior. In W. W. Fisher, C. C. Piazza, & H.S Roane (Eds.), *Handbook of Applied Behavioral Analysis (pp. 348-369).* New York, NY: The Guilford Press.

Lovaas, O. I., & Simmons, J. Q. (1969). Manipulation of self-destruction in three retarded children. *Journal of Applied Behavior Analysis*, *2*, 143-157.*

Luiselli, J. K., Russo, D. C., Christian, W. P., & Wilcyznski, S. M. (Eds.) (2008). *Effective practices for children with autism – Educational and behavior support interventions that work.* New York, NY: Oxford University Press.

Mace, F.C., & Lalli, J.S. (1991). Linking descriptive and experimental analysis in the treatment of bizarre speech. *Journal of Applied Behavior Analysis*, *24*, 553-562.

Mueller, M. M., Palkovic, C. M., & Maynard, C. S. (2007). Errorless learning: Review and practical application for teaching children with pervasive developmental disorders. *Psychology in the Schools, 44,* 691-700.

Pence, S. T., Roscoe, E. M., Bourret, J. C., & Ahearn, W. H. (2009). Relative contributions of three descriptive methods: Implications for behavior assessment. *Journal of Applied Behavior Analysis*, *42*, 425-446.

Smith, C. M., Smith, R. G., Dracobly, J. D., & Pace, A. P. (2012). Multiple-respondent anecdotal assessments: An analysis of interrater agreement and correspondence with analogue assessment outcomes. *Journal of Applied Behavior Analysis*, *45*, 779-795.

Smith, R. G., Iwata, B. A., Goh, H., & Shore, B. A. (1995). Analysis of establishing operations for self-injury maintained by escape. *Journal of Applied Behavior Analysis*, *28*, 515-535.

Smith, R. G. (2011). Developing antecedent interventions for problem behavior. In W. W. Fisher, C. C. Piazza, & H.S Roane (Eds.), *Handbook of Applied Behavioral Analysis (pp. 297-316).* New York, NY: The Guilford Press.

Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and Other Developmental Disabilities, 16,* 86-92.

St. Peter, C. C., Vollmer, T. R., et al. (2005). On the role of attention in naturally occurring matching relations. *Journal of Applied Behavior Analysis*, *38*, 429-443.

Thompson, R. H., & Borrero, J. C. (2011). Direct observation. In W. W. Fisher, C. C. Piazza, & H.S Roane (Eds.), *Handbook of Applied Behavioral Analysis* (pp. 191-205). New York, NY: The Guilford Press.

Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. *Behavior Analysis in Practice, 1,* 16-23.

Vollmer, T. R., & Athens, E. (2011). Developing function-based extinction procedures. In W. W. Fisher, C. C. Piazza, & H.S Roane (Eds.), *Handbook of Applied Behavioral Analysis (pp. 317-334).* New York, NY: The Guilford Press.

Vollmer, T. R., & Iwata, B. A. (1992). Differential reinforcement as treatment for behavior disorders: Procedural and functional variations. *Research in Developmental Disabilities, 13*, 393-417.*

Zarcone, J. R., Rodgers, T. A., Iwata, B. A., Rourke, D., & Dorsey, M. F. (1991). Reliability analysis of the Motivation Assessment Scale: A failure to replicate. *Research in Developmental Disabilities*, *12*, 349-360.*

**Seminal works in the field.*

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A447	N/A	3.0	(3+0)

6. Complete Course Title
Behavioral Treatment of Autism Spectrum Disorder
Behavioral Treatment of ASD
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2014 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A647
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	December 1, 2013	Claudia Lampman
2. MEd in Special Education / EDSE A633 Autism: Communication and Social Disorders	December 2, 2013	Jeff Bailey
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: December 2, 2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: December 2, 2013

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)*
An exploration of Autism Spectrum Disorder, including etiology, impact of the disorder on behavior, treatment options, and the role of family and community supports. Course emphasizes community-based behavioral treatment and early intensive behavioral intervention.

Special note: PSY A647 cannot be taken for credit if PSY A474 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A400 with a grade of B or higher.

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Adding course to address needed workforce development of Autism Spectrum Disorder treatment professionals in Alaska. PSY A474 will be an upper division elective for the Psychology BA and BS degrees, and will be a selective for the Behavior Analysis concentration that prepares students to apply for professional certification and/or to work in many social service agencies.

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Veronica Howard Initiator (TYPE NAME)		Date			
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Behavioral Treatment of Autism Spectrum Disorder
3. **Course Prefix:** PSY A447
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An exploration of Autism Spectrum Disorder, including etiology, impact of the disorder on behavior, treatment options, and the role of family and community supports. Course will emphasize community-based behavioral treatment and early intensive behavioral intervention.

   Special note: PSY A647 cannot be taken for credit if PSY A474 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Selective for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A647
12. **Course Prerequisites:** PSY A400 with a grade of B or higher
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** N/A

III. Course Activities

Lecture and classroom-based activities

IV. Course Level Justification

The course requires an understanding and ability to apply the principles of behavior analysis learned in PSY A400.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Explain the etiology and diagnosis of Autism Spectrum Disorder.
2. Explain the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.
3. Explain and demonstrate common behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.
4. Explain how to effectively work with the families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will:	The student learning outcome will be assessed by one or more of the following:
Explain the etiology and diagnostic criteria of Autism Spectrum Disorder.	Graded in-class activities, quizzes, and/or exams
Describe the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.	Graded in-class activities, written papers, quizzes, and/or exams
Specify and demonstrate common behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.	Graded in-class role play, class presentations, and/or case studies
Describe how to effectively work with families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.	Graded in-class activities, written paper, and/or exams

VI. Topical Course Outline

Note: Course content is designed to teach content that meets the Behavior Analysis Certification Board (BACB)® Task List for Board Certified Behavior Analysts® Working with Persons with Autism ©: http://www.bacb.com/Downloadfiles/AutismTaskList/708AutismTaskListF.pdf

1. History and culture of people with Autism Spectrum Disorder (ASD)
    a. Key historical events in the community of people diagnosed with ASD
    b. Current and local cultural conditions influencing treatment choices for ASD
    c. Myths, fads, and controversies in the treatment of ASD
    d. Movements and legislative, educational, and legal issues affecting people with ASD

2. Critical aspects of ASD
    a. Sensory differences
    b. Communication differences
    c. Social skill differences
    d. Common comorbid conditions

3. Diagnostic and assessment procedures
    a. Diagnostic criteria
    b. Screening tools
    c. Assessments
        i. Assessment of Basic Language and Learning Skills (ABLLS)
        ii. Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP)
        iii. Functional Assessment of behavior

4. Evidence-based behavior management approaches
    a. Choosing appropriate treatment
        i. Reviewing best available scientific evidence for interventions
        ii. Critically evaluating the evidence regarding effectiveness, efficacy, and side effects of interventions
        iii. Educating clients about risks and benefits of alternative interventions and/or combinations of interventions (including potential interference with behavior analytic intervention)
        iv. Educating other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and/or combinations of interventions
    b. Behavior analytic treatment
        i. Behavior analytic versus non-behavior analytic interventions
        ii. Behavioral strategies to teach skills
        iii. Behavioral strategies to decrease dangerous or disruptive behavior

5. Systems and support
    a. Working with families
    b. Family and caregiver training
    c. Working with treatment teams
    d. Training paraprofessionals
    e. Person centered planning
    f. Designing effective treatment
        i. Setting considerations
        ii. Goodness of fit

6. Ethical Behavior
    a. Appropriate conduct of the treatment professional
    b. Operating within the scope of competence

VII. Suggested Texts

Cipani, E., & Schock, K. M. (2011). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings* (2nd ed.). New York, NY: Springer.

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**Seminal works in the field.*

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A655	N/A	3.0	(3+0)

6. Complete Course Title
Interventions for Challenging Behavior
Challenging Behavior
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A455
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	March 7, 2014	Claudia Lampman
2.		
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: March 7, 2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: March 7, 2014

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)*
An advanced exploration of the strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents a survey of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.

Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A600

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

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16d. Registration Restriction(s) *(non-codable)*
Graduate standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Veronica Howard Initiator (TYPE NAME)		Date			
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Interventions for Challenging Behavior
3. **Course Prefix:** PSY A655
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An advanced exploration of strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents a survey of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.

   Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Elective
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A455
12. **Course Prerequisites:** PSY A600
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

III. Course Activities

Lecture and classroom-based activities, including substantive contribution to class discussion and coordination of a class topic discussion activity.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Describe the impact of biological, psychological and environmental factors that may set the occasion for challenging behavior, and describe effective behavioral interventions for managing these behaviors.
2. Describe neurodevelopmental, neurocognitive, and other disorders that produce challenging behavior including etiology and associated behavior patterns.
3. Provide learning experiences that illustrate how to effectively work with the families and other caregivers of individuals with neurodevelopmental and non-developmental disorders to improve client outcomes.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will be able to:	The student learning outcome will be assessed by one or more of the following:
Describe the biopsychosocial factors that contribute to challenging behavior.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students.
Describe and design behavioral interventions to manage problem behavior associated with disorders.	Graded in-class activities; quizzes and exams specific to graduate students; leading in-class role play and development of discussion topics based on primary source materials; development of behavior plans to reduce challenging behavior.
Specify disorders that produce challenging behavior including etiology and associated behavior patterns.	Graded in-class activities; quizzes and exams specific to graduate students; development of discussion topics based on primary source materials.
Describe and demonstrate how to effectively work with families and teams to improve client outcomes.	Graded in-class activities; quizzes and exams specific to graduate students; leading in-class role play and development of discussion topics based on primary source materials.
Critically analyze primary source material.	Research paper and leading a class discussion or lecture on an advanced topics based on primary source materials.

V. Course Level Justification

This course requires admission to a graduate program, advanced knowledge of psychology and social issues, and an understanding of behavior analysis learned in PSY A600. This course is designed for students who have an understanding of psychological processes learned throughout undergraduate education to allow synthesis and application of course material to human behavior. The course also requires:

1. Advanced understanding of the principles of human behavior.
2. Critical thinking skills to integrate information into the student's growing body of knowledge about the causes of human behavior.
3. The ability to read, interpret, and evaluate primary literature in the field.
4. The ability to develop comprehensive behavioral programming to address the challenging behavior of clients.

VI. Topical Course Outline

1. History of treatment for disorders producing challenging behavior
    a. Medical model versus community based treatment
    b. Legislation and policy regarding treatment
    c. Ethical issues

2. Etiology and characteristics of disorders commonly presenting challenging behavior
    a. Neurodevelopmental disorders (e.g., autism spectrum disorder, attention-deficit hyperactivity disorder, fetal alcohol spectrum disorder)
    b. Neurocognitive disorders (e.g., dementia, Alzheimer's Disease)

c. Non-developmental disorders (e.g., phobia, substance use disorder, traumatic brain injury)

3. Assessment procedures
    a. Indirect assessment (e.g., screening tools, client/caregiver interview)
    b. Descriptive analysis
    c. Functional Assessment
    d. Functional Analysis

4. Treatment of challenging behavior
    a. Delinquency
    b. Eating disorders (e.g., pica, ruminative vomiting, obesity, and food refusal)
    c. Substance use
    d. Self-injury
    e. Aggression

5. Evidence-based behavior management approaches
    a. Choosing appropriate treatment
        i. Review best available scientific evidence for interventions
        ii. Critically evaluate the evidence regarding effectiveness, efficacy, and side effects of interventions
        iii. Educate clients about risks and benefits of alternative interventions and combinations of interventions (including potential interference with behavior analytic intervention)
        iv. Educate other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and combinations of interventions
    b. Behavior analytic treatment
        i. Behavior analytic versus non-behavior analytic interventions
        ii. Strategies to promote acceptable and preferred behavior (e.g., differential reinforcement, shaping, prompts and programming, token economies)
        iii. Strategies to decrease dangerous or disruptive behavior (e.g., extinction, punishment, behavioral contracts)

6. Systems and support
    a. Person centered planning
    b. Working with families (the family-centered approach)
    c. Working within treatment teams
    d. Training caregivers and other professionals
    e. Designing effective treatment
        i. Setting considerations
        ii. Goodness of fit

7. Ethical Behavior
    a. Appropriate conduct of the treatment professional
    b. Operating within the scope of competence

VII. Suggested Texts

Luiselli, J. K. (2012). *The handbook of high-risk challenging behaviors in people with intellectual and developmental disabilities.* Baltimore, MD: Paul H. Brookes.

Renfrew, J. W. (1997). *Aggression and its causes: A biopsychosocial approach*. New York, NY: Oxford.*

VIII. Bibliography and Resources

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Serketich, W. J., & Dumas, J. E. (1996). The effectiveness of behavioral parent training to modify antisocial behavior in children: A meta-analysis. *Behavior Therapy, 27,* 171-186. doi: 10.1016/S0005-7894(96)80013-X*

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Zarcone, J. R., Rodgers, T. A., Iwata, B. A., Rourke, D., & Dorsey, M. F. (1991). Reliability analysis of the Motivation Assessment Scale: A failure to replicate. *Research in Developmental Disabilities*, *12*, 349-360.*

**Seminal article in the field.*

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A455	N/A	3.0	(3+0)

6. Complete Course Title
Interventions for Challenging Behavior
Challenging Behavior
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
- ☐ Credits
- ☒ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other update CCG (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☒ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A655
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	December 1, 2013	Claudia Lampman
2.		
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: December 2, 2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: December 2, 2013

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)*
An exploration of strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents an overview of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.

Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A400 with a grade of B or higher.

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course content is being revised to emphasize evidence-based behavioral treatment to be used as an upper division selective in the Behavior Analysis concentration.

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Veronica Howard Initiator (TYPE NAME)				
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Interventions for Challenging Behavior
3. **Course Prefix:** PSY A455
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An exploration of strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents an overview of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.

   Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Selective for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A655
12. **Course Prerequisites:** PSY A400 with a grade of B or higher
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** N/A

III. Course Activities

Lecture and classroom-based activities.

IV. Course Level Justification

The course requires an understanding and ability to apply principles of behavior analysis learned in PSY A400.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Describe the impact of biological, psychological and environmental factors that may set the occasion for challenging behavior, and describe effective behavioral interventions for managing these behaviors.
2. Describe neurodevelopmental, neurocognitive, and other disorders that produce challenging behavior including etiology and associated behavior patterns.

3. Provide learning experiences that illustrate how to effectively work with the families and other caregivers of individuals with neurodevelopmental and non-developmental disorders to improve client outcomes.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will:	The student learning outcome will be assessed by one or more of the following:
Describe the biopsychosocial factors that contribute to challenging behavior.	Graded in-class activities, quizzes, and/or exams
Describe and designs behavioral interventions to manage problem behavior associated with disorders.	Graded in-class activities, written papers, quizzes, and/or exams
Specify disorders that produce challenging behavior including etiology and associated behavior patterns.	Graded in-class activities, written papers, class presentations, quizzes, and/or exams
Describe how to effectively work with families and teams to improve client outcomes.	Graded in-class activities, written paper, and/or exams

VI. Topical Course Outline

1. History of treatment for disorders producing challenging behavior
    a. Medical model versus community based treatment
    b. Legislation and policy regarding treatment
    c. Ethical issues

2. Etiology and characteristics of disorders commonly presenting challenging behavior
    a. Neurodevelopmental disorders (e.g., autism spectrum disorder, attention-deficit hyperactivity disorder, fetal alcohol spectrum disorder)
    b. Neurocognitive disorders (e.g., dementia, Alzheimer's Disease)
    c. Non-developmental disorders (e.g., phobia, substance use disorder, traumatic brain injury)

3. Assessment procedures
    a. Indirect assessment (e.g., screening tools, client/caregiver interview)
    b. Descriptive analysis and environmental observation
    c. Functional behavior assessment
    d. Functional analysis

4. Treatment of challenging behavior
    a. Delinquency
    b. Eating disorders (e.g., pica, ruminative vomiting, obesity, and food refusal)
    c. Substance use
    d. Self-injury
    e. Aggression

5. Evidence-based behavior management approaches
    a. Choosing appropriate treatment
        i. Review best available scientific evidence for interventions
        ii. Critically evaluate the evidence regarding effectiveness, efficacy, and side effects of interventions
        iii. Educate clients about risks and benefits of alternative interventions and combinations of interventions (including potential interference with behavior analytic intervention)
        iv. Educate other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and combinations of interventions
    b. Behavior analytic treatment
        i. Behavior analytic versus non-behavior analytic interventions
        ii. Strategies to promote acceptable and preferred behavior (e.g., differential reinforcement, shaping, prompts and programming, token economies)
        iii. Strategies to decrease dangerous or disruptive behavior (e.g., extinction, punishment, behavioral contracts)

6. Systems and support
    a. Person centered planning
    b. Working with families (the family-centered approach)
    c. Working within treatment teams
    d. Training caregivers and other professionals
    e. Designing effective treatment
        i. Setting considerations
        ii. Goodness of fit

7. Ethical Behavior
    a. Appropriate conduct of the treatment professional
    b. Operating within the scope of competence

VII. Suggested Texts

Luiselli, J. K. (2012). *The handbook of high-risk challenging behaviors in people with intellectual and developmental disabilities.* Baltimore, MD: Paul H. Brookes.

Renfrew, J. W. (1997). *Aggression and its causes: A biopsychosocial approach*. New York, NY: Oxford.*

VIII. Bibliography and Resources

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Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson.

Dallery, J., Raiff, B. R., & Grabinski, M. J. (2014). Internet-based contingency management to promote smoking cessation: A randomized controlled study. *Journal of Applied Behavior Analysis, 47,* 1-15. doi: 10.1002/jaba.89

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Guercio, J. M., Johnson, T., & Dixon, M. R. (2012). Behavioral treatment for pathological gambling in persons with acquired brain injury. *Journal of Applied Behavior Analysis, 45*, 485-495. doi: 10.1901/jaba.2012.45-485

Hagopian, L. P., Dozier, C. L., Rooker, G. W., & Jones, B. A. (2013). Assessment and treatment of severe problem behavior. In G. Madden (Ed.), *APA handbook of behavior analysis Volume 2: Translating principles into practice* (pp. 353-386). Washington, DC: American Psychological Association.

Harchik, A. E., Sherman, J. A., Sheldon, J. B., & Strouse, M. C. (1992). Ongoing consultation as a method of improving performance of staff members in a group home. *Journal of Applied Behavior Analysis, 25*, 599-610. doi: 10.1901/jaba.1992.25-599*

Harris, T. A., Peterson, S. L., Filliben, T. L., Glassberg, M., & Favell, J. E. (1998). Evaluating a more cost-effective alternative to providing in-home feedback to parents: The use of spousal feedback. *Journal of Applied Behavior Analysis, 31,* 133-134. doi: 10.1901/jaba.1998.31-131*

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Koffarnus, M. N., Wong, C. J., Fingerhood, M., Svikis, D. S., Bigelow, G. E., & Silverman, K. (2013). Monetary incentives to reinforce engagement and achievement in a job-skills training program for homeless, unemployed adults. *Journal of Applied Behavior Analysis*, *46,* 582–591. doi: 10.1002/jaba.60

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Lang, R., Davis, T., O'Reilly, M., Machalicek, W., Rispoli, M., Sigafoos, J., … Regester, A. (2010). Functional analysis and treatment of elopement across two school settings. *Journal of Applied Behavior Analysis, 43,* 113-118. doi: 10.1901/jaba.2010.43-113

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Maglieri, K. A., DeLeon, I. G., Rodriguez-Catter, V., & Sevin, B. M. (2000). Treatment of covert food stealing in an individual with Prader-Willi syndrome. *Journal of Applied Behavior Analysis, 33,* 615-618. doi: 10.1901/jaba.2000.33-615

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Mueller, M. M., Piazza, C. C., Moore, J. W., Bethke, S. A., Pruett, A. E., Oberdorff, A. J., & Layer, S. A. (2003). Training parents to implement pediatric feeding protocols. *Journal of Applied Behavior Analysis, 36,* 545-562. doi: 10.1901/jaba.2003.36-545

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Zarcone, J. R., Rodgers, T. A., Iwata, B. A., Rourke, D., & Dorsey, M. F. (1991). Reliability analysis of the Motivation Assessment Scale: A failure to replicate. *Research in Developmental Disabilities*, *12*, 349-360.*

**Seminal article in the field.*

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A667	N/A	3.0	(3+0)

6. Complete Course Title
Organizational Behavior Management
Org. Behavior Management
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
☐ 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 (please specify)

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2014 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A467
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	March 7, 2014	Claudia Lampman (Psychology)
2.		
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: March 7, 2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: March 7, 2014

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)*
An advanced exploration of the behavior analytic strategies used to manage and improve employee performance in the workplace. Topics include in-depth analysis of effective staff training and support strategies, performance management, systems-level analysis, behavior-based safety, implementation science, and effective consultation strategies.
Special note: PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A600

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16d. Registration Restriction(s) *(non-codable)*
Graduate standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).

Initiator (faculty only) Date
Veronica Howard
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Organizational Behavior Management
3. **Course Prefix:** PSY A667
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An advanced exploration of the behavior analytic strategies used to manage and improve employee performance in the workplace. Topics include in-depth analysis of effective staff training and support strategies, performance management, systems-level analysis, behavior-based safety, implementation science, and effective consultation strategies.

   Special note: PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Selective for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A467
12. **Course Prerequisites:** PSY A600
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

III. Course Activities

Lecture and classroom-based activities, including substantive contribution to class discussion and coordination of a class topic discussion activity.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Explain how principles of behavior analysis can be applied to the behavior of employees to improve workplace functioning (e.g., performance management, behavioral systems analysis, and behavior-based safety).
   2. Explain empirically supported strategies for training teachers, caregivers, and staff.
   3. Explain how outcomes are measured in organizational behavior management interventions.
   4. Introduce students to research on implementation science and program survival, and describe the role of a behavioral consultant.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will be able to:	The student learning outcome will be assessed by one or more of the following:
Describe the major sub disciplines within the field of Organizational Behavior Management (OBM) and explain the philosophical assumptions that make OBM different from related fields like Industrial Organizational psychology or theories of Organizational Behavior in business management.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students.
Analyze employee performance and design OBM interventions.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students; leading a course project involving employee observation and development of behavior plans improve employee performance.
Describe how outcomes are measured in OBM interventions.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students.
Describe what implementation science is and how it can develop sustainable interventions that will survive after consultation has concluded.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students.
Critically analyze primary source material.	Research paper and leading a class discussion or lecture on advanced topics based on primary source materials.

V. Course Level Justification

This course requires admission to a graduate program, advanced knowledge of psychology and workplace/management issues, and an understanding of behavior analysis learned in PSY A600. This course is designed for students who have an understanding of psychological processes learned throughout undergraduate education to allow synthesis and application of course material to human behavior. The course also requires:

1. Advanced understanding of the principles of human behavior.
2. Critical thinking skills to integrate information into the student's growing body of knowledge about the causes of human behavior and effective management strategies.
3. The ability to read, interpret, and evaluate primary literature in the field.
4. The ability to observe, record, and analyze employee performance and develop comprehensive behavioral programming to address employee behavior.

VI. Topical Course Outline

1. Fundamentals of Organizational Behavior Management (OBM)
    a. Performance Management
    b. Behavioral Systems Analysis
    c. Behavior-Based Safety

2. Performance Management
    a. The ABCs of workplace behavior
        i. Antecedent interventions (e.g., job aids, task clarification, training)
        ii. Workplace behavior (e.g., defining success, pinpointing key behaviors)
        iii. Consequence Interventions (e.g., feedback, reinforcement in the workplace)

b. Selecting, defining, and measuring behavior in the workplace
    i. Selecting meaningful behavior to change (i.e., goal setting, pinpointing, PIC/NIC© analysis)
    ii. Methods of observation used in OBM interventions
    iii. Experimental designs and experimental control
    iv. Balancing the needs of organizations and employees

3. Changing staff behavior
    a. Staff behavior change methods
        i. Performance-based training versus competency-based training
        ii. Antecedent strategies used to improve staff performance
        iii. Consequent strategies used to improve staff performance
        iv. Most effective interventions to improve staff performance
    b. Maintaining staff performance

4. Implementation Science
    a. Conducting interventions within the community
    b. Measuring environmental readiness for change
    c. Stages of implementation
    d. Defining intervention core components
    e. Defining evidence-based interventions
    f. Strategies that foster adoption and survival of interventions

5. Effective consultation strategies
    a. Building rapport
    b. Training clients (e.g., parents, paraprofessionals, managers)
    c. Gaining buy-in

VII. Suggested Texts

Daniels, A. C., & Daniels, J. E. (2006). *Performance management: Changing behavior that drives organizational effectiveness* (4th ed.). Peachtree, GA: Performance Management Publications.

Fixsen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

VIII. Bibliography and Resources

Agnew, J. (2010). *Safe by accident?* Peachtree, GA: Performance Management

Alvero, A. M., & Austin, J. (2004). The effects of conducting behavioral observations on the behavior of the observer. *Journal of Applied Behavior Analysis*, *37*, 457-468.

Alvero, A. M., Bucklin, B. R., & Austin (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings. *Journal of Organizational Behavior Management*, *21*, 3-29.

Brackett, L., Reid, D. H., & Green, C. W. (2007). Effects of reactivity to observations on staff performance. *Journal of Applied Behavior Analysis*, *40*, 191-195.

Daniels, A. C. (1999). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement* (2nd ed.). New York, NY: McGraw-Hill.

Daniels, A. C. (2006). *Measure of a leader: The legendary leadership formula for producing exceptional performers and outstanding results*. New York, NY: McGraw-Hill.

Daniels, A. C. (2009). *OOPS! 13 management practices that waste time and money (and what to do instead)*. Peachtree, GA: Performance Management Publications.

Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. *Journal of Organizational Behavior Management*, *29*, 108-135.

Geller, E. S. (2005). Behavior-based safety and occupational risk management. *Behavior Modification*, *29*, 539-561.

Spears, L., C., & Covey, S. R., Sulzer-Azaroff, B. (1998). *Who killed my daddy? A behavioral safety fable.* Cornwall-on-Hudson, NY: Sloan.

Weatherly, N. L., & Malott, R. W. (2008). An analysis of organizational behavior management research in terms of the three-term contingency model of performance management. *Journal of Organizational Behavior Management*, *28*, 260-285.

Wilder, D. A., Austin, J., & Casella, F. (2009). Applying behavior analysis in organizations: Organizational behavior management. *Psychological Services*, *6*, 202-211.

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A467	N/A	3.0	(3+0)

6. Complete Course Title
Organizational Behavior Management
Org. Behavior Management
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2014 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A667
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	December 1, 2013	Claudia Lampman
2. Courtesy--Business Administration BA A300	December 2, 2013	Edward Forrest
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: December 2, 2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: December 2, 2013

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)*
An exploration of behavior analytic strategies used to manage and improve employee performance in the workplace. Topics will include effective staff training and support strategies, performance management, organizational system analysis, and behavior-based safety, implementation science, and effective consultation strategies.

Special note: PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A400 with a grade of B or higher.

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
PSY A467 will be an upper division elective for the Psychology BA and BS degrees and will be a selective for the concentration in Behavior Analysis that prepares students to apply for professional certification and/or to work in many social service agencies.

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Veronica Howard Initiator (TYPE NAME)		Date			
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Organizational Behavior Management
3. **Course Prefix:** PSY A467
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An exploration of behavior analytic strategies used to manage and improve employee performance in the workplace. Topics will include effective staff training and support strategies, performance management, organizational system analysis, and behavior-based safety, implementation science, and effective consultation strategies.

   Special note: PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Selective for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A667
12. **Course Prerequisites:** PSY A400 with a grade of B or higher
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** N/A

III. Course Activities

Lecture and classroom-based activities.

IV. Course Level Justification

The course requires an understanding and ability to apply the principles of behavior analysis developed in PSY A400.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Describe how principles of behavior analysis can be applied to the behavior of employees to improve workplace functioning (e.g., performance management, behavioral systems analysis, and behavior-based safety).
   2. Describe empirically supported strategies for training teachers, caregivers, and staff.
   3. Describe how outcomes are measured in organizational behavior management interventions.

4. Introduce students to research on implementation science and program survival, and describe the role of a behavioral consultant.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will:	The student learning outcome will be assessed by one or more of the following:
Specify similarities and differences between performance management, behavioral systems analysis, and behavior-based safety.	Graded in-class activities, quizzes, and/or exams
Describe and design effective training programs.	Graded in-class activities, case studies, quizzes, and/or exams
Describe how outcomes are measured in organizational behavior management (OBM) interventions.	Graded in-class activities, quizzes, and/or exams
Describe what implementation science is and how it can inform interventions that will sustain in the working environment.	Graded in-class activities, quizzes, and/or exams

VI. Topical Course Outline

1. Fundamentals of Organizational Behavior Management (OBM)
    a. Performance Management
    b. Behavioral Systems Analysis
    c. Behavior-Based Safety

2. Performance Management
    a. The ABCs of workplace behavior
        i. Antecedent interventions (e.g., job aids, task clarification, training)
        ii. Workplace behavior (e.g., defining success, pinpointing key behaviors)
        iii. Consequence Interventions (e.g., feedback, reinforcement in the workplace)
    b. Selecting, defining, and measuring behavior in the workplace
        i. Selecting meaningful behavior to change (i.e., goal setting, pinpointing, PIC/NIC© Analysis)
        ii. Methods of observation used in OBM interventions
        iii. Experimental designs and experimental control
        iv. Balancing the needs of organizations and employees

3. Changing staff behavior
    a. Staff behavior change methods
        i. Performance-based training versus competency-based training
        ii. Antecedent strategies used to improve staff performance
        iii. Consequent strategies used to improve staff performance
        iv. Most effective interventions to improve staff performance
    b. Maintaining staff performance

4. Implementation Science
    a. Conducting interventions within the community
    b. Measuring environmental readiness for change
    c. Stages of implementation
    d. Defining intervention core components
    e. Defining evidence-based interventions
    f. Strategies that foster adoption and survival of interventions

5. Effective consultation strategies
    a. Building rapport
    b. Training clients (e.g., parents, paraprofessionals, managers)
    c. Gaining buy-in

VII. Suggested Texts

Daniels, A. C., & Daniels, J. E. (2006). *Performance management: Changing behavior that drives organizational effectiveness* (4th ed.). Peachtree, GA: Performance Management Publications.

Fixsen, D. L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

VIII. Bibliography and Resources

Agnew, J. (2010). *Safe by accident?* Peachtree, GA: Performance Management

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Alvero, A. M., Bucklin, B. R., & Austin (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings. *Journal of Organizational Behavior Management*, *21*, 3-29.

Brackett, L., Reid, D. H., & Green, C. W. (2007). Effects of reactivity to observations on staff performance. *Journal of Applied Behavior Analysis*, *40*, 191-195.

Daniels, A. C. (1999). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement* (2nd ed.). New York, NY: McGraw-Hill.

Daniels, A. C. (2006). *Measure of a leader: The legendary leadership formula for producing exceptional performers and outstanding results*. New York, NY: McGraw-Hill.

Daniels, A. C. (2009). *OOPS! 13 management practices that waste time and money (and what to do instead)*. Peachtree, GA: Performance Management Publications.

Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. *Journal of Organizational Behavior Management*, *29*, 108-135.

Geller, E. S. (2005). Behavior-based safety and occupational risk management. *Behavior Modification*, *29*, 539-561.

Spears, L., C., & Covey, S. R., Sulzer-Azaroff, B. (1998). *Who killed my daddy? A behavioral safety fable.* Cornwall-on-Hudson, NY: Sloan.

Weatherly, N. L., & Malott, R. W. (2008). An analysis of organizational behavior management research in terms of the three-term contingency model of performance management. *Journal of Organizational Behavior Management*, *28*, 260-285.

Wilder, D. A., Austin, J., & Casella, F. (2009). Applying behavior analysis in organizations: Organizational behavior management. *Psychological Services*, *6*, 202-211.

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A678	N/A	3.0	(3+0)

6. Complete Course Title
Advanced Applications of Behavior Analysis
Advaced Applications of BA
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2014 To: Fall/9999

12. ☐ Cross Listed with _____ Cross-Listed Coordination
☒ Stacked with PSY A478 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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	March 7, 2014	Claudia Lampman
2.		
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: March 7, 2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: March 7, 2014

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)*
An advanced exploration of topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include in-depth analysis of the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A600

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

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16d. Registration Restriction(s) *(non-codable)*
Graduate standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Veronica Howard Initiator (TYPE NAME)		Date			
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Advanced Applications of Behavior Analysis
3. **Course Prefix:** PSY A678
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An advanced exploration of topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include in-depth analysis of the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

   Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Selective for the concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A478
12. **Course Prerequisites:** PSY A600
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

III. Course Activities

Lecture and classroom-based activities, including development of class discussion topics, substantive contribution to class discussion, and coordination of a class topic discussion or lecture activity.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Explain the philosophical assumptions of behavior analysis and guide class discussion on assigned readings.
   2. Explain the importance of science in clinical practice.
   3. Explain the role of the behavior analyst as a scientist-practitioner.
   4. Explain advanced topics in behavior analysis and guide class discussion on assigned readings.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will be able to:	The student learning outcome will be assessed by one or more of the following:
Explain the philosophical assumptions of behavior analysis.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students; development of discussion topics based on primary source materials.
Describe the role of the behavior analyst as a scientist-practitioner and explain the importance of science in clinical practice.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students; development of discussion topics based on primary source materials.
Explain advanced topics such as matching law and behavioral economics, behavior analysis in education, and the behavioral philosophy relating to private events like thoughts and feelings.	Graded in-class activities; discussion activities, quizzes, and exams specific to graduate students; development of discussion topics based on primary source materials; leading a class discussion or lecture on advanced topics based on primary source materials.
Critically analyze primary source material.	Research paper and leading a class discussion or lecture on advanced topics based on primary source materials.

V. Course Level Justification

This course requires admission to a graduate program as well advanced knowledge of human behavior learned in earlier courses. This course is designed for students who have an advanced understanding of psychological processes learned throughout undergraduate education to allow synthesis and application of course material to human behavior. The course also requires:

1. Expert understanding of the principles of human behavior.
2. Critical thinking skills to integrate information into the student's growing body of knowledge about the causes of human behavior.
3. The ability to read, interpret, and evaluate primary literature in the field.
4. The ability to analyze and evaluate philosophical assumptions about human behavior.

VI. Topical Course Outline

Course content should change to reflect contemporary issues in behavioral science.

1. Advanced exploration of behavioral philosophy
    a. Determinism
    b. Selectionism
2. The Behavior Analyst as a scientist-practitioner
    a. Rationale for understanding basic principles and concepts
    b. Translational research
    c. Implementation Science
3. Choice making
    a. Matching law
    b. Behavioral economics
    c. Quantitative models of choice
    d. Self-control and impulsivity

4. Treatment of maladaptive behavior with non-disordered populations
    a. Substance use disorders
    b. Gambling
    c. Obesity
5. Behavioral views of private events
    a. Consciousness
    b. Relational Frame Theory
    c. Acceptance and Commitment Therapy
6. Behavioral animal training
    a. Treating problem behavior in pet animals
    b. Training for detection tasks (e.g., disease, drugs, physical hazards)
7. Behavior analysis in education
    a. Direct Instruction
    b. Personalized Systems of Instruction
    c. Interteaching
8. Promotion of treatment integrity in behavioral interventions
    a. Implementation Science
    b. Translational research

VII. Suggested Texts

Selected readings to be provided by the instructor.

VIII. Bibliography and Resources

Austin, J. & Carr, J. (2000). *Handbook of applied behavior analysis*. Oakland, CA: Context.

Bailey, R. E., & Gillaspy, J. R. (2005). Operant psychology goes to the fair: Marian and Keller Breland in the popular press, 1947-1966. *The Behavior Analyst, 28*, 143-159.

Bernstein, D., & Chase, P. N. (2013). Contributions of behavior analysis to higher education. In G. J. Madden (Ed.), *APA handbook of behavior analysis* (523-543). Washington DC; American Psychological Association.

Bickel, W. K., & Marsch, L. A. (2001). Towards a behavioral economic understanding of drug dependence: delay discounting processes. *Addiction, 96*, 73-86.

Borrero, C. S. W., Vollmer, T. R., Borrero, J. C., Bourret, J. C., Sloman, K. N., Samaha, A. L., & Dallery, J. (2010). Concurrent reinforcement schedules for problem behavior and appropriate behavior: Experimental applications of the matching law. *Journal of the Experimental Analysis of Behavior*, *93*, 455-469. doi: 10.1901/jeab.2010.93-455.

Boyce, T. E., & Hineline, P. N. (2002). Interteaching: A strategy for enhancing the user-friendliness of behavioral arrangements in the college classroom. *The Behavior Analyst, 25*, 215-226.

Chiesa, M. (1994). *Radical behaviorism: The philosophy and the science*. Boston, MA: Authors Cooperative.

Critchfield, T. S., & Reed, D. D. (2009). What are we doing when we translate from quantitative models? *The Behavior Analyst, 32*, 339-362.

Dorey, N. R., Tobias, J. S., Udell, M. R., & Wynne, C. L. (2012). Decreasing dog problem behavior with functional analysis: Linking diagnoses to treatment. *Journal of Veterinary Behavior: Clinical Applications and Research, 7*, 276-282. doi:10.1016/j.jveb.2011.10.002

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2010). *Handbook of applied behavior analysis*. New York, NY: The Guilford Press.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Fryling, M. J., Wallace, M. D., & Yassine, J. N. (2012). Impact of treatment integrity on intervention effectiveness, *Journal of Applied Behavior Analysis, 45*, 449-453. doi: 10.1901/jaba.2012.45-449.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). New York, NY: The Guilford Press.

Lattal, K. A., & Chase, P. N. (2003). *Behavior theory and philosophy*. New York, NY: Plenum.

Madden, G. J. (2012). *APA handbook of applied behavior analysis.* Washington DC; American Psychological Association.

Madden, G. J., Petry, N., Badger, G. J., & Bickel, W. K. (1997). Impulsive and self-control choices in opiate-dependent patients and non-drug-using control participants: Drug and monetary rewards. *Experimental and Clinical Psychopharmacology*, *5*, 256-262.

Odum, A. L. (2011). Delay discounting: I'm a k, you're a k. *Journal of the Experimental Analysis of Behavior*, *96*, 427-439. doi: 10.1901/jeab.2011.96-423.

Pear, J. J. (2007). *A historical and contemporary look at psychological systems*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Poling, A., Weetjens, B. J., Cox, C., Beyene, N., Bach, H., & Sully, A. (2010). Teaching giant African pouched rats to find landmines: Operant conditioning with real consequences. *Behavior Analysis in Practice, 3*, 19-25.

Poling, A., Weetjens, B., Cox, C., Beyene, N., Durgin, A., & Mahoney, A. (2011). Tuberculosis detection by giant African pouched rats. *The Behavior Analyst, 34*, 47-54.

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Reed, D. D., & Kaplan, B. A. (2011). The matching law: A tutorial for practitioners. *Behavior Analysis in Practice, 4*, 15-24.

Sidman, M. (2011). Can an understanding of basic research facilitate the effectiveness of practitioners? Reflections and personal perspectives. *Journal of Applied Behavior Analysis*, 44, 973-991. doi: 10.1901/jaba.2011.44-973.

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Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Macmillan.*

Skinner, B. F. (1974). *About behaviorism*. New York, NY: Knopf.*

Staddon, J. E. R. (2001). *The new behaviorism: Mind, mechanism, and society*. Philadelphia, PA: Psychology Press.

Torneke, N. (2010). *Learning RFT: An introduction to relational frame theory and its clinical application.* Oakland, CA: New Harbinger Publications, Inc.

**Seminal works in the field*

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
PSY	A478	N/A	3.0	(3+0)

6. Complete Course Title
Advanced Applications of Behavior Analysis
Advanced Applications of BA
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2014 To: Fall/9999

12. ☐ Cross Listed with _____
☒ Stacked with PSY A678
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Courtesy	December 1, 2013	Claudia Lampman
2.		
3.		

Initiator Name (typed): Veronica Howard Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: December 2, 2013
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: December 2, 2013

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)*
An exploration of topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PSY A400 with a grade of B or higher

16b. Co-requisite(s) *(concurrent enrollment required)*
N/A

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course will be added as an upper division selective in the Behavior Analysis concentration.

Initiator (faculty only) Date
Veronica Howard
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. **College:** College of Arts and Sciences
2. **Course Title:** Advanced Applications of Behavior Analysis
3. **Course Prefix:** PSY A478
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An exploration of topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

   Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.
8. **Status of course relative to degree or certification program:** Selective for the concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A678
12. **Course Prerequisites:** PSY A400 with a minimum grade of B
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** N/A

III. Course Activities

Lecture and classroom-based activities.

IV. Course Level Justification

The course requires an understanding of principles of behavior analysis learned in PSY A400.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Explain the philosophical assumptions of behavior analysis and guide class discussion on assigned readings.
2. Explain the importance of science in clinical practice.
3. Explain the role of the behavior analyst as a scientist-practitioner.
4. Explain advanced topics in behavior analysis and guide class discussion on assigned readings.

B. Student Learning Outcomes.

Upon successful completion of the course, the student will:	The student learning outcome will be assessed by one or more of the following:
Explain the philosophical assumptions of behavior analysis.	Graded in-class activities, quizzes, and/or tests.
Describe the role of the behavior analyst as a scientist-practitioner and explain the importance of science in clinical practice.	Graded in-class activities, quizzes, case studies, written papers, and/or tests.
Explain advanced topics such as matching law and behavioral economics, behavior analysis in education, and the behavioral philosophy relating to private events like thoughts and feelings.	Graded in-class activities, quizzes, class presentations, written papers, and/or tests.

VI. **Topical Course Outline**

Course content should change to reflect contemporary issues in behavioral science.

1. Advanced exploration of behavioral philosophy
    a. Determinism
    b. Selectionism
2. The Behavior Analyst as a scientist-practitioner
    a. Rationale for understanding basic principles and concepts
    b. Translational research
    c. Implementation Science
3. Choice making
    a. Matching law
    b. Behavioral economics
    c. Quantitative models of choice
    d. Self-control and impulsivity
4. Treatment of maladaptive behavior with non-disordered populations
    a. Substance use disorders
    b. Gambling
    c. Obesity
5. Behavioral views of private events
    a. Consciousness
    b. Relational Frame Theory
    c. Acceptance and Commitment Therapy
6. Behavioral animal training
    a. Treating problem behavior in pet animals
    b. Training for detection tasks (e.g., disease, drugs, physical hazards)
7. Behavior analysis in education
    a. Direct Instruction
    b. Personalized Systems of Instruction
    c. Interteaching
8. Promotion of treatment integrity in behavioral interventions
    a. Implementation Science
    b. Translational research

VII. Suggested Texts

Selected readings to be provided by the instructor.

VIII. Bibliography and Resources

Austin, J. & Carr, J. (2000). *Handbook of applied behavior analysis*. Oakland, CA: Context.

Bailey, R. E., & Gillaspy, J. R. (2005). Operant psychology goes to the fair: Marian and Keller Breland in the popular press, 1947-1966. *The Behavior Analyst, 28*, 143-159.

Bernstein, D., & Chase, P. N. (2013). Contributions of behavior analysis to higher education. In G. J. Madden (Ed.), *APA handbook of behavior analysis* (523-543). Washington DC; American Psychological Association.

Bickel, W. K., & Marsch, L. A. (2001). Towards a behavioral economic understanding of drug dependence: delay discounting processes. *Addiction, 96*, 73-86.

Borrero, C. S. W., Vollmer, T. R., Borrero, J. C., Bourret, J. C., Sloman, K. N., Samaha, A. L., & Dallery, J. (2010). Concurrent reinforcement schedules for problem behavior and appropriate behavior: Experimental applications of the matching law. *Journal of the Experimental Analysis of Behavior*, *93*, 455-469. doi: 10.1901/jeab.2010.93-455.

Boyce, T. E., & Hineline, P. N. (2002). Interteaching: A strategy for enhancing the user-friendliness of behavioral arrangements in the college classroom. *The Behavior Analyst, 25*, 215-226.

Chiesa, M. (1994). *Radical behaviorism: The philosophy and the science*. Boston, MA: Authors Cooperative.

Critchfield, T. S., & Reed, D. D. (2009). What are we doing when we translate from quantitative models? *The Behavior Analyst, 32*, 339-362.

Dorey, N. R., Tobias, J. S., Udell, M. R., & Wynne, C. L. (2012). Decreasing dog problem behavior with functional analysis: Linking diagnoses to treatment. *Journal of Veterinary Behavior: Clinical Applications and Research, 7*, 276-282. doi:10.1016/j.jveb.2011.10.002

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2010). *Handbook of applied behavior analysis*. New York, NY: The Guilford Press.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Fryling, M. J., Wallace, M. D., & Yassine, J. N. (2012). Impact of treatment integrity on intervention effectiveness, *Journal of Applied Behavior Analysis, 45*, 449-453. doi: 10.1901/jaba.2012.45-449.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). New York, NY: The Guilford Press.

Lattal, K. A., & Chase, P. N. (2003). *Behavior theory and philosophy*. New York, NY: Plenum.

Madden, G. J. (2012). *APA handbook of applied behavior analysis.* Washington DC; American Psychological Association.

Madden, G. J., Petry, N., Badger, G. J., & Bickel, W. K. (1997). Impulsive and self-control choices in opiate-dependent patients and non-drug-using control participants: Drug and monetary rewards. *Experimental and Clinical Psychopharmacology*, *5*, 256-262.

Odum, A. L. (2011). Delay discounting: I'm a k, you're a k. *Journal of the Experimental Analysis of Behavior*, *96*, 427-439. doi: 10.1901/jeab.2011.96-423.

Pear, J. J. (2007). *A historical and contemporary look at psychological systems*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Poling, A., Weetjens, B. J., Cox, C., Beyene, N., Bach, H., & Sully, A. (2010). Teaching giant African pouched rats to find landmines: Operant conditioning with real consequences. *Behavior Analysis in Practice, 3*, 19-25.

Poling, A., Weetjens, B., Cox, C., Beyene, N., Durgin, A., & Mahoney, A. (2011). Tuberculosis detection by giant African pouched rats. *The Behavior Analyst, 34*, 47-54.

Pryor, K. W., Haag, R., & O'Reilly, J. (1969). The creative porpoise: Training for novel behavior. *Journal of the Experimental Analysis of Behavior, 12*, 653-661. doi:10.1901/jeab.1969.12-653.*

Reed, D. D., & Kaplan, B. A. (2011). The matching law: A tutorial for practitioners. *Behavior Analysis in Practice, 4*, 15-24.

Sidman, M. (2011). Can an understanding of basic research facilitate the effectiveness of practitioners? Reflections and personal perspectives. *Journal of Applied Behavior Analysis*, 44, 973-991. doi: 10.1901/jaba.2011.44-973.

Skinner, B. F. (1945). The operational analysis of psychological terms. *Psychological Review, 52*, 270-277.*

Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Macmillan.*

Skinner, B. F. (1974). *About behaviorism*. New York, NY: Knopf.*

Staddon, J. E. R. (2001). *The new behaviorism: Mind, mechanism, and society*. Philadelphia, PA: Psychology Press.

Torneke, N. (2010). *Learning RFT: An introduction to relational frame theory and its clinical application.* Oakland, CA: New Harbinger Publications, Inc.

**Seminal works in the field*

The College of Education - Graduate Studies is proposing a graduate program leading to the Ed.D in Education, Culture, and Leadership as a new program for the College.

College faculty have developed a suite of courses that will be part of this Ed.D program. These courses are referenced in the (attached) catalog copy and have been previously been reviewed and approved by the GAB.

AS STATED IN THE JUSTIFICATION SECTION OF THE PAR FOR THIS PROGRAM - The Ed.D. in Education, Culture, and Leadership is a professional doctorate. The UAA Ed.D program is a practice-based program intended to prepare future leaders in P-12, higher education, and community-based educational contexts. A focus of this degree program is to prepare leaders who have a greater understanding of and who develop the knowledge and skills necessary to provide leadership and support in the Alaskan context, serving and working with diverse populations, and committed to equity for all students in these environments.

The doctoral degree requires completion of 52 credit hours beyond a master's degree. It is offered in cohort, part-time, and distance education modes, and has a residency requirement. The program does not provide State certification or licensure.

Questions and comments regarding this proposal and program may be directed to Ed McLain, Associate Professor and Graduate Studies Facilitator in the College of Education – emclain@uaa.alaska.edu phone 907-952-8940.

Thank you all,

Ed McLain
Associate Professor
Graduate Studies Facilitator
College of Education, UAA
907 952 8940

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

1a. School or College	1b. Department
EA COE	COE - graduate studies

2. Complete Program Title/Prefix
Doctor of Education in Education, Culture, and Leadership

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: or Graduate:
Other: specify type in box 2
Doctoral Program

This program is a Gainful Employment Program: ☐ Yes or ☒ No

4. Type of Action:

PROGRAM	PREFIX
☒ Add	☒ Add
☐ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2015 To: /9999

6a. Coordination with Affected Units Department, School, or College: COE

Initiator Name (typed): Ed McLain Initiator Signed Initials: _____ Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 3/31/14

6c. Coordination with Library Liaison Date: 3/28/14

7. Title and Program Description - Please attach the following:

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action

The Ed.D. in Education, Culture, and Leadership is a professional doctorate. The UAA Ed.D program is a practice-based program intended to prepare future leaders in P-12, higher education, and community-based educational contexts. A focus of this degree program is to prepare leaders who have a greater understanding of and who develop the knowledge and skills necessary to provide leadership and support in the Alaskan context, serving and working with diverse populations, and committed to equity for all students in these environments.

Initiator (faculty only) Date	☐ Approved ☐ Disapproved Dean/Director of School/College Date
Ed McLain Initiator (TYPE NAME)	
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

Proposed Catalog Copy for the Doctor of Education

DOCTOR OF EDUCATION (Ed.D.) IN Education, Culture, and Leadership

The Ed.D. in Education, Culture, and Leadership is a professional doctorate. The UAA Ed.D program is a practice-based program intended to prepare future leaders in P-12, higher education, and community-based educational contexts who can effectively translate research into practice, use data to inform decision-making, influence policy, and organize individuals and groups to address challenges collaboratively. A focus of this degree program is to prepare leaders who have a greater understanding of and who develop the knowledge and skills necessary to provide leadership and support in the Alaskan context, serving and working with diverse populations, and committed to equity for all students in these environments.

The doctoral degree requires completion of 52 credit hours beyond a master's degree. It is offered in cohort, part-time, and distance education modes and has a residency requirement. The program does not provide State certification or licensure.

STUDENT (Scholar-practitioners**) LEARNINOUTCOMES**

Scholar-Practitioners who complete this program will be able to:

1. Inquire about issues surrounding education, equity and social justice to bring about solutions to complex challenges in practice.

2. Construct and apply knowledge to make positive difference in the lives of individual, families, organizations, and communities.

3. Develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

4. Analyze context and practice, and use multiple frames to develop meaningful, systemic systems that promote positive change.

5. Integrate both practical and research knowledge linking theory with systemic inquiry.

6. Emphasize transformation and use of professional knowledge and practice.

ADMISSION REQUIREMENTS

The College of Education requirements for admission to the doctoral program include the following:

1. Provide evidence of an earned master's degree (with evidence of successful research and study) or the equivalent from a regionally accredited institution or foreign equivalent.

2. Provide transcripts documenting a minimum grade point average in graduate study of 3.5; transcription of earned Master Degree; and six credits of approved graduate-level research courses with a minimum GPA of 3.0. (The six credits in research will often be part of the candidate's Masters degree program.)
3. Submit professional resume documenting appropriate preparation and experience pertinent to educational and/or organizational leadership and potential to benefit from the program.
4. Submit two professional letters of reference attesting to the leadership ability and scholarship of the applicant.
5. Submit a goal statement that reflects on career goals and how they relate to the EdD.
6. Meet all applicable admission requirements for graduate study as established by UAA and the UAA Graduate School.
7. Successfully pass an interview by a College of Education graduate admission committee (if requested by the Admission Committee).

ACADEMIC PROGRESS

1. All doctoral course work must be completed with a minimum cumulative GPA of 3.0. No more than two courses may be completed with a grade of C. Candidates must successfully complete all program course work prior to enrollment in the **final Scholarship courses -** Research and Inquiry, and Mentorship, Leadership and Advocacy.

GRADUATION REQUIREMENTS

See the beginning of this chapter for University Requirements for Doctoral Degrees.

PROGRAM REQUIREMENTS

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning. An initial intensive summer residency is required as the entry point and grounding experience for all members of the Ed.D program.

2. **Initial Program Residency-Intensive** (4 credits)
   EDEN A600 Education, Culture, and Leadership Residency 4

3. **Inquiry-Based Scholarship Foundation** (9 credits)

STAT A601	Statistical Methods	3
EDEN A601	Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes I	3
EDEN A602	Inquiry-Based Scholarship: Quantitative, Qualitative, Mixed-modes II	3
		6

4. **Education, Culture, and Leadership Core** (18 credits)

EDEN A611	Engaged Leadership: Ethics and Stewardship	3
EDEN A612	Indigenous ways of Knowing, Learning and Leading	3
EDEN A613	Leading Change & Innovation (transformation and innovation)	3
EDEN A614	Human and Fiscal Resource Management	3
EDEN A615	Law, Policy, and Advocacy	3

EDEN A617 Engaging Communities 3

5. **Focused Inquiry** – Cognate in the candidate's field of engagement and study – By advisement and post award of the candidate's Masters degree (9 credits)

6. **Culminating Scholarship**: (12 credits)
   Research and Inquiry 6
   Mentorship, Leadership, and Advocacy 6

7. Total credits for degree – post Masters degree: (52 credits)

Dissertation of Practice

The culminating experience of the doctoral program is the preparation, public presentation, and defense of the candidate's Dissertation of Practice.

As the culminating experience that demonstrates the scholarly practitioner's ability to solve problems of practice, the Dissertation in Practice exhibits the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman, 2005).

The dissertation of practice has the traditional five chapters. In this program, the dissertation of practice will focus on a problem of practice that

1. Is understood through the lens of culturally responsive practices;
2. Is defined by a 'process of systematic and intentional inquiry';
3. Is informed by a critical review of school academic and community data and perspective.

UAA College of Engineering
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Dr. Ste. 201
Anchorage, Alaska 99508
P: 907.786.1900 F: 907.786.1079
www.uaa.alaska.edu/schoolofengineering/

March 2, 2014

To: Arlene Schmuland, GAB Chair
Francisco Miranda, UAB Chair

Dear Arlene and Francisco,

The College of Engineering Civil Engineering Department is proposing to change course prefix for its courses in Arctic Engineering Program. The courses have currently a CE prefix (Civil Engineering). This prevents effective analysis of the program growth and proper program assessment. E.g. no data from the university accounting system is available for the Arctic Engineering Program Credit hour production, Enrollment/FTEF, SCH/FTEF, avg. class size and percent of capacity.

Therefore, a new prefix, AE is proposed. This entails updating the CARs and CCGs for the following Arctic Engineering courses:

Change course prefix from CE:

AE A403	Arctic Engineering
AE A603	Arctic Engineering
AE A681	Frozen Ground Engineering
AE A682	Ice Engineering
AE A683	Arctic Hydrology and Hydraulic Engineering
AE A684	Arctic Utility Distribution
AE A685	Arctic Heat and Mass Transfer
AE A689	Cold Regions Pavement Design

Add a new course:

AE A686	Artic Engineering Project

Sincerely,

Hannele Zubeck, PE, Ph.D.,

Professor and Chair, UAA Arctic Engineering Program

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

1a. School or College	1b. Department
EN SOENGR	Civil Engineering

2. Complete Program Title/Prefix
Master of Science, Arctic Engineering/AE

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Other: specify type in box 2

This program is a Gainful Employment Program: ☐ Yes or ☒ No

4. Type of Action:

PROGRAM	PREFIX
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Spring/2015 To: 99/9999

6a. Coordination with Affected Units Department, School, or College: Civil Engineering

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 2/4/2014

6c. Coordination with Library Liaison Date: 2/4/2014

7. Title and Program Description - Please attach the following:

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action
We are replacing the CE A686 with AE A686 in the program requirements.

Initiator (faculty only) Date Hannele Zubeck Initiator (TYPE NAME)	☐ Approved ☐ Disapproved Dean/Director of School/College Date
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900

http://www.uaa.alaska.edu/civilengineering/arctic/The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science, Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA College of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Arctic Engineering faculty members.

Program Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;
7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;
8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;
9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;
10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and
11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

Admission Requirements

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

Graduation Requirements

See the beginning of this chapter for University Requirements for Graduate Degrees.

Major Requirements

1. Candidates must complete the following core courses (9 credits):

AE A603	Arctic Engineering*	3
AE A681	Frozen Ground Engineering	3
AE A685	Arctic Heat and Mass Transfer	3

**Students who have completed AE/CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace AE A603 with an elective, 3-credit course accepted by the student's graduate advisory committee.*

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits): 9

AE A682	Ice Engineering (3)
AE A683	Arctic Hydrology and Hydraulic Engineering (3)
AE A684	Arctic Utility Distribution (3)
AE A689	Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student's program of study, as approved by the student's advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student's advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student's advisory committee.
4. Each student must complete the following course (3 credits) after approval of a project proposal by the student's advisory committee:

AE A686	Arctic Engineering Project	3

   The Arctic engineering project should have the following characteristics:
   a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.
   b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.
   c. The project must include innovative components directly involving cold regions engineering.
   d. The project must have sufficient scope to clearly demonstrate the candidate's advanced technical expertise in cold regions engineering.
   e. The project report must demonstrate command of knowledge and skills directly associated with the candidate's graduate program of study.
   f. The written project report, in the judgment of the candidate's advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.
   g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).
5. A total of 30 credits is required for the degree.

FACULTY

Robert Lang, rjlang@uaa.alaska.edu
T. Bart Quimby, Professor, tbquimby@uaa.alaska.edu
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Hannele Zubeck, Professor/Chair, hkzubeck@uaa.alaska.edu

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900

~~www.uaa.alaska.edu/schoolofengineering/programs/arctic~~ http://www.uaa.alaska.edu/civilengineering/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science, Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA ~~School of Engineering~~College of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Arctic Engineering faculty members.

Program Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;
7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;
8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;
9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;
10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and
11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

Admission Requirements

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

Graduation Requirements

See the beginning of this chapter for University Requirements for Graduate Degrees.

Major Requirements

1. Candidates must complete the following core courses (9 credits):

A~~C~~E A603	Arctic Engineering*	3
A~~C~~E A681	Frozen Ground Engineering	3

AM~~M~~E A685 Arctic Heat and Mass Transfer 3

**Students who have completed AE/CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace AC~~C~~E A603 with an elective, 3-credit course accepted by the student's graduate advisory committee.*

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits): 9

AC~~C~~E A682 Ice Engineering (3)
AC~~C~~E A683 Arctic Hydrology and Hydraulic Engineering (3)
AC~~C~~E A684 Arctic Utility Distribution (3)
AC~~C~~E A689 Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student's program of study, as approved by the student's advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student's advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student's advisory committee.
4. Each student must complete the following course (3 credits) after approval of a project proposal by the student's advisory committee:

AC~~C~~E A686 ~~Civil~~ Arctic Engineering Project 3

The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.
b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.
c. The project must include innovative components directly involving cold regions engineering.
d. The project must have sufficient scope to clearly demonstrate the candidate's advanced technical expertise in cold regions engineering.
e. The project report must demonstrate command of knowledge and skills directly associated with the candidate's graduate program of study.
f. The written project report, in the judgment of the candidate's advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.
g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

FACULTY

Robert Lang, rjlang@uaa.alaska.edu
T. Bart Quimby, Professor, ~~AFTBQ~~tbquimby@uaa.alaska.edu
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Orson Smith, Professor, ~~AFOPS~~opsmith@uaa.alaska.edu
Zhaohui Yang, Associate Professor, ~~AFZY~~zyang2@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, ~~AFHKZ~~hkzubeck@uaa.alaska.edu

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

1a. School or College	1b. Department
EN SOENGR	Civil Engineering

2. Complete Program Title/Prefix
Arctic Engineering/AE

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: or Graduate:
Other: specify type in box 2
Other: specify type in box 2

This program is a Gainful Employment Program: ☐ Yes or ☒ No

4. Type of Action:

	PROGRAM	**PREFIX**
	☐ Add	☒ Add
	☐ Change	☐ Change
	☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Spring/2015 To: 99/9999

6a. Coordination with Affected Units Department, School, or College: Civil Engineering

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 2/4/2014

6c. Coordination with Library Liaison Date: 2/4/2014

7. Title and Program Description - Please attach the following:

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action

For identity and assessment purposes, the key courses in Arctic Engineering Program are being given the Artic Engineering (AE) prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A603	CE A603	3	(3+0)

6. Complete Course Title
Arctic Engineering
Arctic Engineering
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with AE A403
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. MS of Arctic Engineering	336	1/24/2014	Hannele Zubeck
2. BS of Engineering, EE/ME	260, 261	12/6/2013	Jeff Hoffman/Jens Munk
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study. Students must submit a research paper.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing with a bacclaureate degree in engineering. No previous credit for CE/AE A403.

17. ☒ Mark if course has fees Standard Engineering Fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Arctic Engineering
C.	Course Subject/Number:	AE A603
D.	Credit Hours:	3.0
E.	Contact:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study. Students must submit a research paper.
H.	Status of course relative to degree or certificate program:	Applies to the MS program in Arctic Engineering, and BS program in Engineering, with Mechanical and Electrical concentrations.
I.	Lab Fees:	Standard Engineering Fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Graduate standing with a baccalaureate degree in engineering. No previous credit for CE/AE A403.

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Course Outline

- Global Perspectives and Climate Change
- Units of Measure and Heat Transfer
- Ice Engineering
- Snow Engineering
- Frozen Ground Engineering
- Arctic Roads
- Arctic Buildings
- Arctic Utilities
- Arctic Construction
- Mechanical and Electrical Engineering Issues in Cold Regions
- Winter Safety and Survival
- Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will
   1. Introduce the students to a variety of Arctic Engineering issues and prepare them for further study in each topic in the course outline.
   2. Provide students with understanding and skills to evaluate the effects of ice, snow and freezing temperatures on the design and construction of arctic buildings and infrastructure.
   3. Provide students with understanding and skills to include climate variation conditions in arctic design.
   4. Provide students with understanding and skills to calculate basic heat transfer and moisture migration in buildings.
   5. Explain how to prepare conference papers.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Include climate variation considerations in arctic designs.	Homework assignments, exams and term paper.
2. Conduct basic heat transfer calculations with an ability to convert units of measure.	Homework assignments, exams and term paper.
3. Evaluate the effects of ice and snow on arctic infrastructure.	Homework assignments, exams and term paper.
4. Evaluate the effects of ground freezing on foundations and roads.	Homework assignments, exams and term paper.
5. Evaluate the effects of freezing air temperatures and snow on building design.	Homework assignments, exams and term paper.
6. Avoid design failures of arctic utilities due to arctic conditions.	Homework assignments, exams and term paper.

7. Evaluate the effects of arctic conditions on construction, winter safety and survival.	Homework assignments, exams and term paper.
8. Use psychrometric chart and calculate moisture migration in structures.	Homework assignments, exams and term paper.
9. Evaluate the effects of arctic conditions to electrical engineering projects.	Homework assignments, exams and term paper.
10. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text

No suggested text. References are drawn from the professional literature and equivalent online sources of technical information, such as data from the NOAA's National Climatic Data Center and manuals from the ERDC/CRREL USA Corps of Engineers (e.g. 2002. *Engineering and Design: Ice Engineering*. U.S. Army Corps of Engineers Engineer Manual 1110-2-1612.)

IX. Bibliography and Resources

1. AIA Alaska, 2004. *Northern Building Design*, American Institute of Architects, Anchorage, AK.
2. Andersland, O. and Ladanyi, B., 2004. *Frozen Ground Engineering*, 2nd Ed., ASCE Press, Reston, VA.
3. Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering*, ASCE Press, Reston, VA.
4. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGraw-Hill, New York, NY.
5. Freitag, D. and McFadden, T., 1997. *Introduction to Cold Regions Engineering*, ASCE Press, Reston, VA. [Classic text].
6. *Journal of Cold Regions Engineering*, ASCE Press, Reston, VA.
7. Smith, D. (Editor), 1996. *Cold Regions Utilities Monograph*, 3rd Ed., ASCE Press, Reston, VA. [Classic text].
8. Rice, E., 1996. *Building in the North*, University of Alaska, Fairbanks, AK. [Classic text].

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A403	CE A403	3	(3+0)

6. Complete Course Title
Arctic Engineering
Arctic Engineering
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☒ Other Restrictions
  - ☒ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

12. ☐ Cross Listed with _____
☒ Stacked with AE A603
Signature Cross-Listed Coordination

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BS of Civil Engineering	254	1/24/2014	Osama Abaza
2. BS of Construction Management	223	2/4/2014	Jeffrey Callahan
3. BS of Engineering, EE/ME	260, 261	12/6/2013	Jens Munk/Jeff Hoffman

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☒ Class ☐ Level

16e. Registration Restriction(s) *(non-codable)*
Junior or senior standing in an accredited undergraduate program in engineering or construction management.

17. ☒ Mark if course has fees Standard Engineering fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Arctic Engineering
C.	Course Subject/Number:	AE A403
D.	Credit Hours:	3.0
E.	Contact:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.
H.	Status of course relative to degree or certificate program:	Applies to the BS programs in Civil Engineering, Engineering with Mechanical and Electrical Engineering concentrations, and Construction Management.
I.	Lab Fees:	Standard Engineering Fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Junior or senior standing in an accredited undergraduate program in engineering or construction management.

III. Course Activities

Faculty presentations, homework assignments, exams and class discussions.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments and exams.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that of upper class standing in engineering or construction management programs.

VI. Course Outline

- Global Perspectives and Climate Change
- Units of Measure and Heat Transfer
- Ice Engineering
- Snow Engineering
- Frozen Ground Engineering
- Arctic Roads
- Arctic Buildings
- Arctic Utilities
- Arctic Construction
- Mechanical and Electrical Engineering Issues in Cold Regions
- Winter Safety and Survival

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Introduce the students to a variety of Arctic Engineering issues and prepare them for further study in each topic in the course outline.
2. Provide students with understanding and skills to evaluate the effects of ice, snow and freezing temperatures on the design and construction of arctic buildings and infrastructure.
3. Provide students with understanding and skills to include climate variation conditions in arctic design.
4. Provide students with understanding and skills to calculate basic heat transfer and moisture migration in buildings.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Include climate variation considerations in arctic designs.	Homework assignments and exams
2. Conduct basic heat transfer calculations with an ability to convert units of measure.	Homework assignments and exams
3. Evaluate the effects of ice and snow on arctic infrastructure.	Homework assignments and exams
4. Evaluate the effects of ground freezing on foundations and roads.	Homework assignments and exams
5. Evaluate the effects of freezing air temperatures and snow on building design.	Homework assignments and exams
6. Avoid design failures of arctic utilities due to arctic conditions.	Homework assignments and exams
7. Evaluate the effects of arctic conditions on construction, winter safety and survival.	Homework assignments and exams
8. Use psychrometric chart and calculate moisture migration in structures.	Homework assignments and exams
9. Evaluate the effects of arctic conditions on electrical engineering projects.	Homework assignments and exams

VIII. Suggested Text

No suggested text. References are drawn from the professional literature and equivalent online sources of technical information, such as data from the NOAA's National Climatic Data Center and manuals from the ERDC/CRREL USA Corps of Engineers (e.g. 2002. *Engineering and Design: Ice Engineering*. U.S. Army Corps of Engineers Engineer Manual 1110-2-1612.)

IX. Bibliography and Resources

1. AIA Alaska, 2004. *Northern Building Design*, American Institute of Architects, Anchorage, AK.
2. Andersland, O. and Ladanyi, B., 2004. *Frozen Ground Engineering*, 2nd Ed., ASCE Press, Reston, VA.
3. Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering*, ASCE Press, Reston, VA.
4. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGraw-Hill, New York, NY.
5. Freitag, D. and McFadden, T., 1997. *Introduction to Cold Regions Engineering*, ASCE Press, Reston, VA. [Classic text].
6. *Journal of Cold Regions Engineering*, ASCE Press, Reston, VA.
7. Rice, E., 1996. *Building in the North*, University of Alaska, Fairbanks, Alaska. [Classic text].
8. Smith, D., Editor, 1996. *Cold Regions Utilities Monograph*, 3rd Ed., ASCE Press, Reston, VA. [Classic text]

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A681	CE A681	3	(3+0)

6. Complete Course Title
Frozen Ground Engineering
Frozen Ground Engineering
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. MS of Arctic Engineering	336	1/24/2014	Hannele Zubeck
2. MS of Civil Engineering	NA	1/24/2014	Osama Abaza
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Introduces students to physical, thermal and mechanical properties of frozen soils, frost action, heat flow in soils, thaw behavior of frozen ground, foundations in frozen ground, construction ground freezing, pavement design, earthwork, and field investigations for frozen ground.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering.

17. ☒ Mark if course has fees CoEng fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix. Prerequisite removal: current prerequisite limits the attendance to Civil Engineers only.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Frozen Ground Engineering
C.	Course Subject/Number:	AE A681
D.	Credit Hours:	3.0
E.	Contact:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Introduces students to physical, thermal and mechanical properties of frozen soils, frost action, heat flow in soils, thaw behavior of frozen ground, foundations in frozen ground, construction ground freezing, pavement design, earthwork, and field investigations for frozen ground.
H.	Status of course relative to degree or certificate program:	Applies to the MS programs in Arctic Engineering.
I.	Lab Fees:	CoEng fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering.

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Course Outline

- Introduction to Frozen Ground
- Physical and Thermal Properties of Soils
- Frost Action
- Heat Flow in Soils
- Thaw Behavior of Frozen Ground
- Mechanical Properties of Frozen Soils
- Foundations in Frozen Ground
- Construction Ground Freezing
- Term Paper Conference
- Pavement Design
- Field Investigations and Earthwork
- Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will demonstrate how to
   1. Analyze properties of frozen soils,
   2. Analyze frozen soil's behavior under stress and strain,
   3. Design foundations, earth structures and pavements for frozen ground.
   4. Explain how to prepare conference papers.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Define frozen ground and describe its characteristics.	Homework assignments, exams, term paper.
2. Assess physical and thermal properties of frozen soils, heat flow and frost heave rates in soils.	Homework assignments, exams, term paper.
3. Analyze thaw weakening of frozen soils and estimate thaw settlement.	Homework assignments, exams, term paper.
4. Determine strength and creep parameters of frozen soils.	Homework assignments, exams, term paper.
5. Prevent foundation/pavement failure due to seasonally frozen ground or permafrost.	Homework assignments, exams, term paper.
6. Identify important issues in earthwork, field investigations, and construction ground freezing project.	Homework assignments, exams, term paper.
7. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text

Andersland, O. and Ladanyi, B., 2004. *Frozen Ground Engineering*, 2nd. Edition, ASCE Press, Reston, VA.

IX. Bibliography and Resources

1. Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering,* ASCE Press, Reston, VA.
2. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGraw-Hill, New York, NY.
3. Freitag, D. and McFadden, T., 1997. *Introduction to Cold Regions Engineering*, ASCE Press, Reston, VA. [Classic text].
4. *Journal of Cold Regions Engineering*, ASCE Press, Reston, VA.
5. Smith, D. (Editor), 1996. *Cold Regions Utilities Monograph*, 3rd Ed., ASCE Press, Reston, VA. [Classic text].

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A682	CE A682	3	(3+0)

6. Complete Course Title
Ice Engineering
Ice Engineering
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Arctic Engineering MS Program	337	1/24/2014	Hannele Zubeck
2. Civil Engineering MS Program	NA	1/24/2014	Osama Abaza
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Introduces students to factors governing design of engineering works contending with the presence of ice. Including fundamental ice properties, ice processes, ice navigation and control of ice in channels, structural and non-structural ice control measures, ice jams, bearing capacity of floating ice sheets, ice forces on riverine, and ocean structures.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
NA	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering, having completed a mechanics of materials course with a minimum grade of C.

17. ☒ Mark if course has fees CoEng fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Ice Engineering
C.	Course Subject/Number:	AE A682
D.	Credit Hours:	3.0
E.	Contact:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Introduces students to factors governing design of engineering works contending with the presence of ice. Including fundamental ice properties, ice processes, ice navigation and control of ice in channels, structural and non-structural ice control measures, ice jams, bearing capacity of floating ice sheets, ice forces on riverine, and ocean structures.
H.	Status of course relative to degree or certificate program:	Applies to the MS program in Arctic Engineering.
I.	Lab Fees:	CoEng fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	None
L.	Registration Restrictions:	Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering, having completed a mechanics of materials course with a minimum grade of C.

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Course Outline

A. Physical Ice Properties and Processes
B. River, Lake, and Sea Ice
C. Ice Navigation and Control of Ice in Channels
D. Structural and Non-structural Ice control Measures
E. Ice Jam Processes and Classification
F. Ice Jam Data Collection, Hydraulics, and Mitigation
G. Bearing Capacity of Floating Ice Sheets
H. Ice Forces on Structures and Related Processes
I. Construction of Ice Roads and Bridges
J. Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will present materials, lead discussions, and assign exercises intended to give students ability to
   1. Analyze properties of lake, river, and sea ice.
   2. Predict behavior of ice under natural conditions.
   3. Evaluate ice forces on engineering structures.
   4. Design ice roads and bridges.
   5. Evaluate bearing capacity of ice sheets.
   6. Predict other ice effects pertinent to safety and efficiency of human endeavors in cold regions.
   7. Explain how to prepare conference papers.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Analyze properties of lake, river, and sea ice.	Homework assignments, exams and term paper.
2. Predict behavior of ice under natural conditions.	Homework assignments, exams and term paper.
3. Predict ice forces on engineering structures.	Homework assignments, exams and term paper.
4. Design ice roads and bridges.	Homework assignments, exams and term paper.
5. Evaluate bearing capacity of ice sheets.	Homework assignments, exams and term paper.
6. Design ice control and ice jam mitigation measures.	Homework assignments, exams and term paper.
7. Predict other ice effects pertinent to safety and efficiency of human endeavors in cold regions.	Homework assignments, exams and term paper.
8. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text:

USACE, 2002. *Ice Engineering*, EM 1110-2-1612, US Army Corps of Engineers, Washington, DC.

IX. Bibliography and Resources

1. ANSVAPI, 1993. *Recommended Practice for Planning, Designing, and Constructing Fixed Offshore Structures in Ice Environments*, American National Standards Institute/ American Petroleum Institute, Washington, DC. [Classic text].
2. Ashton, G. D., Editor, 1986. *River and Lake Ice Engineering*, Water Resources Publications, Littleton, CO. [Classic text].
3. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGrawHill, New York, NY.
4. McFadden, T., and Bennett, F., 1991. *Construction in Cold Regions- A Guide for Planners, Engineers, Contractors, and Managers*, John Wiley & Sons, Inc., Hoboken, NJ. [Classic text].
5. Ryan, W., and Crissman, R., 1990. *Cold Regions Hydrology and Hydraulics*, ASCE Press, Reston, VA. [Classic text].

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A683	CE A683	3	(3+0)

6. Complete Course Title
Arctic Hydrology and Hydraulic Enginering
Arctic Hydrology/Hydraulic Eng
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Arctic Engineering MS Program	337	1/24/2014	Hannele Zubeck
2. AEST MS Program	335	1/24/2014	Rob Lang
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Introduces students to aspects of hydrology and hydraulics unique to engineering problems of the North. Although emphasis is placed on Alaskan conditions, information from Canada and other circumpolar countries is included.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
NA	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing, with a baccalaureate degree in engineering or physical science, or upper class standing in an accredited undergraduate program in engineering, having completed a water resources course with a minimum grade of C.

17. ☒ Mark if course has fees SCoEng fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Arctic Hydrology and Hydraulic Engineering
C.	Course Subject/Number:	AE A683
D.	Credit Hours:	3.0
E.	Contact Time:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Introduces students to aspects of hydrology and hydraulics unique to engineering problems of the North. Although emphasis is placed on Alaskan conditions, information from Canada and other circumpolar countries is included.
H.	Status of course relative to degree or certificate program:	Applies to in Arctic Engineering MS program and Applied Environmental Science and Technology MS program.
I.	Lab Fees:	CoEng fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Graduate standing, with a baccalaureate degree in engineering or physical science, or upper class standing in an accredited undergraduate program in engineering, having completed a water resources course with a minimum grade of C.

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Outline

A. Review
    1. Units of measure, static fluid behavior, and basics of fluid flow
    2. Principles of dynamic fluid behavior and fundamentals of open channel flow
    3. Fundamentals of hydrology and river hydraulics
B. Ice in hydrologic and hydraulic systems
    1. Ice formation in turbulent and quiescent water
    2. Evolution of river ice
    3. River ice jams overview
    4. Ice jam force balance
C. Modeling river flows with ice effects
    1. Use of the U.S. Army Corps of Engineers Hydrologic Engineering Center's River Analysis System program (HEC-RAS) to model river flows with ice of known thickness and roughness
    2. Using HEC-RAS for wide rivers with ice jams
    3. Using HEC-RAS to estimate ice jam flood levels
D. Effects of snow on Arctic Hydrology
    1. Snow properties
    2. Snowmelt hydrology

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will demonstrate how to
    1. Employ hydrology and hydraulics fundamentals and related physical principles in cold regions.
    2. Consider cold regions natural conditions and engineering challenges, with particular regard to lakes and streams of the north
    3. Use associated specialized language and units of measure.
    4. Locate, interpret, and apply public information about cold regions precipitation, streamflow, and related physical conditions.
    5. Apply fundamental principles to solve common cold regions hydraulic engineering problems.
    6. Explain how to prepare conference papers.

B. Student Learning Outcomes. Upon completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Recognize natural conditions and engineering challenges that are unique to rivers and streams in cold regions.	Homework assignments, exams and term paper.
2. Interpret associated specialized language and units of measure.	Homework assignments, exams and term paper.
3. Locate, interpret, and apply public information about cold regions hydrology and related physical conditions.	Homework assignments, exams and term paper.
4. Apply physical principles for specialized solutions to cold regions hydraulic engineering problems, including: a. Prediction of river ice growth and decay, b. Analysis of river ice hydraulics, c. Prediction of ice jams and design of mitigation measures, d. Simulation of river flow and water level changes, including effects of ice, using HEC-RAS, and e. Prediction and analysis of snow properties and snowmelt effects on stream flow.	Homework assignments, exams and term paper.
5. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text

Although no text is required, students are encouraged to download the following free manual from the U.S. Army Corps of Engineers:

US Army Corps of Engineers, 2002. *Ice Engineering*, EM 1110-2-1612, Washington, DC.

IX. Bibliography and Resources

1. Bedient, P., Huber, W., Vieux, B., 2013. *Hydrology and Floodplain Analysis*, Fifth Edition, Pearson, Upper Saddle River, NJ.
2. Chin,D., 2013. *Water Resources Engineering*, Third Edition, Pearson, Upper Saddle River, NJ.
3. DeWalle, D., and Rango, A., 2008. *Principles of Snow Hydrology*, Cambridge University Press, Cambridge, England.
4. Ryan W., and Crissman, R., 1990. *Cold Regions Hydrology and Hydraulics*, ASCE, Reston, VA. [Classic text].
5. Todd D., and Mays, L., 2005. *Groundwater Hydrology*, Third Edition, John Wiley & Sons, Inc., 2005, Hoboken, NJ.
6. US Army Corps of Engineers, 1998. *Runoff from Snowmelt*, EM 1110-2-1406, Washington, DC. [Classic text].

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A684	CE A684	3	(3+0)

6. Complete Course Title
Arctic Utility Distribution
Arctic Utility Distribution
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Arctic Engineering MS Program	337	1/24/2014	Hannele Zubeck
2. Civil Engineering MS Program	NA	1/24/2014	Osama Abaza
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Introduces students to physical principles and current practices associated with the planning and design of safe, efficient, and affordable water supply, fire protection, wastewater collection and disposal, and solid waste disposal works in cold regions, with a view toward conditions in rural Arctic Alaska.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
NA	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing, with a baccalaureate degree in engineering or physical science, or upper class standing in an accredited undergraduate program in engineering, having completed a water resources course with a minimum grade of C.

17. ☒ Mark if course has fees SCoEng

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Arctic Utility Distribution
C.	Course Subject/Number:	AE A684
D.	Credit Hours:	3.0
E.	Contact:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Introduces students to physical principles and current practices associated with the planning and design of safe, efficient, and affordable water supply, fire protection, wastewater collection and disposal, and solid waste disposal works in cold regions, with a view toward conditions in rural Arctic Alaska.
H.	Status of course relative to degree or certificate program:	Applies to the MS programs in Arctic Engineering
I.	Lab Fees:	CoEng fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering, having completed a water resources course with a minimum grade of C.

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Course Outline

A. Overview of Cold Regions Utilities
B. Planning and Project Development
C. Frozen Ground – Foundations for Utilities
D. Thermal Considerations
E. Water Sources and Development
F. Water Treatment
G. Water Storage
H. Water Distribution
I. Wastewater Collection, Treatment and Disposal
J. Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. Instructors will present materials, lead discussions, and assign exercises to teach students how to
    1. Plan and design safe, efficient, and affordable water supply, fire protection, wastewater collection and disposal, and solid waste disposal methods in cold regions.
    2. Prepare conference papers.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Use physical properties, mathematics, analytical methods and specialized language necessary for solving water and wastewater system design and analysis problems encountered in cold regions.	Homework assignments, exams and term paper.
2. Identify and summarize governing processes associated with freezing and thawing phenomena.	Homework assignments, exams and term paper.
3. Locate, interpret, and apply public information about cold regions physical conditions and engineering variables.	Homework assignments, exams and term paper.
4. Determine foundation and support conditions and common designs for water and wastewater infrastructure, including piles, post and pad, and frozen foundation designs.	Homework assignments, exams and term paper.
5. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text:

Smith, D. (Editor), 1996. *Cold Regions Utilities Monograph* [3rd Ed.]. ASCE Press, Reston, VA. [Classic text].

IX. Bibliography and Resources

1. Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering*, ASCE Press, Reston, VA.
2. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGrawHill, New York, NY.
3. *Journal of Cold Region Engineering*, ASCE Press, Reston, VA.
4. McFadden, T., and Bennett, F., 1991. *Construction in Cold Regions*- A Guide for Planners, Engineers, Contractors, and Managers, John Wiley & Sons, Inc., Hoboken, NJ. [Classic text].
5. Ryan, W., and Crissman, R., 1990. *Cold Regions Hydrology and Hydraulics*, ASCE Press, Reston, VA. [Classic text].

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A685	ME A685	3	(3+0)

6. Complete Course Title
Arctic Mass and Heat Transfer
Arctic Mass and Heat Transfer
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other CCG (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Arctic Engineering MS Program	336	1/24/2014	Hannele Zubeck
2. Engineering BS Program ME	261	12/6/2013	Jeff Hoffman
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Introduces principles of heat and mass transfer with special emphasis on application to problems encountered in the Arctic, such as ice and frost formation, permafrost, condensation, and heat loss in structures.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
NA	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering, having completed a thermodynamics course with a minimum grade of C.

17. ☒ Mark if course has fees CoEng fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Arctic Heat and Mass Transfer
C.	Course Subject/Number:	AE A685
D.	Credit Hours:	3.0
E.	Contact Time:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Introduces principles of heat and mass transfer with special emphasis on application to problems encountered in the Arctic, such as ice and frost formation, permafrost, condensation, and heat loss in structures.
H.	Status of course relative to degree or certificate program:	Applies to the Arctic Engineering MS program and Engineering BS program in Mechanical Engineering concentration.
I.	Lab Fees:	CoEng fee
J.	Coordination:	UAA/SOE/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering, having completed a thermodynamics course with a minimum grade of C.

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Outline

A. Information collection
B. Regional temperature data
C. Physical properties of construction materials
D. Zone refining
E. Fundamentals of heat transfer
F. Temperature distribution in soils
G. Temperature measurement
H. Foundation design in cold regions
I. Heat transfer in structures
J. Heat and mass transfer in buried pipelines, roads, and utilidors
K. Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will demonstrate how to:
1. Apply hydrology and hydraulics fundamentals and related physical principles.
2. Apply physical properties, mathematics including calculus, and analytical methods necessary for solving heat and mass transfer problems encountered in cold regions.
3. Identify governing processes associated with freezing and thawing phenomena in cold regions.
4. Use specialized language and units of measure for heat and mass transfer in cold climates.
5. Locate, interpret, and apply public information about cold regions physical conditions and engineering.
6. Apply governing principles to solve common cold regions engineering problems,
7. Apply heat and mass transfer problem solving techniques to analyze roads, buildings, pipelines, and utilidors under cold climate conditions.
8. Prepare conference papers.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Determine and summarize the mathematical and physical properties governing heat and mass transfer in cold climates.	Homework assignments, exams and term paper.
2. Interpret and apply associated specialized language and units of measure.	Homework assignments, exams and term paper.
3. Gather specialized scientific and engineering public information about cold regions physical conditions.	Homework assignments, exams and term paper.
4. Apply fundamental physical principles in solving common cold regions engineering problems.	Homework assignments, exams and term paper.
5. Predict temperature variations in soils based upon	Homework assignments, exams and

climatic and physical soil data.	term paper.
6. Determine temperature profiles in structure walls, roof, and foundations.	Homework assignments, exams and term paper.
7. Predict moisture content and mass flow rates in structures.	Homework assignments, exams and term paper.
8. Determine soil freeze and thaw rates associated with buried pipelines and utilidors.	Homework assignments, exams and term paper.
9. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text

Freitag D., and McFadden, T., 1997. *Introduction to Cold Regions Engineering*, ASCE Press, Reston, VA.

Additional supplemental material will be gathered as needed from public information sources, such as data from the NOAA's National Climatic Data Center.

IX. Bibliography and Resources

1. Andersland, O., and Ladanyi, B., 2004. *Frozen Ground Engineering*, 2nd. Ed. ASCE Press, Reston, VA.
2. Cengel, Y., and Boles, M., 1998. *Thermodynamics*, McGraw-Hill, New York, NY.
3. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGraw-Hill, New York, NY.
4. Holman, J., 2002. *Heat Transfer*, McGraw-Hill, New York, NY.
5. Incropera, F., and DeWitt, D., 1996. *Heat and Mass Transfer*, John-Wiley and Sons, Hoboken, NJ. [Classic tex].
6. Lunardini, V., 1981. *Heat Transfer in Cold Climates*, Van Nostrand Reinhold, New York, NY. [Classic text].
7. McFadden, T., and Bennett, F., 1991. *Construction in Cold Regions - A Guide for Planners, Engineers, Contractors, and Managers*, John Wiley & Sons, Inc., Hobeken, NJ. [Classic text].
8. Rice, E., 1996. *Building in the North*, University of Alaska, Fairbanks, Alaska.
9. Smith, D., (Editor), 1996. *Cold Regions Utilities Monograph*, 3rd Ed., ASCE Press, Reston, VA. [Classic text].

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A686		3	(0+9)

6. Complete Course Title
Arctic Engineering Project
Arctic Engineering Project
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. MS in Arctic Engineering	337	1/24/2014	Hannele Zubeck
2.			
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Culminating project for MS Arctic Engineering student. The project is arranged among the advisor, graduate advisory committee and student to solve a practical cold regions engineering problem.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☒ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing in Arctic Engineering with a completion of minimum of 9 graduate Arctic Engineering credits.

17. ☒ Mark if course has fees CoEng fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix. This course is added, since the students are currently taking CE A686 Civil Engineering Project.

_____ Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Arctic Engineering Project
C.	Course Subject/Number:	AE A686
D.	Credit Hours:	3.0
E.	Contact:	0+9
F.	Grading Information:	A-F
G.	Course Description:	Culminating project for MS Arctic Engineering student. The project is arranged among the advisor, graduate advisory committee and student to solve a practical cold regions engineering problem.
H.	Status of course relative to degree or certificate program:	Applies to the MS program in Arctic Engineering
I.	Lab Fees:	CoEng fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Graduate standing in Arctic Engineering with a completion of minimum of 9 graduate Arctic Engineering credits.

III. Course Activities

A. Weekly work includes conducting literature review, designing experiments (if applicable), describing methodology (if applicable), conducting experiments or conducting modeling (if applicable), analyzing results, formulating conclusions, providing recommendations for future research and implementation.
B. Student project proposal that is reviewed by the graduate advisory committee.
C. Student project report that is reviewed by the graduate advisory committee.
D. Student project report with incorporated edits/comments from the graduate advisory committee.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on project proposal and project report.

V. Course Level Justification

A. The course will involve application of engineering and scientific knowledge and skills typical of graduate engineering students.

B. Students are required to accomplish a project demonstrating their command of the principles and skills introduced in the graduate program (MSAE). Significant responsibility for critical thinking and interpretation of technical information will fall on the student at a level commonly associated with graduate education.

VI. Course Outline

The course will be conducted as individual research, and includes the following items that the student submits to the advisory committee:

A. Project Proposal to be approved by the graduate advisory committee.
B. Project Report to be reviewed by the graduate advisory committee. The report should consist of introduction, literature review, methodology (if applicable), results, conclusions, recommendations, and references.
C. Final Project Report incorporating suggestions and improvements as prescribed by reviewers.

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Provide students with understanding and skills how to create a concise project proposal with a relevant background, problem statement, hypothesis and scope of work.
   2. Provide students with skills to formulate appropriate outline for reports.
   3. Provide students with understanding on the clarity, accuracy, precision, relevance, depth, breadth, logic, significance and fairness required for engineering research reports.
   4. Prepare students to professional engineering reports.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Formulate engineering research proposals.	Project proposal
2. Formulate appropriate research methodology.	Proposal and report
3. Conduct literature reviews and collect information pertinent to the research topics.	Project report
4. Comprehend the clarity, accuracy, precision, relevance, depth, logic, significance and fairness required for engineering research reports.	Project report
5. Author professional engineering reports.	Project report

VIII. Suggested Text: NA

IX. Bibliography and Resources

1. Cold Regions Engineering, *Proceedings*, ASCE, Reston, VA.
2. Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering*, ASCE Press, Reston, VA.
3. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGraw-Hill, New York, NY.
4. Freitag, D. and McFadden, T. 1997. *Introduction to Cold Regions Engineering*, ASCE Press, Reston, VA. [Classic text].
5. *Journal of Cold Regions Engineering*, ASCE Press, Reston, VA.
6. Smith, D. W. (Editor), 1996. *Cold Regions Utilities Monograph*, 3rd ed., ASCE Press, Reston, VA. [Classic text].

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

1a. School or College	1b. Division	1c. Department
EN SOENGR	No Division Code	Civil Engineering

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AE	A689	CE A689	3	(3+0)

6. Complete Course Title
Cold Regions Pavement Design
Cold Regions Pavement Design
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2015 To: 99/9999

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Master of Science Arctic Engineering	337	1/24/2014	Hannele Zubeck
2.			
3.			

Initiator Name (typed): Hannele Zubeck Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 2/4/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 2/4/2014

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)*
Topics include design, maintenance and rehabilitation of pavement structures in cold regions where frost, snow and ice threaten expected service life.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
NA	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering, having completed a tansportation engineering course with a minimum grade of C.

17. ☒ Mark if course has fees CoEng fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.

Initiator (faculty only) Date
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chairperson Date

☐ Approved
☐ Disapproved Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

A.	College:	College of Engineering
B.	Course Title:	Cold Regions Pavement Design
C.	Course Subject/Number:	AE A689
D.	Credit Hours:	3.0
E.	Contact:	3+0
F.	Grading Information:	A-F
G.	Course Description:	Topics include design, maintenance and rehabilitation of pavement structures in cold regions where frost, snow and ice threaten expected service life.
H.	Status of course relative to degree or certificate program:	Applies to the MS program in Arctic Engineering
I.	Lab Fees:	CoEng fee
J.	Coordination:	UAA/CoEng/CE faculty list serves
K.	Course Prerequisites:	NA
L.	Registration Restrictions:	Graduate standing, with a baccalaureate degree in engineering, or upper class standing in an accredited undergraduate program in engineering, having completed a transportation engineering course with a minimum grade of C

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Course Outline

- Cold regions pavements
- Pavement environment
- Calculation of engineering parameters
- Pavement deterioration modes
- Soil investigation and material testing
- Design approaches
- Mix design of bound layers
- Pavement structural design
- Maintenance and rehabilitation
- Pavements on permafrost
- Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will demonstrate how to:
   1. Apply factors and calculate engineering parameters for pavement design in cold regions.
   2. Analyze failure modes of pavements.
   3. Plan for site investigation and material testing.
   4. Compare alternatives for design and maintenance strategies.
   5. Design pavement surfaces and structures.
   6. Plan maintenance operations, select rehabilitation techniques and seasonal load restrictions.
   7. Design pavements in a permafrost environment.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Analyze factors affecting pavement design in cold regions.	Homework assignments, exams, term paper.
2. Analyze failure modes of pavements under the effects of traffic, environmental stresses and the combination of the two.	Homework assignments, exams, term paper.
3. Manage site investigations and material testing.	Homework assignments, exams, term paper.
4. Evaluate alternatives for design and maintenance techniques, strategies and their financial impacts.	Homework assignments, exams, term paper.
5. Manage and perform pavement designs in cold regions.	Homework assignments, exams, term paper.
6. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text

Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering*, ASCE Press, Reston, VA.

IX. Bibliography and Resources

1. Andersland, O., and Ladanyi, B., 1994. *Frozen Ground Engineering*, ASCE Press, Reston, VA. [Classic text].
2. Huang, Y., 2004. *Pavement Analysis and Design*, Pearson, Prentice Hall, Upper Saddle River, NJ.
3. *Journal of Cold Regions Engineering*, ASCE Press, Reston, VA.
4. Vinson, T., Rooney, J. and Haas, W., 1996. *Roads and Airfields in Cold Regions*, ASCE Press, Reston, VA. [Classic text].

TO: Graduate Academic Board (GAB)
FROM: Naomi Torrance, Assistant Professor
School of Nursing
DATE: April 2, 2014
SUBJ: Creation of Doctor of Nursing Practice Prefix (ND) and separation of courses

This memo documents the request for a new course prefix and separation of courses. The reasons for this request are discussed below.

Background

To align the nurse practitioner tracks with recommendations from the American Association of Colleges of Nursing, the School of Nursing (SON) proposes to transition its two graduate advanced practice nursing tracks (Family Nurse Practitioner[FNP] and Psychiatric Mental Health Nurse Practitioner [PMH-NP]) to the clinical doctorate level, the Doctor of Nursing Practice (DNP), by 2015.

Prospective DNP students will have varying levels of educational preparedness. For the first several years of the new DNP program, two groups of students will enroll: students with a master's degree who are already nurse practitioners, and students with a bachelor's degree in nursing who are not yet nurse practitioners. Post-master's students would only need certain content of some core DNP courses in order to meet degree requirements and national standards. In addition, the SON will maintain a master's level option in nursing education. Those students will require core courses as well.

In the original DNP package submitted to and approved by the College of Health Curriculum Committee, we had proposed resolving these problems with a variable credit option for key core courses offered to DNP students and master's students. Upon reaching the governance office and the GAB, we learned that this option is not feasible.

A meeting was held with several faculty members and administrators within the SON, as well as the Registrar and Associate Dean of the Graduate School to clarify the problems and discuss possible solutions.

Problems

1. Some of the core DNP courses were revised and enhanced to meet accreditation and national practice standards. This resulted in credit hour changes for these core courses, which unintentionally impacts the master's level nursing education track.
2. Variable credit for core courses is now not possible in the centralized scheduling and degree reporting system.
3. DNP students who had earned a master's degree in nursing from UAA would have already taken many of the courses being used in the DNP program. Courses are not repeatable.

Solutions

In order to limit the impact of revised NS courses on the remaining master's level nursing education track, and resolve the concern of NS courses being repeated by returning students (Problems #1 & #3), it was decided that a new prefix should be created and used for all DNP courses. The proposed prefix (ND) is available for use per the Registrar. The current NS courses used by the master's level nursing education track would remain unaffected and continue to be used by that track. Also, returning students would now take ND courses, instead of NS courses, and thus not face repeating courses.

According to the Registrar, the second issue of post-masters students taking the same courses as post-baccalaureate students, but needing only certain content within that course cannot be addressed with a variable credit option. Instead, we propose separating the content needed for post-masters students into separate courses with similar numbering schemes, but to include a letter suffix (ND 601 & ND 601A). For example, post-masters students only need pathophysiology content on genetics and genomics in order to meet national standards, as they received all other required pathophysiology content during their master's programs. Post-baccalaureate students would need the entire course, including the genetics and genomics content. Our revised plan would offer ND 601A *Genetics and Genomics in Advanced Pathophysiology* (1 credit) to past-master's students. ND 601 *Advanced Pathophysiology I* (4 credits) would be offered to post-baccalaureate students, and includes the content covered in ND 601A. There are four courses in the proposed DNP curriculum that require similar changes. With these solutions, there have been no course content changes, and the content taught to various levels of students has not been altered from the package submitted to and approved by the COH Curriculum Committee.

We feel these changes result in a much clearer plan for students to follow. DNP program requirements would not be as follows:

Program Requirements for Post-Baccalaureate Students

1. Complete the following required courses (55 credits):

ND A601	Advanced Pathophysiology I	4
ND A602	Advanced Health Assessment in Primary Care	4
ND A603	Advanced Pathophysiology II	2
ND A610	Pharmacology for Primary Care I	2
ND A612	Pharmacology for Primary Care II	3
ND A613	Advanced Practice Informatics	2
ND A614	Advanced Practice Ethics and Law	2
ND A615	Health Services Organization and Finance	4
ND A618	Advanced Nursing Roles and Leadership	4
ND A619	Health Policy and Economics	4
ND A621	Knowledge Development for Advanced Nursing Practice	3
ND A627	Practice Inquiry 1: The Nature of Evidence	3
ND A628	Practice Inquiry 2: Design and Methods	3
ND A629	Practice Inquiry 3: Proposal Development	2
ND A630	Practice Inquiry 4: Capstone Project (2 credits)*	6

ND A633	Statistics for Advanced Practice	3
ND A634	Epidemiology for Advanced Practice	2
ND A637	Data Analysis: Qualitative	1
ND A638	Data Analysis: Quantitative	1

* - Take course 3 times for a total of 6 credits

2. Complete one of the following options:

Family Nurse Practitioner Option (30 credits)

ND A660	Family Nurse Practitioner I	4
ND A661	Family Nurse Practitioner II	5
ND A662	Family Nurse Practitioner III	5
ND A663	Family Nurse Practitioner IV	6
ND A683	Clinical Immersion	3
ND A684	Clinical Concentration	4
Elective	Advisor approved	3

Psychiatric-Mental Health Practitioner Option (30 Credits)

ND A611	Psychopharmacology for Advanced Practice Nursing	3
ND A670	Advanced Practice Psychiatric and Mental Health Nursing I	5
ND A671	Advanced Practice Psychiatric and Mental Health Nursing II	5
ND A672	Advanced Practice Psychiatric and Mental Health Nursing III	5
ND A673	Advanced Practice Psychiatric and Mental Health Nursing IV	5
ND A683	Clinical Immersion	3
ND A684	Clinical Concentration	4

Program Requirements for Post-Master's Students

1. Complete the following required courses (37 credits):

ND A601A	Genetics and Genomics in Advanced Pathophysiology	1
ND A610A	Pharmacology for Primary Care: Special Topics	1
ND A613	Advanced Practice informatics	2
ND A614	Advanced Practice Ethics and Law	2
ND A615	Health Services Organization and Finance	4
ND A618A	Advanced Nursing Leadership	2
ND A619A	Health Economics	2
ND A628	Practice Inquiry 2: Design and Methods	3
ND A629	Practice Inquiry 3: Proposal Development	2
ND A630	Practice Inquiry 4: Capstone Project (2 credits)*	6
ND A634	Epidemiology for Advanced Practice	2
ND A683	Clinical Immersion	3
ND A684	Clinical Concentration	4
Elective	Advisor Approved	3

* - Take course 3 times for a total of 6 credits

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Complete Program Title/Prefix
Doctor of Nursing Practice

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Doctoral Program

4. Type of Action:

PROGRAM	PREFIX
☒ Add	☐ Add
☐ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2015 To: /9999

6a. Coordination with Affected Units Department, School, or College:

Initiator Name (typed): Naomi Torrance Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/29/13

6c. Coordination with Library Liaison Date: 01/29/13

7. Title and Program Description - Please attach the following:

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action

The American Association of Colleges of Nursing (AACN) has recommended that the practice doctorate (DNP) be the entry level graduate degree for advanced nursing practice by 2015. Changing and increasing demands of Alaska and the nation's complex health care environment and delivery system require that nurses in advanced practice positions have the highest level of scientific knowledge and practice expertise. Doctorally prepared nurses equipped with this level of knowledge and clinical skills will provide leadership and collaboration with other health professionals to change the delivery of care through evidence-based practice achieving better health outcomes.

Initiator (faculty only) Date

Naomi Torrance
Initiator (TYPE NAME)

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

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Doctor of Nursing Practice, Nursing Science

Graduate studies at the doctoral level place primary emphasis upon advanced professional nursing practice, theory, research, leadership roles in advancing health care delivery systems and application of research into practice. Programs will be offered for both post-baccalaureate and post-master's students.

Post-baccalaureate students may develop a specialized practice focus as a family nurse practitioner or psychiatric-mental health nurse practitioner. Doctoral level studies provide the student with the knowledge and skills for independent practice using an evidence-based approach to advancing high quality care. In addition, this doctoral level program will prepare leaders who will improve patient outcomes and positively impact health policy. The graduates in the family nurse practitioner option are eligible to write the national certification examination for advanced professional practice as a family nurse practitioner. Graduates of the psychiatric-mental health nurse practitioner option are eligible to write the national certification for advanced practice as a psychiatric- mental health nurse practitioner-adult, or psychiatric and mental health nurse practitioner-family.
For those who currently hold an advanced practice nursing degree and wish to expand their knowledge and skills to be able to better interpret research, apply best practices and incorporate clinical knowledge to influence health care policy, the post-masters to Doctor of Nursing Practice option is available.

Program Student Learning Outcomes

The graduate is prepared to:
1. Enhance professional skills in advanced practice nursing using an ethical, evidence- based approach to promote healthy communities.
2. Apply clinical inquiry using a culturally sensitive, evidence-based approach to adapt practice and change health outcomes.
3. Expand leadership roles to influence local, statewide and national health care policy and delivery systems serving unique, diverse and underserved populations.

Admission Requirements

See the beginning of this chapter for Admission Requirements for Graduate Degrees. In addition, students should also meet the following criteria when applying for admission to the Doctor of Nursing Practice program:

School of Nursing Admission Requirements for Post-Baccalaureate Applicants

1. Earned baccalaureate degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. Undergraduate (and graduate, if applicable) GPA of at least a 3.00 on a 4.00 scale.
3. Satisfactory achievement on the Graduate Record Examination (for applicants with undergraduate GPAs of 3.00 or greater, the GRE is not required).
4. Unencumbered licensure as a registered nurse in the state of Alaska concurrent with enrollment in first clinical course.
5. The School of Nursing graduate admission application must be submitted directly to the School of Nursing.
6. Three letters of professional recommendation submitted directly to the School of Nursing. References may be contacted by a member of the admissions committee.
7. Professional portfolio with written goal statement.
8. Minimum of one year of clinical experience as a registered nurse.
9. Completed undergraduate physical assessment, statistics and research courses.

School of Nursing Admission Requirements for Post-Master's Applicants

1. Earned master's degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
2. Graduate GPA of at least a 3.00 on a 4.00 scale.
3. Unencumbered licensure as an advanced practice nurse in the state of Alaska concurrent with enrollment in first clinical course and maintained throughout the program of study.
4. The School of Nursing graduate admission application must be submitted directly to the School of Nursing.

5. Three letters of professional recommendation submitted directly to the School of Nursing. References may be contacted by a member of the admissions committee.
6. Professional portfolio with written goal statement.
7. Currently engaged in practice as an advanced practice nurse practitioner.

Applicants who meet the above criteria are considered for program admission on a competitive basis. Meeting all admission criteria does not guarantee admission, nor does prior acceptance into graduate study status guarantee admission into the clinical nursing tracks.

Special consideration may be given to candidates with portfolios that document exceptional clinical experience and a proven record of professional contributions. To the extent that there are limited seats available in the program, preference may be given to residents of the state of Alaska as defined by the university's policy on residency for tuition purposes.

Academic Progress

Students enrolled in the graduate degree programs must:

- Earn a grade of 3.00 (B) or higher in all required courses.
- Earn all credits, including transfer credits, within a consecutive seven-year period prior to graduation. See Chapter 12 for additional information.

Noncompliance with academic progress expectations will result in probation and possible dismissal from the program. See the Academic Good Standing Policy in the School of Nursing Graduate Handbook for more information.

Part-Time/Full-Time Study

For post-baccalaureate students, this program is designed to be completed in nine semesters of full-time study, or 14 semesters of part-time study. For post-master's students, this program is designed to be completed in four semesters of full-time study, or six semesters of part-time study.
Prior to being formally admitted to graduate study, students may complete up to 9 credits of degree-applicable coursework, either UAA credit (with permission of the instructor) or transfer credit. Students who are not formally admitted will be allowed to register on a space- available basis and with instructor permission.
For part-time students, admission to graduate study only is recommended, with formal admission to a specialty track being delayed until core course requirements have been completed. Enrollment in any clinical course requires formal admission to graduate study and to the specialty track.

Additional School of Nursing Requirements

All students enrolled in UAA nursing programs must provide:

- Documentation of continuous current certification in cardiopulmonary resuscitation (CPR) for adults, infants, and children;
- Evidence of satisfactory health status, including immunity to chicken pox, rubella, rubeola, and hepatitis A and B (by titer), documentation of Tdap (tetanus, diptheria, pertussis) immunization within the past 10 years, annual PPD skin test or health examination indicating freedom from active tuberculosis, documentation of an annual HIV test (results not required); and
- Results of a national-level criminal background check.

- Students are required to provide their own transportation to clinical sites. They are also responsible for their portion of the cost of audio conferencing. Students must have access to a personal computer and reasonable Internet connectivity. All students are expected to have basic computer and typing skills prior to entry into the nursing program, for example:

    - Word processing (preferably MS Word)
    - Sending and receiving e-mail with attachments

- Accessing and navigating the Internet/World Wide Web

Scheduling of Courses

Graduate nursing courses are offered in an alternative scheduling format consisting of intensive classroom sessions presented in short time blocks on the UAA campus and/or periodic class meetings throughout the semester that are available via computer and/or audio conference. Thus, it is possible for students who reside outside of Anchorage to take advantage of the opportunity to pursue graduate study at UAA. In addition, all students have the opportunity to take advantage of clinical learning opportunities throughout the state, including both urban and rural settings.

Graduation Requirements

See the beginning of this chapter for University Requirements for Graduate Degrees.

Program Requirements for Post-Baccalaureate Students

1. Complete the following required courses (55 credits):

ND A601	Advanced Pathophysiology I	4
ND A602	Advanced Health Assessment in Primary Care	4
ND A603	Advanced Pathophysiology II	2
ND A610	Pharmacology for Primary Care I	2
ND A612	Pharmacology for Primary Care II	3
ND A613	Advanced Practice Informatics	2
ND A614	Advanced Practice Ethics and Law	2
ND A615	Health Services Organization and Finance	4
ND A618	Advanced Nursing Roles and Leadership	4
ND A619	Health Policy and Economics	4
ND A621	Knowledge Development for Advanced Nursing Practice	3
ND A627	Practice Inquiry 1: The Nature of Evidence	3
ND A628	Practice Inquiry 2: Design and Methods	3
ND A629	Practice Inquiry 3: Proposal Development	2
ND A630	Practice Inquiry 4: Capstone Project (2 credits)*	6
ND A633	Statistics for Advanced Practice	3
ND A634	Epidemiology for Advanced Practice	2
ND A637	Data Analysis: Qualitative	1
ND A638	Data Analysis: Quantitative	1

* - Take course 3 times for a total of 6 credits
It is highly recommended that students complete the Practice Inquiry Series (ND A627, ND A628, ND A629 & ND A630) in sequential order. Students wishing to take ND A630 earlier in the sequence should seek instructor/advisor approval.

2. Complete one of the following options:

Family Nurse Practitioner Option (30 credits)

ND A660	Family Nurse Practitioner I for Doctoral Studies	4
ND A661	Family Nurse Practitioner II for Doctoral Studies	5
ND A662	Family Nurse Practitioner III for Doctoral Studies	5
ND A663	Family Nurse Practitioner IV for Doctoral Studies	6
ND A683	Clinical Immersion	3
ND A684	Clinical Concentration	4
Elective	Advisor approved	3

Psychiatric-Mental Health Practitioner Option (30 Credits)

ND A611	Psychopharmacology for Advanced Practice Nursing	3
ND A670	Advanced Practice Psychiatric and Mental Health Nursing I for Doctoral Studies	5
ND A671	Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Studies	5
ND A672	Advanced Practice Psychiatric and Mental Health Nursing III for Doctoral Studies	5
ND A673	Advanced Practice Psychiatric and Mental Health Nursing IV for Doctoral Studies	5
ND A683	Clinical Immersion	3
ND A684	Clinical Concentration	4

Program Requirements for Post-Master's Students

1. Complete the following required courses (37 credits):

ND A601A	Genetics and Genomics in Advanced Pathophysiology	1
ND A610A	Pharmacology for Primary Care: Special Topics	1
ND A613	Advanced Practice informatics	2
ND A614	Advanced Practice Ethics and Law	2
ND A615	Health Services Organization and Finance	4
ND A618A	Advanced Nursing Leadership	2
ND A619A	Health Economics	2
ND A628	Practice Inquiry 2: Design and Methods	3
ND A629	Practice Inquiry 3: Proposal Development	2
ND A630	Practice Inquiry 4: Capstone Project (2 credits)*	6
ND A634	Epidemiology for Advanced Practice	2
ND A683	Clinical Immersion	3
ND A684	Clinical Concentration	4
Elective	Advisor Approved	3

* - Take course 3 times for a total of 6 credits
It is highly recommended that students complete the Practice Inquiry Series (ND A628, ND A629 & ND A630) in sequential order. Students wishing to take ND A630 earlier in the sequence may do so with instructor/advisor approval.

Capstone: Project Dissemination

A total of 6 or more credits of ND A630 Practice Inquiry 4: Capstone Project, taken over three to four semesters, is required for the degree. Students who are unable to complete the project after four semesters will be required to complete the graduate continuous registration procedures (at the beginning of this chapter) and pay all fees.

Students who are unable to complete the capstone project during these third and fourth semesters will be required to register for 2 credits of ND A630 Practice Inquiry 4: Capstone Project every semester thereafter (excluding summer sessions) until the capstone project is satisfactorily completed. In the event students want to work on the capstone project during a summer semester, utilizing faculty and UAA resources, they must get approval from their committee and register for a one-credit independent study (P/F). The independent study credit does not count towards the four required capstone project credits. There is no limit to the number of capstone project credits that may be accrued; however, no more than 13 credits of capstone project may be accrued without the student being required to take additional course work at the graduate level. Specific requirements for additional coursework will be determined by the director of the Graduate Program in Nursing, the coordinator of the specialty track, and the capstone project chair.

FACULTY

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

1a. School or College	1b. Department
CH College of Health	NUR

2. Complete Program Title/Prefix
Doctor of Nursing Practice/ND

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Other: specify type in box 2

This program is a Gainful Employment Program: ☐ Yes or ☒ No

4. Type of Action:

PROGRAM	PREFIX
☐ Add	☒ Add
☐ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Fall/2015 To: /9999

6a. Coordination with Affected Units Department, School, or College: School of Nursing

Initiator Name (typed): Naomi Torrance Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 3/5/2014

6c. Coordination with Library Liaison Date: 3/5/2014

7. Title and Program Description - Please attach the following:

☒ Cover Memo ☐ Catalog Copy in Word using the track changes function

8. Justification for Action

The new ND prefix will house all nursing courses required by the DNP program. Courses are not repeatable, and thus new courses must be created. There are not enough numbers available within the NS prefix to assign all DNP courses new NS course numbers. This new prefix for DNP courses also eliminates impact on the existing master's level track in nursing education, which continues to utilize NS courses.

Initiator (faculty only) Date Naomi Torrance Initiator (TYPE NAME)	☐ Approved ☐ Disapproved Dean/Director of School/College Date
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A601	N/A	4	(4+0)

6. Complete Course Title
Advanced Pathophysiology I

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
☐ 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 (please specify)

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops expertise in abnormal physiology building upon students' understanding of basic pathophysiology. Expands knowledge of normal physiological processes, disease processes, abnormal functioning, genetic influence on disease, and clinical manifestations of disease across the lifespan.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards, and offered under new prefix. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A601
Title:	Advanced Pathophysiology I
Credits:	4 (4 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops expertise in abnormal physiology building upon students' understanding of basic pathophysiology. Expands knowledge of normal physiological processes, disease processes, abnormal functioning, genetic influence on disease, and clinical manifestations of disease across the lifespan.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Identify the application of pathophysiologic concepts and influencing factors on abnormal health states across the lifespan.
2. Distinguish an evidence-based approach to the understanding of interactions among human regulatory and compensatory processes of commonly occurring diseases.
3. Translate the application of pathophysiologic processes in the formulation of management plans for common diseases.
4. Validate appropriate evidence-based and primary literature resources to promote scholarly review and writing.
5. Emphasize the association of genetic and genomic influences on pathophysiologic processes.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Apply pathophysiologic concepts to advanced practice nursing care of individuals across the lifespan	Quizzes, discussion board, case studies, peer reviews
	2.	Evaluate the influences of genetics and genomics on disease processes including identification of common clinical features of genetic syndromes	Quizzes, discussion board, case studies, peer reviews
	3.	Analyze the effects of environment, gender, age, lifestyle, and behavior on disease process	Quizzes, discussion board, case studies, peer reviews
	4.	Incorporate evidence based research on disease processes to predict clinical manifestations in pathophysiologic conditions	Quizzes, discussion board, case studies, peer reviews
	5.	Integrate evidence based research and pathophysiology to assess and manage commonly occurring diseases	Quizzes, discussion board, case studies, peer reviews
	6.	Analyze health determinants and health disparities in relation to pathophysiologic processes common to specific populations	Quizzes, discussion board, case studies, peer reviews
	7.	Associate interactions among human regulatory and compensatory processes and disease processes of commonly occurring diseases	Quizzes, discussion board, case studies, peer reviews

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Introduction to advanced pathophysiology
   - 1.1. Integrate evidence-based research throughout the course
   - 1.2. Altered cellular and tissue etiology
   - 1.3. Normal versus pathological across the lifespan

1.4. Stress and disease with their resulting clinical manifestations

2. Physiologic imbalances
   - 2.1. Fluid and electrolytes
   - 2.2. Acid-base
   - 2.3. Immunologic processes
   - 2.4. Immune dysfunction
   - 2.5. Inflammation
   - 2.6. Infection
   - 2.7. Autoimmune dysfunction
   - 2.8. Special populations
3. Genetics and genomics
   - 3.1. Influence on disease
   - 3.2. Inheritance patterns
   - 3.3. Genetic mutations
   - 3.4. Special populations
4. Cancer
   - 4.1. Tumor invasion
   - 4.2. Metastasis
   - 4.3. Immune function
   - 4.4. Genetic influences
   - 4.5. Special populations
5. Reproductive
   - 5.1. Male
   - 5.2. Female
   - 5.3. Sexually transmitted infections
   - 5.4. Special populations
6. Endocrine
   - 6.1. Diabetes
   - 6.2. Thyroid/parathyroid
   - 6.3. Adrenal
   - 6.4. Other hormone imbalances
   - 6.5. Special populations
7. Cardiac
   - 7.1. Hypertension
   - 7.2. Diseases of the arteries and veins
   - 7.3. Shock and multi-organ dysfunction
   - 7.4. Myocardial infarction
   - 7.5. Heart failure
   - 7.6. Dysrhythmias
   - 7.7. Special populations

8. Hematology
    8.1. Blood dyscrasias
    8.2. Leukemias
    8.3. Anemias
    8.4. Special populations
9. Respiratory
    9.1. Altered respiratory patterns
    9.2. Hypoxia
    9.3. Pulmonary edema
    9.4. Infectious respiratory disease
    9.5. Asthma
    9.6. Chronic obstructive pulmonary disease
    9.7. Special populations
10. Complex Case Studies

VI. Suggested Texts

American psychological association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Gunder, L., & Martin, S. (2011). *Essentials of medical genetics for health professionals.* Sudbury, MA: Jones & Bartlett.

McCance, K. L., & Huether, S. E. (2013). *Pathophysiology: The biologic basis for disease in adults and children* (7th ed.). St. Louis, MO: Mosby.

VII. Bibliography & Suggested Readings

Lea, D. H. (2009). Basic genetics and genomics: A primer for nurses. *OJIN: The Online Journal of Issues in Nursing,* 14(2). Retrieved from www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Basic-Genetics-and-Genomics.aspx

Genetics Links to Primers

- http://learn.genetics.utah.edu/content/begin/tour/

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A601A	N/A	1	(1+0)

6. Complete Course Title
Genetics and Genomics in Advanced Pathophysiology
Genetics & Genomics Adv Patho
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops expertise in abnormal physiology building upon students' understanding of pathophysiology. Expands knowledge of genetic influence on disease, inheritance patterns and genetic mutations across the lifespan.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A601A
Title:	Genetics and Genomics in Advanced Pathophysiology
Credits:	1 (1 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops expertise in abnormal physiology building upon students' understanding of pathophysiology. Expands knowledge of genetic influence on disease, inheritance patterns and genetic mutations across the lifespan.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Identify the application of pathophysiologic concepts and influencing factors on abnormal health states across the lifespan.
2. Distinguish an evidence-based approach to the understanding of interactions among human regulatory and compensatory processes of commonly occurring diseases.
3. Translate the application of pathophysiologic processes in the formulation of management plans for common diseases.
4. Validate appropriate evidence-based and primary literature resources to promote scholarly review and writing.
5. Emphasize the association of genetic and genomic influences on pathophysiologic processes.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Apply pathophysiologic concepts to advanced practice nursing care of individuals across the lifespan	Quizzes, discussion board, case studies, peer reviews
	2.	Evaluate the influences of genetics and genomics on disease processes including identification of common clinical features of genetic syndromes	Quizzes, discussion board, case studies, peer reviews
	3.	Incorporate evidence based research on disease processes to predict clinical manifestations in pathophysiologic conditions	Quizzes, discussion board, case studies, peer reviews
	4.	Integrate evidence based research and pathophysiology to assess and manage commonly occurring diseases	Quizzes, discussion board, case studies, peer reviews

IV. Course Level Justification

This course builds upon advanced knowledge and skills acquired through masters-level nursing preparation. It focuses on genetics and genomics to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Introduction to advanced pathophysiology
    - 1.1. Integrate evidence-based research throughout the course
    - 1.2. Altered cellular and tissue etiology
    - 1.3. Normal versus pathological across the lifespan
    - 1.4. Stress and disease with their resulting clinical manifestations
    - 1.5. Special populations
2. Genetics and genomics
    - 2.1. Inheritance patterns
    - 2.2. Genetic mutations
    - 2.3. Special populations
3. Genetic influence on disease
    - 3.1. Cancer
    - 3.2. Reproductive disorders

3.3. Psychiatric disorders
3.4. Cardiac and respiratory disorders
3.5. Endocrine disorders
3.6. Musculoskeletal disorders
3.7. Hematologic and rheumatic disorders

VI. Suggested Texts

American psychological association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Gunder, L., & Martin, S. (2011). *Essentials of medical genetics for health professionals.* Sudbury, MA: Jones & Bartlett.

McCance, K. L., & Huether, S. E. (2013). *Pathophysiology: The biologic basis for disease in adults and children* (7th ed.). St. Louis, MO: Mosby.

VII. Bibliography & Suggested Readings

Lea, D. H. (2009). Basic genetics and genomics: A primer for nurses. *OJIN: The Online Journal of Issues in Nursing,* 14(2). Retrieved from www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Basic-Genetics-and-Genomics.aspx

Genetics Links to Primers

- http://learn.genetics.utah.edu/content/begin/tour/

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A602	N/A	4	(2+8)

6. Complete Course Title
Advanced Health Assessment in Primary Care
Adv Health Assessment
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Provides a systematic approach to advanced physical assessment and differential diagnoses. Develops advanced skills building on basic assessment knowledge and documentation. Incorporates individual, psychological, sociocultural, developmental, spiritual, and genetic components of health.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards, and offered under a new prefix. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A602
Title:	Advanced Health Assessment in Primary Care
Credits:	4 (2 + 8)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Provides a systematic approach to advanced physical assessment and differential diagnoses. Develops advanced skills building on basic assessment knowledge and documentation. Incorporates individual, psychological, sociocultural, developmental, spiritual, and genetic components of health.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Demonstrate physical assessment skills for individuals across the lifespan.
2. Discuss appropriate history taking, physical assessment, and documentation incorporating individual, psychological, socio-cultural, developmental, spiritual, and genetic components of health.
3. Translate knowledge of each body system to provide the basis of the physical assessment techniques necessary to comprehensively evaluate each system.
4. Distinguish normal, variations of normal and abnormal findings on a physical exam to familiarize the student with subtle physical assessment findings.
5. Identify various diagnostic tests and their usefulness in developing a diagnosis.
6. Discuss appropriate development of differential diagnoses.

7. Evaluate students' abilities to perform a comprehensive physical.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		**Assessment Measures**
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Formulate a holistic client assessment to include psychological, physiological, socio-cultural, developmental, and spiritual variables	Quizzes, interactive role playing, physical assessment check-offs, complete health history, Subjective Objective Assessment Plan (SOAP) assignments
	2.	Obtain and evaluate a genetic health history that includes a three generation pedigree	Quizzes, interactive role playing, complete health history, SOAP assignments, pedigree assignment
	3.	Integrate advanced written and verbal communication skills while obtaining and documenting an in-depth and episodic health history of clients across the lifespan	Interactive role playing, complete health history, SOAP assignments
	4.	Perform and document a complete physical assessment of each body system for clients across the lifespan	Interactive role playing, physical assessment check-offs, SOAP assignments, final exam
	5.	Integrate lab findings with the client's assessment	SOAP assignments
	6.	Discriminate between the obvious and subtle client abnormalities to formulate accurate differential diagnoses based on assessment findings	Quizzes, interactive role playing, physical assessment check-offs, SOAP assignments, advanced specialized testing check-off, final exam
	7.	Discriminate variations that may occur in subjective and objective client data due to influences of age, ethnicity, pregnancy, and gender	Quizzes, interactive role playing, physical assessment check-offs, complete health history, SOAP assignments, pedigree assignment, advanced specialized testing check-off, final exam
	8.	Distinguish developmental levels of clients utilizing a screening assessment	Quizzes, interactive role playing
	9.	Recognize normal, variations of normal and abnormal findings on a physical exam	Quizzes, interactive role playing, physical assessment check-offs, SOAP assignments, advanced specialized testing check-off, final exam
	10.	Summarize history and physical findings in a concise manner using SOAP format	SOAP assignments, final exam

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. History and physical process
    - 1.1. Complete health history
    - 1.2. Generational pedigree
    - 1.3. Differential diagnoses
    - 1.4. SOAP notes
2. Constitutional
    - 2.1. Age, race, gender, level of conscience, appearance, body shape
3. Skin, hair nails
4. HEENT (head, eyes, ears, nose, throat)
    - 4.1 Exam
    - 4.2 Utilization of specialized equipment
        - 4.2.1 Ophthalmoscope
        - 4.2.2 Otoscopic
5. Breast
    - 5.1. Exam using Mammacare system
    - 5.2. Breast masses
6. Respiratory
    - 6.1. Radiology (chest x-ray interpretation)
    - 6.2. Specialized respiratory testing
7. Cardiovascular and peripheral vascular
    - 7.1. Heart sounds
    - 7.2. Electrocardiogram (EKG)
    - 7.3. Specialized cardiovascular test
8. Gastrointestinal
    - 8.1. Physical exam
    - 8.2. Specialized testing
9. Genital-Urinary (GU)
    - 9.1. Exam
    - 9.2. Male
    - 9.3. Female
    - 9.4. Sexually transmitted infections
10. Musculoskeletal
    - 10.1. Physical Exams
        - 10.1.1. Joints
        - 10.1.2. Posture
        - 10.1.3. Extremities
        - 10.1.4. Strength testing

10.2. Specialized testing/maneuvers
11. Psychiatric
    11.1. Anxiety
    11.2. Depression
    11.3. Bipolar
    11.4. Specialized screening instruments
12. Neurologic
    12.1. Physical exams
    12.2. Cranial nerves (motor/sensory)
    12.3. Balance/gait
    12.4. Deep tendon reflexes
    12.5. specialized neurologic testing
13. Hematologic
14. Endocrine
    14.1. Physical exams findings for endocrine disorders
    14.2. Labs
15. Pediatrics
    15.1. Developmental screening
    15.2. Enhanced Bruckner's exam
    15.3. Developmental approach to children
    15.4. Sports physicals
16. Geriatrics
    16.1. Mini-mental
    16.2. Normal aging
    16.3. Pathological findings
17. Pregnancy
    17.1. Variations in physical findings
    17.2. Labs

VI. Suggested Texts

Bickley, L. (2012). *Bates' guide to physical examination and history taking* (11th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Seller, R. H. (2011). *Differential diagnosis of common complaints* (6th ed.). Philadelphia, PA: Saunders.

VII. Bibliography & Suggested Readings

Goldbloom, R. B. (2010). *Pediatric Clinical Skills* (4th ed.). Philadelphia, PA: Saunders.

Jarvis, C. (2011a). *Physical examination and health assessment* (6th ed.). Philadelphia, PA: Saunders.

Jarvis, C. (2011b). *Pocket Companion for Physical Examination and Health Assessment* (2nd ed.). Menlo Park, CA: Addison-Wesley.
Jarvis, C. (2011c). *Student Laboratory Manual for Physical Examination and Health Assessment* (6th ed.). Philadelphia, PA: Saunders.
LeBlond, R. F., Brown D. D.. & Suneja, M. (2014). D*eGowin's diagnostic examination* (10th ed.). New York, NY: McGraw-Hill.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A603	N/A	2	(2+0)

6. Complete Course Title
Advanced Pathophysiology II

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Increases expertise in abnormal physiology building upon an understanding of basic pathophysiology. Expands knowledge of normal physiological and disease processes, abnormal functioning, and clinical manifestations of disease across the lifespan.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
NS A601 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date

Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A603
Title:	Advanced Pathophysiology II
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Increases expertise in abnormal physiology building upon an understanding of basic pathophysiology. Expands knowledge of normal physiological and disease processes, abnormal functioning, and clinical manifestations of disease across the lifespan.
Course Prerequisite(s):	ND A601 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Identify the application of pathophysiologic concepts and influencing factors on abnormal health states across the lifespan.
2. Present an evidence-based approach to the understanding of interactions among human regulatory and compensatory processes of commonly occurring diseases.
3. Translate the application of pathophysiologic processes in the formulation of management plans for common diseases.
4. Validate appropriate evidence-based and primary literature resources to promote scholarly review and writing.
5. Associate genetic and genomic influences on pathophysiologic processes.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Apply pathophysiologic concepts to advanced practice nursing care of individuals across the lifespan	Quizzes, discussion board, case studies, peer reviews
	2.	Evaluate the influences of genetics and genomics on disease processes, including identification of common clinical features of genetic syndromes	Quizzes, discussion board, case studies, peer reviews
	3.	Analyze the effects of environment, gender, age, lifestyle, and behavior on disease process	Quizzes, discussion board, case studies, peer reviews
	4.	Incorporate evidence based research to assess and manage commonly occurring diseases	Quizzes, discussion board, case studies, peer reviews
	5.	Analyze health determinants and health disparities in relation to pathophysiologic processes common to specific populations	Quizzes, discussion board, case studies, peer reviews
	6.	Associate interactions among human regulatory and compensatory processes and disease processes of commonly occurring diseases	Quizzes, discussion board, case studies, peer reviews

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Continuation of advanced pathophysiology
   - 1.1. Integrate evidence-based research throughout the course
   - 1.2. Normal versus pathological processes across the lifespan
   - 1.3. Stress and disease with their resulting clinical manifestations
2. Neurology
   - 2.1. Head injuries
   - 2.2. Seizure disorders
   - 2.3. Spinal cord injuries
   - 2.4. Brain attack
   - 2.5. Central Nervous System (CNS) tumors
   - 2.6. Neuropathic disorder
   - 2.7. Sensory organ dysfunction

2.8. Movement disorders
2.9. Alzheimer's disease
2.10. Special populations

3. Mental health
   3.1. Schizophrenia
   3.2. Depression
   3.3. Bipolar disorder
   3.4. Anxiety/panic disorders
   3.5. Obsessive-compulsive disorders
   3.6. Borderline personality disorders
   3.7. Antisocial personality disorder
   3.8. Special populations
4. Musculoskeletal
   4.1. Fractures
   4.2. Dislocations and subluxations
   4.3. Sprains & strains
   4.4. Rhabdomyolysis
   4.5. Low back pain
   4.6. Osteoporosis
   4.7. Rheumatoid arthritis
   4.8. Osteoarthritis
   4.9. Secondary muscle dysfunction
   4.10. Special populations
5. Renal
   5.1. Regulation (auto, neural, hormonal)
   5.2. Prerenal, intrarenal, postrenal dysfunction
   5.3. Renal cancers
   5.4. Obstructions
   5.5. Infections
   5.6. Glomerulophritis
   5.7. Nephrotic syndrome
   5.8. Acute & chronic renal failure
   5.9. Special populations
6. Gastrointestinal
   6.1. Motility disorders
   6.2. Gastroesophageal Reflux Disease (GERD)/hiatal hernia
   6.3. Obstruction
   6.4. Diverticulosis
   6.5. Inflammatory bowel disease
   6.6. Upper Gastrointestinal (GI) ulcers
   6.7. Related eating disorders
   6.8. Liver disorders
   6.9. Gallbladder dysfunction
   6.10. Pancreatic dysfunction
   6.11. Special populations
7. Dermatology
   7.1. Sun exposure
   7.2. Inflammatory skin disorders

7.3. Infections
7.4. Skin cancer
7.5. Frostbite
7.6. Special populations

8. Complex case studies

VI. Suggested Texts

American psychological association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: APA.

McCance, K. L., & Huether, S. E. (2013). *Pathophysiology: The biologic basis for disease in adults and children* (7th ed.). St. Louis, MO: Mosby.

VII. Bibliography & Suggested Readings

Lea, D. H. (2009). Basic genetics and genomics: A primer for nurses. *OJIN: The Online Journal of Issues in Nursing,* 14(2). Retrieved from www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No2May09/Articles-Previous-Topics/Basic-Genetics-and-Genomics.aspx

Genetics Links to Primers

http://learn.genetics.utah.edu/content/begin/tour/

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A610	N/A	2	(2+0)

6. Complete Course Title
Pharmacology for Primary Care I
Pharmacology Primary Care I
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops expertise in applied pharmacology, preparing providers to select, prescribe and monitor pharmaceutical agents used in primary and psychiatric care settings to include women's health and pediatrics. Explores pharmacogenetics and pharmacogenomics influences on drug selection.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program. Concurrent enrollment in either ND A660 or ND A670 recommended.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A610
Title:	Pharmacology for Primary Care I
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops expertise in applied pharmacology, preparing providers to select, prescribe, and monitor pharmaceutical agents used in primary and psychiatric care settings to include women's health and pediatrics. Explores pharmacogenetics and pharmacogenomics influences on drug selection.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program. Concurrent enrollment in either ND A660 or ND A670 recommended.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Describe the principles of pharmacokinetics, pharmacodynamics, and pharmacogenomics to foster basic understanding of foundations underlying drug therapies.
2. Discuss basic concepts that contribute to pharmacologic decision making such as economic concerns, ethical and legal scope of practice, lifespan considerations, cultural responses, and adherence.
3. Summarize information regarding drug effects, adverse reactions, dosing, scheduling, and contraindications in specific drug categories.
4. Cite examples of specifics and general prescribing guidelines.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Recognize pharmacokinetic principles as a guide in selecting appropriate agents, prescribing appropriate dosing schedules and administration routes, and establishing effective monitoring systems	Quizzes, case studies, peer reviews, topic/medication specific assignments, final exam
	2.	Given a clinical situation, assess information about the client and knowledge about the underlying pathophysiology and available pharmacologic agents to prescribe or recommend appropriate pharmacologic interventions	Discussion, case studies, peer reviews, topic/medication specific assignments, final exam
	3.	Translate principles of teaching/learning and understanding of theories of compliance, including sociocultural and community aspects of adherence, to assist the client in taking prescribed and recommended drugs safely and effectively	Quizzes, discussion, case studies, peer reviews
	4.	Generate ideas to facilitate clients' abilities to take prescribed and recommended agents in a manner that will maximize therapeutic effect and minimize the development of adverse drug reactions	Discussion, case studies, peer reviews
	5.	Predict potential for adverse drug reactions based on drug-drug, drug-diet, drug-disease, drug-environment including herbal and dietary supplement interactions and integrate that recognition into clinical practice	Discussion, case studies, peer reviews
	6.	Determine the mechanism of action, rationale, dosing, common side effects, and counter indications on each medication prescribed along with lifestyle and behavioral considerations.	Quizzes, discussion, case studies, peer reviews, prescription assignments, topic/medication specific assignments, final exam

	7.	Manage the dosing needs of prescribed and recommended drugs to meet the specific needs of patients with developmental, genetic, and/or sociocultural variables	Quizzes, discussion, case studies, peer reviews, topic/medication specific assignments
	8.	Determine collaboration sources to manage difficult cases with pharmacologic challenges	Discussion, case studies, peer reviews
	9.	Assess genetic and genomic factors that influence pharmacologic decision making in order to provide optimal drug therapy	Quizzes, discussion, case studies, peer reviews, topic/medication specific assignments

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Overview of prescribing
    - 1.1. Principles of medical management
    - 1.2. Scope of practice
    - 1.3. Ethical and legal considerations
    - 1.4. Evidence based pharmacology guidelines
    - 1.5. Writing prescriptions
    - 1.6. E-Prescribing
    - 1.7. Drug nomenclature
    - 1.8. Adverse drug reactions
    - 1.9. Maintenance of clinical competency
    - 1.10. Patient education
2. Pharmacokinetics and pharmacodynamic principles
    - 2.1. Absorption
    - 2.2. Distribution
    - 2.3. Metabolism
    - 2.4. Elimination
    - 2.5. Mechanism of action
    - 2.6. Interactions
3. Pharmacogenetics and pharmacognomics
    - 3.1. Genetic testing
    - 3.2. Specific medications
    - 3.3. Teratogenesis
    - 3.4. Limits and ethical issues

- 3.5. Drug metabolism
- 3.6. Cytochrome P 450 enzymes

4. Special populations
   - 4.1. Pediatric
   - 4.2. Pregnant
   - 4.3. Breastfeeding
   - 4.4. Geriatrics
   - 4.5. Psychiatric
5. Health promotion
   - 5.1. Immunizations
   - 5.2. Vitamins, minerals, and supplements
   - 5.3. Alternative therapies
   - 5.4. Smoking cessation
   - 5.5. Obesity
   - 5.6. Diet
   - 5.7. Exercise
   - 5.8. Sleep hygiene
   - 5.9. Healthy relationships
6. Anti-infectives
   - 6.1. Principles for prescribing
   - 6.2. Antibiotics by category
   - 6.3. Miscellaneous anti-infectives
   - 6.4. Anti-fungals
   - 6.5. Anti-virals
   - 6.6. Anti-protozoals
   - 6.7. TB medications
   - 6.8. Sexually-transmitted infections
7. Respiratory agents
   - 7.1. Upper respiratory medications
   - 7.2. Asthma
   - 7.3. Chronic Obstructive Pulmonary Disease (COPD)
   - 7.4. Allergy
8. Pain management
   - 8.1. Principles of pain management
   - 8.2. Aspirin, acetaminophen and non-steroidal anti-inflammatory drugs
   - 8.3. Opioids
   - 8.4. Specific conditions
     - 8.4.1. Headache
     - 8.4.2. Neuropathic pain
9. Female specific medications

9.1. Contraceptives
9.2. Breast cancer agents

10. Psychotropic medications
    10.1. Attention deficit disorder
    10.2. Attention deficit hyperactivity disorder
    10.3. Mood disorders
    10.4. Anxiety
    10.5. Depression
    10.6. Sleep promotion
11. Dermatology agents
    11.1. Oral
    11.2. Topical
12. Eye, ear, throat and mouth agents
    12.1 Glaucoma
    12.2 Allergy

VI. Suggested Text

Edmunds, M., & Mayhew, M. (2013). *Pharmacology for the primary care provider* (4th ed.). St. Louis, MO: Mosby.

Gilbert, D. N. (2013). *Sanford guide to antimicrobial therapy* (43rd ed). Sperryville, VA: Antimicrobial Therapy.

Gunder, L., & Martin, S. (2011). *Essentials of medical genetics for health professionals.* Sudbury, MA: Jones & Bartlett.

Stahl, S. (2013). *Stahl's essential psychopharmacology: Neuroscientific basis and practical applications* (4th ed.). New York, NY: Cambridge University Press.

Stahl, S. (2011). *Stahl's essential psychopharmacology: The prescriber's guide* (4th ed.). New York, NY: Cambridge University Press.

Ulbricht, C. (2011). *Davis's pocket guide to herbs and supplements.* Philadelphia, PA: Davis.

VII. Bibliography and Suggested Readings

Prescribers Letter
http://prescribersletter.therapeuticresearch.com/home.aspx?cs=&s=PRL

Teng, K. (2011). Pharmacogenonmics for the primary care provider: Why should we care? *Cleveland Clinic Journal of Medicine*, *78*(4), 241-242.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A610A	N/A	1	(1+0)

6. Complete Course Title
Pharmacology for Primary Care: Special Topics
Pharmacology Special Topics
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
☐ 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 (please specify)

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops expertise in applied pharmacology, preparing providers to select, prescribe and monitor pharmaceutical agents used in primary and psychiatric care settings with a focus on pharmacogenetics and pharmacogenomics. Explores health promotion as it pertains to prescribing pharmaceutical agents.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School: College of Health/School of Nursing
Course Prefix: ND
Course Number: A610A
Title: Pharmacology for Primary Care: Special Topics
Credits: 1 (1 + 0)
Grading Basis: A-F
Implementation Date: Fall 2015
Course Description: Develops expertise in applied pharmacology, preparing providers to select, prescribe, and monitor pharmaceutical agents used in primary and psychiatric care settings with a focus on pharmacogenetics and pharmacogenomics. Explores health promotion as it pertains to prescribing pharmaceutical agents.

Course Prerequisite(s): N/A
Corequisite(s): N/A
Other Restriction(s): Level
Registration Restriction(s): Admission to graduate nursing program
Course Fee: ☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Describe the principles of pharmacokinetics, pharmacodynamics, and pharmacogenomics to foster basic understanding of foundations underlying drug therapies.
2. Discuss basic concepts that contribute to pharmacologic decision making such as economic concerns, ethical and legal scope of practice, lifespan considerations, cultural responses, and adherence.
3. Summarize information regarding drug effects, adverse reactions, dosing, scheduling, and contraindications in specific drug categories.
4. Cite examples of specifics and general prescribing guidelines.

B.	**Student Learning Outcomes/Assessment Measures**	
	Student Learning Outcomes	**Assessment Measures**

	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Assess genetic and genomic factors that influence pharmacologic decision making in order to provide optimal drug therapy	Quizzes, discussion, case studies, peer reviews
	2.	Predict potential for adverse drug reactions and dosing adjustments based on genetic variations and integrate that recognition into clinical practice	Discussion, case studies, peer reviews
	3.	Manage the dosing needs of prescribed and recommended drugs to meet the specific needs of patients with genetic variables	Quizzes, discussion, case studies, peer reviews, topic/medication specific assignments
	4.	Incorporate principles of health promotion into pharmacologic decision making, to include prescribing and medication monitoring	Discussion, case studies, peer reviews, topic/medication specific assignments

IV. Course Level Justification

This course builds upon advanced knowledge and skills acquired through masters-level nursing preparation. It incorporates pharmacogenetics and pharmacogenomics to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Effects of genetics on pharmacokinetics and pharmacodynamic principles
    - 1.1. Absorption
    - 1.2. Distribution
    - 1.3. Metabolism
    - 1.4. Elimination
    - 1.5. Mechanism of action
    - 1.6. Interactions
2. Pharmacogenetics and pharmacognomics
    - 2.1. Genetic testing
    - 2.2. Specific medications
    - 2.3. Teratogenesis
    - 2.4. Limits and ethical issues
    - 2.5. Drug metabolism
    - 2.6. Cytochrome P 450 enzymes
3. Health promotion

3.1. Immunizations
3.2. Vitamins, minerals, and supplements
3.3. Alternative therapies
3.4. Smoking cessation
3.5. Obesity
3.6. Diet
3.7. Exercise
3.8. Sleep hygiene
3.9. Healthy relationships

VI. Suggested Text

Edmunds, M., & Mayhew, M. (2013). *Pharmacology for the primary care provider* (4th ed.). St. Louis, MO: Mosby.

Gilbert, D. N. (2013). *Sanford guide to antimicrobial therapy* (43rd ed). Sperryville, VA: Antimicrobial Therapy.

Gunder, L., & Martin, S. (2011). *Essentials of medical genetics for health professionals.* Sudbury, MA: Jones & Bartlett.

Stahl, S. (2013). *Stahl's essential psychopharmacology: Neuroscientific basis and practical applications* (4th ed.). New York, NY: Cambridge University Press.

Stahl, S. (2011). *Stahl's essential psychopharmacology: The prescriber's guide* (4th ed.). New York, NY: Cambridge University Press.

Ulbricht, C. (2011). *Davis's pocket guide to herbs and supplements.* Philadelphia, PA: Davis.

VII. Bibliography and Suggested Readings

Prescribers Letter http://prescribersletter.therapeuticresearch.com/home.aspx?cs=&s=PRL

Teng, K. (2011). Pharmacogenonmics for the primary care provider: Why should we care? *Cleveland Clinic Journal of Medicine*, *78*(4), 241-242.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A611	N/A	3	(3+0)

6. Complete Course Title
Psychopharmacology for Advanced Practice Nursing
Psychopharm for Adv Nsg
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops expertise in applied psychopharmacology, preparing providers to select, prescribe and monitor pharmaceutical agents used in primary and psychiatric care settings.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A611
Title:	Psychopharmacology for Advanced Practice Nursing
Credits:	3 (3 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops expertise in applied psychopharmacology, preparing providers to select, prescribe and monitor pharmaceutical agents used in primary and psychiatric care settings.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Present the principles of pharmacokinetics, pharmacogenomics, and pharmacodynamics to foster basic understanding of foundations underlying psychopharmaceuticals.
2. Promote basic concepts that contribute to psychopharmacologic decision making such as economic concerns, ethical and legal scope of practice, lifespan considerations, cultural responses, and adherence.
3. Summarize information regarding psychopharmaceutical effects, adverse reactions, dosing, scheduling, and contraindications.
4. Promote application of specific and general prescribing guidelines in practice.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Integrate pharmacokinetic, pharmacogenomic, and pharmacodynamic principles as a guide in selecting appropriate agents, prescribing appropriate dosing schedules and administration routes, and establishing effective monitoring systems for psychopharmaceuticals	Quizzes, case studies, peer reviews, topic/medication specific assignments, final exam
	2.	Assess information about client and knowledge of underlying pathophysiology and available psychopharmacologic agents to prescribe or recommend appropriate pharmacologic interventions	Discussion, case studies, peer reviews, topic/medication specific assignments, final exam
	3.	Translate principles of teaching/learning and adherence, including mental health, sociocultural and community	Quizzes, discussion, case studies, peer reviews
	4.	Facilitate clients' abilities to take prescribed and recommended agents to maximize therapeutic effect to minimize the development of adverse drug reactions	Discussion, case studies, peer reviews
	5.	Predict potential for adverse psychopharmacologic drug reactions based on drug-disease, drug-environment, drug-drug, drug-diet, drug-herbal and drug-dietary supplement interactions and integrate into clinical practice	Discussion, case studies, peer reviews
	6.	Appraise drugs commonly used in psychiatric mental health settings for: • Physiologic effect (mechanism of action) • Rationale for use in particular situations (critical decision making) • Common adverse effects • Usual dosage and scheduling • Laboratory monitoring • Route of administration	Quizzes, discussion, case studies, peer reviews, prescription assignments, topic/medication specific assignments, final exam

		• Contraindications • Cognitive behavioral interventions • Life style considerations • Compliance issues	
	7.	Manage prescribed and recommended psychopharmaceuticals to meet specific needs of patients with developmental, genetic, and/or sociocultural variables	Quizzes, discussion, case studies, peer reviews, topic/medication specific assignments
	8.	Determine collaboration sources to manage difficult cases with pharmacologic challenges	Discussion, case studies, peer reviews

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Principles of psychopharmacology
    - 1.1. Neuroanatomy
    - 1.2. Neurobiology
    - 1.3. Pharmacokinetics, pharmacogenomics, and pharmacodynamics
    - 1.4. Ethical and cultural concerns
2. Medication management for major disorders
    - 2.1. Schizophrenia and psychotic disorders
    - 2.2. Anxiety
    - 2.3. Mood disorders
    - 2.4. Attention deficit disorders
    - 2.5. Dementia
    - 2.6. Substance abuse
3. Medication management in special populations
    - 3.1. Pediatrics
    - 3.2. Geriatrics
    - 3.3. Pregnant and breastfeeding women
4. Individualizing medication management
    - 4.1. Essentials of the prescriptive interview
    - 4.2. Follow-up and monitoring strategies
    - 4.3. Psychotherapeutic and psychopharmacologic interventions
    - 4.4. Psychoeducation and therapeutic support

4.5. Special issues in adherence

5. Ethical and legal considerations in psychopharmacology
   - 5.1. Scope of practice and state/federal laws
   - 5.2. Prescription writing and record keeping
   - 5.3. Ethical prescribing practices

6. Maintaining clinical competency
   - 6.1. Consultation and peer support
   - 6.2. Evidence-based practice guidelines and protocols
   - 6.3. Professional organizations

VI. Suggested Text

National Organization of Nurse Practitioner Faculty (2003). *Psychiatric mental health nurse practitioner competencies.* Washington, DC: Author.

Stahl, S. (2013). *Stahl's essential psychopharmacology: Neuroscientific basis and practical applications* (4th ed.). New York, NY: Cambridge University Press.

Stahl, S. (2011). *Stahl's essential psychopharmacology: The prescriber's guide* (4th ed.). New York, NY: Cambridge University Press.

Ulbricht, C. (2011). *Davis's pocket guide to herbs and supplements.* Philadelphia, PA: Davis.

VII. Bibliography and Suggested Readings

Prescribers Letter
http://prescribersletter.therapeuticresearch.com/home.aspx?cs=&s=PRL

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A612	N/A	3	(3+0)

6. Complete Course Title
Pharmacology for Primary Care II
Pharmacology Primary Care II
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Increases expertise in applied pharmacology, preparing providers to select, prescribe and monitor pharmaceutical agents used in primary and psychiatric care settings with emphasis on adults.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A610 with a minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program. Concurrent registration in either ND A662 or ND A672 recommended.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A612
Title:	Pharmacology for Primary Care II
Credits:	3 (3 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Increases expertise in applied pharmacology, preparing providers to select, prescribe and monitor pharmaceutical agents used in primary and psychiatric care settings with emphasis on adults.
Course Prerequisite(s):	ND A610 with a minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program. Concurrent registration in either ND A662 or ND A672 recomennded.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Describe the principles of pharmacokinetics and pharmacodynamics to foster basic understanding of foundations underlying drug therapies.
2. Discuss basic concepts that contribute to pharmacologic decision making such as economic concerns, ethical and legal scope of practice, lifespan considerations, cultural responses, and adherence.
3. Summarize information regarding drug effects, adverse reactions, dosing, scheduling, and contraindications in specific drug categories.
4. Cite examples of specifics and general prescribing guidelines.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Recognize pharmacokinetic principles as a guide in selecting appropriate agents, prescribing appropriate dosing schedules and administration routes, and establishing effective monitoring systems	Quizzes, case studies, peer reviews, topic/medication Specific assignments, final exam
	2.	Assess information about the client and apply knowledge about the underlying pathophysiology and available pharmacologic agents to prescribe or recommend appropriate pharmacologic interventions in a given clinical situation	Discussion, case studies, peer reviews, topic/medication specific assignments, final exam
	3.	Translate principles of teaching/learning and understanding of theories of compliance, including sociocultural and community aspects of adherence, to assist the client in taking prescribed and recommended drugs safely and effectively	Quizzes, discussion, case studies, peer reviews
	4.	Generate ideas to facilitate clients' abilities to take prescribed and recommended agents in a manner that will maximize therapeutic effect and minimize the development of adverse drug reactions	Discussion, case studies, peer reviews
	5.	Predict potential for adverse drug reactions based on drug-drug, drug-diet, drug-disease, drug-environment including herbal and dietary supplement interactions and integrate that recognition into clinical practice	Discussion, case studies, peer reviews
	6.	Determine the mechanism of action, rationale, dosing, common side effects, and counter indications on each medication prescribed along with lifestyle and behavioral considerations	Quizzes, discussion, case studies, peer reviews, prescription assignments, topic/medication specific assignments, final exam

	7.	Manage the dosing needs of prescribed and recommended drugs to meet the specific needs of patients with developmental, genetic, and/or sociocultural variables	Quizzes, discussion, case studies, peer reviews, topic/medication specific assignments
	8.	Determine collaboration sources to manage difficult cases with pharmacologic challenges	Discussion, case studies, peer reviews
	9.	Assess factors that influence pharmacologic decision making in order to provide optimal drug therapy	Quizzes, discussion, case studies, peer reviews, topic/medication specific assignments

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Course introduction
2. Cardiovascular agents
    - 2.1. Anti-hypertensives by category
    - 2.2. Heart failures medications
    - 2.3. Anti-arrythymic agents
    - 2.4. Agents that act on the blood
    - 2.5. Coronary artery disease medications
    - 2.6. Anti-anginal agents
    - 2.7. Lipid lowering agents
3. Endocrine agents
    - 3.1. Metabolic syndrome
    - 3.2. Diabetes agents
    - 3.3. Glucocorticoids
    - 3.4. Thyroid medications
    - 3.5. Hormones – male and female
4. Gastrointestinal agents
    - 4.1. Gastroesophageal reflux disease (GERD) medications
    - 4.2. Anti-diarrheals
    - 4.3. Antiemetics
    - 4.4. Laxatives

4.5. Irritable bowel syndrome medications
4.6. Other gastrointestinal (GI) medications

5. Renal/genitourinary agents
   5.1. Diuretics
   5.2. Male genital urinary (GU) agents
   5.3. Urinary incontinence and urinary analgesia
6. Musculoskeletal agents
   6.1. Disease-modifying anti-rheumatic drugs
   6.2. Gout medications
   6.3. Muscle relaxants
   6.4. Osteoporosis
7. Neurological agents
   7.1. Alzheimer's and dementia medications
   7.2. Anti-parkinson agents
   7.3. Anti-convulsants
   7.4. Anti-insomnia agents
8. Psychotropic agents
   8.1. Anti-psychotics
   8.2. Mood stabilizers
   8.3. Substance abuse
9. Complex pharmacology case studies

VI. Suggested Texts

Edmunds, M., & Mayhew, M. (2013). *Pharmacology for the primary care provider.* (4th ed.). St. Louis, MO: Mosby.

Gilbert, D. N. (2013). *Sanford guide to antimicrobial therapy* (43rd ed.). Sperryville, VA: Antimicrobial Therapy.

Stahl, S. (20013). *Stahl's essential psychopharmacology: Neuroscientific basis and practical applications* (4th ed.). New York, NY: Cambridge University Press.

Stahl, S. (2011). *Stahl's essential psychopharmacology: The prescriber's guide* (4th ed.). New York, NY: Cambridge University Press.

Ulbricht, C. (2011). *Davis's pocket guide to herbs and supplements.* Philadelphia, PA: Davis

VII. Bibliography & Suggested Readings

Prescribers Letter
http://prescribersletter.therapeuticresearch.com/home.aspx?cs=&s=PRL

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A613	N/A	2	(2+0)

6. Complete Course Title
Advanced Practice Informatics

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Provides an evidence-based foundation in informatics and technology for advanced practice. Emphasizes evolving technologies, health communications, and clinical information systems. Evaluates impact of technology on safety, access to care, and quality healthcare outcomes.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A613
Title:	Advanced Practice Informatics
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Provides an evidence-based foundation in informatics and technology for advanced practice. Emphasizes evolving technologies, health communications, and clinical information systems. Evaluates impact of technology on safety, access to care, and quality healthcare outcomes.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate analysis of health information and communication technologies to improve the quality, safety and efficiency of healthcare outcomes.
2. Discuss impact of emerging technology to enhance the delivery of healthcare across diverse populations and environments.
3. Evaluate critical elements necessary for selection and implementation of clinical information systems.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Describe the relationships between acquiring and manipulating data and applying information for clinical decision making	Compare, contrast and critique available patient databases utilizing team approach and classroom presentation
	2.	Analyze emerging technologies that are used to enhance access to healthcare for diverse patient populations	Guided discussion, literature review paper
	3.	Utilize a variety of electronically accessible and credible resources applicable for evidence-based practice	Classroom presentation, literature review paper
	4.	Analyze and communicate the clinician role in developing the design of and critical elements necessary for the selection, implementation, and evaluation of clinical systems	Guided discussion board, case study analysis
	5.	Discuss implications for data security, sharing of information, and access to electronic medical records	Guided discussion board, case study analysis

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Overview of history of computers and nursing
2. Computer systems
   - 2.1. Hardware, software, and systems
   - 2.2. Open source and free software
   - 2.3. Internet and intranet
   - 2.4. Emerging technologies
3. Informatics
   - 3.1. Theories, models and frameworks
   - 3.2. Issues in informatics
     - 3.2.1. Healthcare policies
     - 3.2.2. Data standards
     - 3.2.3. Minimum Data Set Systems
     - 3.2.4. Data security

4. Informatics applications for quality, safety, efficiency, and security
    4.1. Informatics in practice settings
    4.2. Role of the clinician
    4.3. Research applications
    4.4. Consumer and patient use
    4.5. Educational applications
5. Administration applications for evidence-based decision-making
    5.1. Informatics for nursing management
    5.2. Translation of evidence into practice
    5.3. Data mining and knowledge
    5.4. Internet tools for advanced nursing practice

VI. Suggested Texts

Agency for Healthcare Research & Quality. (2008). *Patient safety & quality: An evidence based handbook for nurses.* (ARHQ Publication No. 08-0043). Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from http://www.ahrq.gov/qual/nurseshdbk/

Centers for Disease Control. (n.d.). Public Health Information Network. Retrieved from http://www.cdc.gov/phin/about.html

Institute of Medicine, Committee on Quality Health Care in America. (2001). *Crossing the quality chasm: A new health system for the 21st century.* Washington, DC: National Academy Press.

Kohn, L. T., Corrigan, J., & Donaldson, M. S. (2000). *To err is human: Building a safer health system*. Washington, DC: National Academy Press.

Saba, V. K., & McCormick, K. A. (2011). *Essentials of nursing informatics* (5th ed.). New York: McGraw-Hill.

VII. Bibliography & Suggested Readings

Benderly, B. L. (2006). Electronic records: Health care in the 21th century, part 1. *SAMHSA News*, *14*,6. Retrieved from http://www.samhsa.gov/SAMHSA_News/VolumeXIV_6/index.htm

California Healthcare Foundation (March, 2008). *A delicate balance: Behavioral health, patient privacy, and the need to know*. Issue Brief. Retrieved from http://www.acmha.org/content/Goplerud_PI_Briefing_Paper_060208.pdf

Fried, B.M. (2008). Gauging the progress of the national Health Information Technology Initiative: Perspectives from the field. Oakland, CA: California HealthCare Foundation. Retrieved from http://www.chcf.org/topics/view.cfm?itemID=13353

Healthcare Information and Management Systems Society. (2007). Patient safety primer and fact sheet. HIMSS Patient Safety and Quality Committee. Retrieved from http://www.himss.org/advocacy/d/fs/_safety.pdf

National League for Nursing (2008). Position Statement: Preparing the next generation of nurses to practice in a technology-rich environment: An informatics agenda. Retrieved from http://www.nln.org/aboutnln/PositionStatements/informatics_052808.pdf

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A614	N/A	2	(2+0)

6. Complete Course Title
Advanced Practice Ethics and Law
Adv Practice Ethics and Law
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Provides a foundation in ethics and law for advanced practice. Analyzes ethical theories and principles and their application to decision-making in practice. Explores the interface between ethical decision-making, legal and regulatory requirements, and their effects on the conduct of research, the influence of technology, and access to care.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards.DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A614
Title:	Advanced Practice Ethics and Law
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Provides a foundation in ethics and law for advanced practice. Analyzes ethical theories and principles and their application to decision-making in practice. Explores the interface between ethical decision-making, legal and regulatory requirements, and their effects on the conduct of research, the influence of technology, and access to care.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate exploration of ethical theories and principles and their application to decision-making in practice.
2. Assist with analysis of legal, regulatory and ethical structures governing healthcare practice and access to care.
3. Provide opportunities to explore ethical problems related to emerging technology including biomedical research, information technology and telemedicine.
4. Develop landmark historical and current ethical case studies for student analysis.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Examine personal ethical and moral belief systems and their impact on practice	On-line peer discussion and self-reflection activity
	2.	Describe ethical theories and principles and analyze their relationship to advanced practice	On-line peer discussion and case study analysis
	3.	Analyze the legal, regulatory and ethical structures governing healthcare practice, research and access to care	Case study analysis
	4.	Critique ethical relationships between risk management, quality assurance and resource allocation	Case study analysis
	5.	Discuss ethical and legal issues and procedures governing biomedical research, information technology and telemedicine	Case study analysis
		Analyze and solve historical and current ethical dilemmas in healthcare	Case study analysis

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Building an ethical framework
   - 1.1. Defining ethics in healthcare
   - 1.2. Personal belief systems
2. Introduction to ethical principles and theory
   - 2.1. Ethics and ethical theories
   - 2.2. Four major principles of biomedical ethics
3. Applied ethics
   - 3.1. Quality improvement
   - 3.2. Risk management
   - 3.3. Resource allocation

4. The ethical, regulatory and legal environment
    - 4.1. Licensure, credentialing, and accreditation
    - 4.2. Negligence, malpractice, and medical errors
    - 4.3. Emerging and information technologies
    - 4.4. Confidentiality
    - 4.5. Research
        - 4.5.1. The Institutional Review Board
        - 4.5.2. Case studies

VI. Suggested Texts

Fowler, M. D. M. (Ed.). (2008). *Guide to the code of ethics for nurses: Interpretation and application.* Silver Spring, MD: ANA American Nurses Association.

Fremgen, B. F. (2011). *Medical law and ethics: An interactive look at the decisions, dilemmas, and regulations in healthcare practice today* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Gostin, L. (2010). *Public health law and ethics* (2nd ed.). Berkeley, CA: University of California Press.

Guido, G. W. (2013). *Legal and ethical issues in nursing* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

VII. Bibliography & Suggested Readings

Harris, D. M. (2008). *Contemporary issues in healthcare law and ethics* (3rd ed.). Chicago, IL: Health Administration Press.

Kalb, K. A., & O'Conner-Von, S. (2007). Ethics education in advanced practice nursing: Respect for human dignity. *Nursing Education Perspectives, 28*(4), 196-202.

Kavaler, F., & Spiegel, A. D. (2003). *Risk management in health care institutions: A strategic approach* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Laabs, C. A. (2007). Primary care nurse practitioners' integrity when faced with moral conflict. *Nursing Ethics, 14*(6), 795-809.

Morrison, E. E. (2011). *Ethics in health administration: A practical approach for decision makers* (2nd ed.). Sudbury, MA: Jones and Bartlett.

Pozgar, G. D. (2013). *Legal and ethical essentials of health care administration*. (2nd ed.).Boston, MA: Jones and Bartlett.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A615	N/A	4	(4+0)

6. Complete Course Title
Health Services Organization and Finance
Health Organization & FInance
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Synthesizes organizational theories in the healthcare context. Develops advanced practice role in complex healthcare organizations. Plans the design, implementation and evaluation of quality healthcare practices applying principles of finance, quality outcomes and cost analysis. Implements strategic findings for organizational change, system change and positive population health outcomes.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A615
Title:	Health Services Organization and Finance
Credits:	4 (4 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Synthesizes organizational theories in the healthcare context. Develops advanced practice role in complex healthcare organizations. Plans the design, implementation and evaluation of quality healthcare. Implements strategic findings for organizational change, system change and positive population health outcomes.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Promote analysis of literature and perspectives on organizational theories in the context of healthcare.
2. Foster development of conceptual framework for the advanced practice role in complex healthcare organizations.
3. Facilitate analysis of healthcare services delivery using principles of finance and cost analysis.
4. Differentiate healthcare evaluation methods to improve function, design, and implementation of quality service.
5. Assist students to implement findings to change healthcare organizations and promote positive population health outcomes.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Synthesize organizational theories in the context of healthcare	Literature review
	2.	Develop advanced practice conceptual framework and role in complex healthcare organizations	Guided peer group discussion in online discussion board
	3.	Design, and evaluate quality healthcare practices	Practice guideline, cost/benefit analysis
	4.	Implement findings for systems change and population health outcomes	Program evaluation/policy analysis
	5.	Evaluate organizational finances	Finance paper

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Organizational theory
   - 1.1. History and current general theory
   - 1.2. Application of healthcare setting
2. Leadership in complex healthcare systems
3. The business of healthcare
   - 3.1. Financing systems
   - 3.2. Reimbursement
   - 3.3. Coding and accounting
   - 3.4. Cost analysis
4. Health services evaluation
   - 4.1. Design and evaluate research outcomes
   - 4.2 Develop practice guidelines and protocols
5. Systems change
   - 5.1. Quality program evaluation
   - 5.2. Population health policy analysis

VI. Suggested Texts

Getzen, T. (2012). *Health economics and financing*. (5th ed.). Hoboken, NJ: Wiley.

Institute of Medicine (2011). *Engineering a learning healthcare system: A look at the future.* Washington, DC: National Academy Press. Retrieved from http://www.nap.edu/catalog. php?record_id=12213

Johnson, P. (2009). *Health organizations: Theory, behavior, and development*. Sudbury, MA: Jones & Bartlett.

Nelson, E., Batladen, P., & Godfrey, M. (Eds.). (2007). *Quality by design: A clinical microsystems approach.* San Francisco, CA: Jossey-Bass.

Shi, L., & Singh, D. (2013). *Delivering health care in America: A systems approach* (5th ed.). Burlington, MA: Jones & Bartlett.

VII. Bibliography and Suggested Readings

Carey, R., & Stake, L. (2003). *Improving healthcare with control charts: Basic and advanced SPC methods and case studies.* Milwaukee, WI: American Society for Quality.

Gawande, A. (2009). *The cost conundrum. What a Texas town can teach us about health care.* New York, NY: The New Yorker.

Gawande, A. (2011). *The checklist manifesto: How to get things right*. New York, NY: Picador.

Pugh, D. (Ed.). (2007). *Organization theory: Selected classic readings* (5th ed.). New York, NY: Penguin.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A618	N/A	4	(4+0)

6. Complete Course Title
Advanced Nursing Roles and Leadership
Adv Nurs Roles and Leadership
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Appraises evolution of advanced nursing roles. Enhances leadership skills to improve healthcare. Develops collaborative knowledge and practice improvement with an emphasis on population health management.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A618
Title:	Advanced Nursing Roles and Leadership
Credits:	4 (4 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Appraises evolution of advanced nursing roles. Enhances leadership skills to improve healthcare.. Develops collaborative knowledge and practice improvement with an emphasis on population health management.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Discuss historical, political, and social underpinnings of the health professions and the evolution of advanced nursing roles.
2. Foster acquisition of leadership skills to affect healthcare policy and institutional change.
3. Facilitate acquisition of skills for collaborative knowledge and practice improvement.
4. Encourage critical analysis of advanced nursing role in population health management.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Evaluate the advanced nursing role in historical, political, and social context	Critical analyses using literature review and peer discussion
	2.	Demonstrate leadership skills to affect healthcare policy and effect institutional change	Change analysis activity with peer discussion
	3.	Apply leadership principles for professional collaboration	Leadership paper
	4.	Explore roles for advanced nursing in population health management	Clinical process improvement with role analysis

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Professionalism in healthcare
   - 1.1. History, social, regulatory and political context
   - 1.2. Advanced nursing roles
2. Leadership principles and tools for advanced nursing roles
3. Leadership for systems change
   - 3.1. Population health, policy and advocacy
   - 3.2. Assess, implement and evaluate system change
4. Leadership for healthcare quality, safety and equity
   - 4.1. Quality improvement
   - 4.2. To err is human: the environment of safety

VI. Suggested Texts

Chism, L., & Starr, L. (2012). *The doctor of nursing practice: A guidebook for role development and professional issues.* (2nd ed.). Sudbury, MA: Jones & Bartlett.

Dreher, H. M., & Smith Glasgow, M. E. (2011). *Role development for doctoral advanced nursing practice.* New York, NY: Springer.

Fitzpatrick, J., & Kazer, M. (Eds.). (2009). *The doctor of nursing practice and clinical nurse leader: Essentials of program development and implementation for clinical practice*. New York: NY: Springer.

Lothschetz-Montgomery, K., & Porter-O'Grady, T. (2011). *Innovation and learning: Creating the DNP leader*. Retrieved from http://www.tpogassociates.com/reference/Innovation_ and_Learning.pdf

VII. Bibliography and Suggested Readings

Barker, A. (2009). *Advanced practice nursing: Essential knowledge for the profession*. Sudbury, MA: Jones & Bartlett.

Doctors in Nursing Practice. (2012). *Online Community – Practice Innovation – Professional Growth.* Retrieved *from http://doctorsofnursingpractice.ning.com/*

Hathaway, D., Jacob, S., Stogbauer, C., Thompson, C., & Graff, C. (2006). AAN leadership interviews- "3 questions" – Kathy Dracup on the DNP. *Journal of nursing education*. Retrieved from http://www.nursingoutlooktalk.com/2011/07/21/aan-leadership-interviews-3-questions-kathy-dracup-on-the-dnp/

Robert Wood Johnson Foundation. (2010). *The future of nursing: Leading change, advancing health.* Retrieved from http://www.iom.edu/Reports/2010/The Future-of-nursing-leading-change-Advancing-Health.aspx

Zaccagnini, M., & Wand-White, K. (2011). *The doctorate of nursing practice essentials: A new model for advanced practice nursing*. Sudbury, MA: Jones & Bartlett.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A618A	N/A	2	(2+0)

6. Complete Course Title
Advanced Nursing Leadership
Adv Nurs Leadership
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Enhances leadership skills of advance practice nurses to guide healthcare improvement, systems change and safety.Develops collaborative knowledge and practice improvement with an emphasis on population health management.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A618A
Title:	Advanced Nursing Leadership
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Enhances leadership skills of advanced practice nurses to guide healthcare improvement, systems change and afety. Develops collaborative knowledge and practice improvement with an emphasis on population health management.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Foster acquisition of leadership skills to affect healthcare policy and institutional change.
2. Facilitate acquisition of skills for collaborative knowledge and practice improvement.
3. Encourage critical analysis of advanced nursing role in population health management.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Demonstrate leadership skills to affect healthcare policy and effect institutional change	Change analysis activity with peer discussion
	2.	Apply leadership principles for professional collaboration and population health management	Leadership paper; clinical process improvement assignment

IV. Course Level Justification

This course builds upon advanced knowledge and skills acquired through masters-level nursing preparation. It incorporates leadership principles to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Leadership principles and tools for advanced nursing roles
2. Leadership for systems change
   - 2.1. Population health, policy and advocacy
   - 2.2. Assess, implement and evaluate system change
3. Leadership for healthcare quality, safety and equity
   - 3.1. Quality improvement
   - 3.2. To err is human: the environment of safety

VI. Suggested Texts

Chism, L., & Starr, L. (2012). *The doctor of nursing practice: A guidebook for role development and professional issues.* (2nd ed.). Sudbury, MA: Jones & Bartlett.

Dreher, H. M., & Smith Glasgow, M. E. (2011). *Role development for doctoral advanced nursing practice.* New York, NY: Springer.

Fitzpatrick, J., & Kazer, M. (Eds.). (2009). *The doctor of nursing practice and clinical nurse leader: Essentials of program development and implementation for clinical practice*. New York: NY: Springer.

Lothschetz-Montgomery, K., & Porter-O'Grady, T. (2011). *Innovation and learning: Creating the DNP leader*. Retrieved from

http://www.tpogassociates.com/reference/Innovation_ and_Learning.pdf

VII. Bibliography and Suggested Readings

Barker, A. (2009). *Advanced practice nursing: Essential knowledge for the profession*. Sudbury, MA: Jones & Bartlett.

Doctors in Nursing Practice. (2012). *Online Community – Practice Innovation – Professional Growth.* Retrieved *from http://doctorsofnursingpractice.ning.com/*

Hathaway, D., Jacob, S., Stogbauer, C., Thompson, C., & Graff, C. (2006). AAN leadership interviews- "3 questions" – Kathy Dracup on the DNP. *Journal of nursing education*. Retrieved from http://www.nursingoutlooktalk.com/2011/07/21/aan-leadership-interviews-3-questions-kathy-dracup-on-the-dnp/

Robert Wood Johnson Foundation. (2010). *The future of nursing: Leading change, advancing health.* Retrieved from http://www.iom.edu/Reports/2010/The Future-of-nursing-leading-change-Advancing-Health.aspx

Zaccagnini, M., & Wand-White, K. (2011). *The doctorate of nursing practice essentials: A new model for advanced practice nursing*. Sudbury, MA: Jones & Bartlett.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A619	N/A	4	(4+0)

6. Complete Course Title
Health Policy and Economics

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Course Description:Critically appraises policy process. Evaluates current and proposed policies. Compares health system economics with health outcomes. Applies advocacy and leadership strategies to analyze and implement policies to promote positive societal and economic outcomes.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A619
Title:	Health Policy and Economics
Credits:	4 (4 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Critically appraises policy process. Evaluates current and proposed policies. Compares health system economics with health outcomes. Applies advocacy and leadership strategies to analyze and implement policies to promote positive societal and economic outcomes.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate examination, appraisal and application of health policy process and economics.
2. Foster critical and evidence-based analysis of health policy. Employing population health, structural determinants, and economic frameworks.
3. Promote evaluation of health systems outcomes.
4. Facilitate population health advocacy.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Examine and appraise the policy process	Guided discussion and written analysis
	2.	Critically analyze cost, quality and access consequences of health policies	Written policy analysis, formal issue brief
	3.	Explore the impact of health policies on society using health economics tools	Guided discussion, formal policy analysis and formal issue brief
	4.	Evaluate health system design and compare outcomes	Written comparative analysis and guided discussion
	5.	Identify the impact of health policy on health care systems, delivery of care, and population health determinants	Literature review and guided discussion
	6.	Advocate for healthy population health policy	Formal issue brief, persuasion paper, community advocacy

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. The policy process
2. Policy analysis methods
3. Healthcare economics (post masters students will only do this section)
   - 3.1. Economics of healthcare
   - 3.2. Economics of health
   - 3.3. Health systems comparisons
   - 3.4. Health outcomes comparisons
4. Healthcare reform
5. Population health policy
   - 5.1. Structural determinants of health
   - 5.2. Population health advocacy

VI. Suggested Text

Bardach, E. (2005). *A practical guide to policy analysis: The eight-fold path to more effective problem solving*. Washington DC: CQI Press.

Marmot, M., & Wilkinson, R. (Eds.). (2006). *Social determinants of health* (2nd ed.). New York, NY: Oxford Press.

Mason, D., & Leavitt, J. (2011). *Policy and politics in nursing and health care* (6th ed.). St. Louis, MO: Elsevier.

Shi, L., & Singh, D. (2011). *Delivering health care in America: A systems approach* (5th ed.). Sudbury, MA: Jones and Bartlett.

* Smedley, B., Stith, A., & Nelson, A. (Eds.). (2003). Committee on understanding and eliminating racial and ethnic disparities in health care. *Unequal treatment: Confronting racial and ethnic disparities in health care.* Washington, DC: National Academy Press. Retrieved from http://www.nap.edu/catalog.php?record_id=12875

VII. Bibliography and Suggested Readings

Blankenou, J. (2001). The fate of national health insurance in Canada and the United States: A multiple streams explanation. *Policy Studies Journal. 29*(1), 38-55.

Carlson, R. J. (2005). The case of BiDil: A policy commentary on race and genetics. *Health Affairs*. doi:10.1377/hlthaff.w5.464

Collins, T. (2005). Health policy analysis: a simple tool for policy makers. *Public Health, 119*, 192-196.

Evans, R., & Stoddardt, G. (1990). Producing health, consuming health care. *Social Science and Medicine, 31*(12), 1347-63.

Evans, R., & Stoddart, G. (2003). Consuming research, producing policy. *American Journal of Public Health, 93*, 73-379.

McGinnis, J., Williams-Russo, P., & Knickman, J. (2002). The case for more active policy attention to health promotion. *Health Affairs*, *21*(2), 78-93.

Starfield, B. (2000). Is US health really the best in the world? *JAMA, 284*(4), 483-485.

Syme, L., Lefkowitz, B., & Krimgold, B. (2002). Incorporating socioeconomic factors into U.S. health policy: Addressing the barriers. *Health Affairs, 21*(2), 113-118.

*Classic text

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A619A	N/A	2	(2+0)

6. Complete Course Title
Health Economics

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): Dianne Tarrant Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Critically appriases health system economics and explores its impact on health outcomes. Applies advocacy and leadership strategies to analyze and implement policies to promote positive societal and economic outcomes.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A619A
Title:	Health Economics
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Critically appraises health system economics and explores its impact on health outcomes. Applies advocacy and leadership strategies to analyze and implement policies to promote positive societal and economic outcomes.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate examination, appraisal and application of health policy process and economics.
2. Foster critical and evidence-based analysis of health policy. Employing population health, structural determinants, and economic frameworks.
3. Promote evaluation of health systems outcomes.
4. Facilitate population health advocacy.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Critically analyze cost, quality and access consequences of health policies	Written policy analysis, formal issue brief
	2.	Explore the impact of health policies on society using health economics tools	Guided discussion, formal policy analysis and formal issue brief
	3.	Evaluate health system design and compare outcomes	Written comparative analysis and guided discussion
	4.	Advocate for healthy population health policy	Formal issue brief, persuasion paper, community advocacy

IV. Course Level Justification

This course builds upon advanced knowledge and skills acquired through masters-level nursing preparation. It includes health economics to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Healthcare economics
    - 1.1. Economics of healthcare
    - 1.2. Economics of health
    - 1.3. Health systems comparisons
    - 1.4. Health outcomes comparisons

VI. Suggested Text

Bardach, E. (2005). *A practical guide to policy analysis: The eight-fold path to more effective problem solving*. Washington DC: CQI Press.

Marmot, M., & Wilkinson, R. (Eds.). (2006). *Social determinants of health* (2nd ed.). New York, NY: Oxford Press.

Mason, D., & Leavitt, J. (2011). *Policy and politics in nursing and health care* (6th ed.). St. Louis, MO: Elsevier.

Shi, L., & Singh, D. (2011). *Delivering health care in America: A systems approach* (5th ed.). Sudbury, MA: Jones and Bartlett.

* Smedley, B., Stith, A., & Nelson, A. (Eds.). (2003). Committee on understanding and eliminating racial and ethnic disparities in health care. *Unequal treatment: Confronting racial and ethnic disparities in health care.* Washington, DC: National Academy Press. Retrieved from http://www.nap.edu/catalog.php?record_id=12875

VII. Bibliography and Suggested Readings

Blankenou, J. (2001). The fate of national health insurance in Canada and the United States: A multiple streams explanation. *Policy Studies Journal. 29*(1), 38-55.

Carlson, R. J. (2005). The case of BiDil: A policy commentary on race and genetics. *Health Affairs*. doi:10.1377/hlthaff.w5.464

Collins, T. (2005). Health policy analysis: a simple tool for policy makers. *Public Health, 119*, 192-196.

Evans, R., & Stoddardt, G. (1990). Producing health, consuming health care. *Social Science and Medicine, 31*(12), 1347-63.

Evans, R., & Stoddart, G. (2003). Consuming research, producing policy. *American Journal of Public Health, 93*, 73-379.

McGinnis, J., Williams-Russo, P., & Knickman, J. (2002). The case for more active policy attention to health promotion. *Health Affairs*, *21*(2), 78-93.

Starfield, B. (2000). Is US health really the best in the world? *JAMA, 284*(4), 483-485.

Syme, L., Lefkowitz, B., & Krimgold, B. (2002). Incorporating socioeconomic factors into U.S. health policy: Addressing the barriers. *Health Affairs, 21*(2), 113-118.

*Classic text

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A621	N/A	3	(3+0)

6. Complete Course Title
Knowledge Development for Advanced Nursing Practice
Knowledge Development for ANP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Integrates theory and clinical evidence from nursing and other disciplines to explain and predict human responses to health and illness. Explores multiple paradigms of knowledge development. Critically analyzes and explores translation of theory into knowledge to improve practice, clinical decision-making and health.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A621
Title:	Knowledge Development for Advanced Nursing Practice
Credits:	3 (3 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Integrates theory and clinical evidence from nursing and other disciplines to explain and predict human responses to health and illness. Explores multiple paradigms of knowledge development. Critically analyzes and explores translation of theory into knowledge to improve practice, clinical decision-making and health.
Course Prerequisite(s):	N/A
Course Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate integration of theory and evidence to understand human responses to health and illness.
2. Assist with development of insight into the scientific paradigm of knowledge development.
3. Foster critical analysis of theories and their conceptualization, measurement, and application.
4. Encourage recognition and application of theories of health to individuals, families, and populations.
5. Facilitate translation of theory and clinical evidence into knowledge to improve practice.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Integrate theory and clinical evidence from nursing and other disciplines to explain and understand human responses to health and illness	Comparative literature review
	2.	Develop insight into evolution of epistemology and belief systems	Peer group discussion
	3.	Critically analyze theories for adequacy of conceptualization, measurement, and application	Conceptual framework analysis
	4.	Apply theories of health to individuals, families and populations	Conceptual framework draft
	5.	Translate theory into knowledge to improve practice	Theory-based practice guideline

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Overview of knowledge development and theory
    - 1.1. Philosophical development
    - 1.2. Doctoral nursing roles in knowledge generation
2. Scientific methods and analysis of theory
    - 2.1. Conceptualization, measurement and application
    - 2.2. Epistemology, ontology and justification
3. Theories of health and illness
    - 3.1. Anthropologic theories
    - 3.2. Health promotion theories
    - 3.3. Systems models
    - 3.4. Population health theories
4. Influences on theory development
    - 4.1. Paradigm shifts
    - 4.2. The biomedical model
5. Theory/practice link
    - 5.1. Matching theory to populations
    - 5.2. Process of evaluation for implementation
    - 5.3. Measuring results of change against theoretical models

VI. Suggested Text

Dahnke, M., & Dreher, H. (2011). *Philosophy of science for nursing practice: Concepts and application*. New York, NY: Springer.

Glanz, K. (Ed.). (2008). *Health behavior and health education: Theory, research and practice* (4th ed.). San Francisco, CA: Jossey-Bass.

Reed, P., & Shearer, N. (2011). *Nursing knowledge and theory innovation: Advancing the science of practice*. New York, NY: Springer.

VII. Bibliography and Suggested Readings

Balshem, M. (1993). *Cancer in the community: Class and medical authority.* Washington DC: Smithsonian Institute Press.

Hofrichter, R. (Ed.). (2003). *Health and social justice: Politics, ideology, and equity in the distribution of disease*. San Francisco, CA: Jossey-Bass.

Leischow, S., & Millstein, B. (2006). Systems theory and modeling for public health. *American Journal of Public Health*, *96*(3), 403-405.

Szreter, S. (2003). The population health approach in historical perspective. *American Journal of Public Health, 93*(3), 421-431.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A627	N/A	3	(3+0)

6. Complete Course Title
Practice Inquiry I: The Nature of Evidence
Practice Inquiry I
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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 the nature of evidence and appraises scholarly evidence-based projects focusing on problems of practice within specific healthcare populations. Employs research critiques, evidence tables and integrative evidence reviews.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A613 and ND A621) with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing or instructor permission; grade C or better in undergraduate research/statistics course within the past 5 years.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A627
Title:	Practice Inquiry I: The Nature of Evidence
Credits:	3 (3+0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Explores the nature of evidence and appraises scholarly evidence-based projects focusing on problems of practice within specific health care populations. Employs research critiques, evidence tables and integrative evidence reviews.
Course Prerequisite(s):	ND A613 and ND A621 with minimum grade of B
Co-requisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Graduate standing or instructor permission; grade C or better in undergraduate research/statistics course within the past 5 years.
Course Fee:	☒ Yes ☐ No

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Identify national databases of priority health issues.
2. Foster analysis of evidence designed to improve clinical outcomes.
3. Engage in evaluation of quantitative and qualitative studies related to the student's topic of interest.
4. Assist with critical appraisal of the data related to the student's topic of interest within the student's area of specialization.
5. Facilitate evaluation of the strength of evidence underlying clinical practice guidelines.
6. Promote integration of evidence-based individual decision-making in the Doctorate of Nursing Practice role.

B.		Student Learning Outcomes/Assessment Measures	
		Student Learning Outcomes	**Assessment Measures**
		Upon successful completion of the course, the student will be able to:	This outcome will be assessed by one or more of the following:
	1.	Locate primary research and theories from nursing and other disciplines applicable to student's topic of interest	Research evidence table assignment
	2.	Appraise quantitative and qualitative studies related to student's topic of interest	Qualitative and quantitative research critiques
	3.	Synthesize nursing research into selection of sources supporting best practices for potential DNP evidence-based practice project	Integrative review of evidence paper with recommendations for practice
	4.	Explore and compare multiple sources of aggregated client data including national databases for identification of priority health issues	Research questions developed from clinical experiences (discussion)
	5.	Integrate evidence-based individual clinical decision-making in the DNP role	Discussion, linkages with clinical experiences

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been developed to address essential requirements of the Doctorate of Nursing Practice. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. The nature of evidence
   - 1.1. Historical perspective of nursing research
   - 1.2. Evidence-based practice (EBP)
   - 1.3. Asking compelling clinical questions
2. Methods of evaluating the evidence
   - 2.1. Critically appraising knowledge
   - 2.2. Literature searches
   - 2.3. Quantitative and qualitative research critiques
   - 2.4. Evidence tables
   - 2.5. Evidence-based practice guidelines
   - 2.6. Literature synthesis, integrative systematic reviews, meta-analysis
3. Quantitative research
   - 3.1. Quantitative designs
   - 3.2. Quantitative measurement
   - 3.3. Reliability and validity
   - 3.4. Quantitative collection methods

4. Qualitative research
   4.1. Qualitative designs
   4.2. Qualitative measurement
5. Patient concerns, choices, and clinical judgment in EBP
6. Creating, evaluating and sustaining change
   6.1. Evidence to guide best practice
   6.2. Evaluation methods
      6.2.1. Benchmarking
      6.2.2. Types of outcomes
      6.2.3. Process
      6.2.4. Outcomes
      6.2.5. Impact
      6.2.6. Cost-benefit
7. Feedback loops
   7.1. Disseminating findings to key stakeholders and decision makers
   7.2. Publication and other routes of dissemination

VI. Suggested Texts

Burns, N., & Groves, S. (2010). *Understanding nursing research: Building an evidence-based practice*. St. Louis, MO: Saunders.

Melnyk, B. M., & Fineout-Overholt, E. (2011). *Evidence-based practice in nursing and health care: A guide to best practice* (2nd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

VII. Bibliography and Suggested Readings

American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Retrieved from http://www.aacn.nche.edu/dnp/pdf/essentials.pdf

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

Burns, N., & Grove, S. (2012). *The practice of nursing research: Appraisal, synthesis, and generation of evidence.* (7th ed.). St. Louis, MO: Saunders.

Coomarasamy, A., & Khan, K. S. (2010). What is the evidence that postgraduate teaching in evidence based medicine changes anything? A systematic review. *British Medical Journal, 329* (7473), 1017-1019.

DiCenso, A., Guyatt, G., & Ciliska, D. (2005). *Evidence-based nursing: A guide to clinical practice.* St. Louis, MO: Elsevier Mosby.

Farrell, M. P. (2010). A framework for nursing clinical inquiry: Pathway toward EBP. In K. Malloch & T. P. O'Grady (Eds.), *Introduction to evidence-based practice in nursing and healthcare* (2nd ed., pp. 99-118). Sudbury, MA: Jones & Bartlett.

Higgins, J. P. T., & Green, S. (Eds.) (2011). *Cochrane handbook for systematic reviews of interventions: Version 5.1.0.* The Cochrane Collaboration. Retrieved from http://www.cochrane-handbook.org.

Muir, N. (2004). Clinical decision-making: Theory and practice. *Nursing Standard, 18*(6), 47-52.

Munhall, P. (2010). *Nursing research: A qualitative perspective* (5th ed.). Boston, MA: Jones & Bartlett.

Porter-O'Grady, T. (2010). A new age for practice: Creating the framework for the evidence, In K. Malloch, & T. P. O'Grady (Eds.). *Introduction to evidence-based practice in nursing and healthcare* (2nd ed., 1-30). Sudbury, MA: Jones & Bartlett.

Sackett, D., Rosenberg, W. M., Gray, J. A., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: What it is and what it isn't. *British Medical Journal, 312*(7023), 71-72.

Scott, S. D., Profetto-McGrath, J., Estabrooks, C. A., Winther, C., Wallin, L., & Lavis, J. N. (2010), Mapping the knowledge utilization field in nursing from 1945 to 2004: A bibliometric analysis. *Worldviews on Evidence-Based Nursing, 7*, 226–237.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A628	N/A	3	(3+0)

6. Complete Course Title
Practice Inquiry II: Design and Methods
Practice Inquiry II
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): ____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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 the advanced research design and methods. Develops acquisition of knowledge and skills appropriate to an advanced evidence-based clinical inquiry project, including conceptual, design, and methodologic critique.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing or instructor permission. BS to DNP students must take ND A627 prior to ND A628.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice(DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health
Course Prefix:	ND
Course Number:	A628
Title:	Practice Inquiry II: Design and Methods
Credits:	3 (3+0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Explores the advanced research design and methods. Develops acquisition of knowledge and skills appropriate to an advanced evidence-based clinical inquiry project, including conceptual, design, and methodologic critique.
Course Prerequisite(s):	N/A
Co-requisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Graduate standing or instructor permission. BS to DNP students must take ND A627 prior to ND A628.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals.

The instructor will:

1. Facilitate analysis of the design and methods of successful evidence-based projects in the literature.
2. Review concepts, techniques, and methodologies underlying qualitative and quantitative nursing research process appropriate to development of a clinical inquiry project.
3. Foster an understanding and critique of approaches used to shape clinical practice, nursing education, public policy, and/or healthcare delivery.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Evaluate the link between theory, research, and advanced nursing practice	Critical analysis of research questions, and methods via peer reviewed discussion board activities
	2.	Differentiate and explore qualitative and quantitative research paradigms, designs, and methods	Explains and defends methods and approaches for clinical inquiry projects via papers and Peer-reviewed discussion board activities
	3.	Critique, synthesize and summarize the existing knowledge on various methods and approaches in the conduct of a clinical inquiry project	Critical appraisal of existing clinical inquiry projects
	4.	Apply ethical principles to nursing research methods and approaches involving human participants, considering the cultural context	UAA –Institutional Review Board approved course Peer-reviewed discussion board activities

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Moving from evidence to action – approaches to improve practice
    - 1.1. Meta-analyses
    - 1.2. Meta-synthesis
    - 1.3. Clinical guidelines
    - 1.4. Systematic reviews
2. Qualitative approaches
    - 2.1. Narratives
    - 2.2. Focus groups
    - 2.3. Interviews, participatory action research
3. Frameworks and tools
4. Quantitative approaches
    - 4.1. Population to sample
        - 4.1.1. Generalized to varies populations
        - 4.1.2. Recruitment
    - 4.2. Instrument development
    - 4.3. Survey methods, survey assessment: reliability and validity
5. The role of outcomes: measures and instruments

6. Evaluation of practice change: quality assessment
7. Matching approach to question
    7.1. Refine study question
    7.2. Prepare for clinical inquiry
    7.3. Legal issues and research ethics

VI. Suggested Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Creswell, J. (2012). *Qualitative inquiry and research design* (3rd ed.). Thousand Oaks, CA: Sage.

Keele, R. (2011). *Nursing research and evidence-based practice.* Sudbury, MA: Jones & Bartlett.

Mateo, M. A., & Kirchhoff, K. T. (2013). *Research for advanced practice nurses: From evidence to practice*. (2nd ed.). New York: Springer.

Tappen, R. M. (2011). *Advanced nursing research: From theory to practice*. Sudbury, MA: Jones & Bartlett.

VII. Bibliography and Suggested Readings

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British Journal of Nursing*, *17*(1), 38-43.

Goldsmith, M. R., Bankhead, C. R., & Austoker, J. (2007). Synthesizing quantitative and qualitative research in evidenced-based patient information. *Journal of Epidemiology and Community Health*, *61*, 262-270. doi:10.1136/jech.2006.046110

Godshall, M. (2010). *Fast facts for evidence-based practice: Implementing EBP in a nutshell*. New York, NY: Springer.

Zaccagnini, M., & White, K. (2013). *The doctor of nursing practice essentials: A new model for advanced practice nursing.* (2nd ed.). Sudbury, MA: Jones & Bartlett.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A629	N/A	2	(2+0)

6. Complete Course Title
Practice Inquiry III: Proposal Development
Practice Inquiry III
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Operationalizes clinical evidence-based practice project. Refines project to incorporate appropriate conceptual frameworks, designs and methods. Prepares written project proposal to address significant clinical, health policy, leadership, or advanced nursing practice problem relevant to stakeholders

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A628 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A629
Title:	Practice Inquiry III: Proposal Development
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	FALL 2015
Course Description:	Operationalizes clinical evidence-based practice project. Refines project to incorporate appropriate conceptual frameworks, designs and methods. Prepares written project proposal to address significant clinical, health policy, leadership, or advanced nursing practice problem relevant to stakeholders.
Course Prerequisite(s):	ND A628 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Formalize the protocol and project management strategies for the evidence-based practice project.
2. Facilitate a critical dialogue of stakeholders' roles in assessing and supporting an evidence-based practice project.
3. Guide students in development and completion of an evidence-based practice project proposal.
4. Guide and support students through the institutional review board (IRB) review process.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Critique the project protocol and project management strategies for the evidence-based practice project	Critical reflection exercise with development of a Practice, evidence, translation (PET) chart
	2.	Analyze stakeholder perspective and organizational environment in the development and management of the evidence-based practice project	Discussion board and peer exchange appraising stakeholder perspective, potential benefits, and barriers
	3.	Synthesize and expound the planned methods and approaches for the evidence-based practice project	Draft, submit and defend evidence-based practice project proposal
	4.	Identify the steps for completing the institutional review board (IRB) submission	Complete and submit IRB submission for evidence

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Environment for change
   - 1.1. Project background and significance
   - 1.2. Stakeholders: benefits and barriers
   - 1.3. Developing meaningful and sustainable projects
   - 1.4. Clinical assessment and evaluation
2. Function of a proposal
   - 2.1. Communication
   - 2.2. Plan
   - 2.3. Contract
3. Foundations for application
   - 3.1. Format
   - 3.2. Definitions
   - 3.3. Protocol development
   - 3.4. Plan of action
   - 3.5. Protection of human subjects
4. Synthesis
   - 4.1. Project management
   - 4.2. Timelines for completion
   - 4.3. Proposal defense

VI. Suggested Texts

Harris, J. L., Roussel, L., Walters, S., & Dearman, C. (2011). *Project planning and management: A guide for CNL's, DNP's, and nurse executives*. Sudbury: MA: Jones & Bartlett.

Keele, R. (2011). *Nursing research and evidence-based practice: Ten steps to success.* Sudbury, MA: Jones & Bartlett.

Locke, L. F., Spirduso, W., & Silverman, S. (2013). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Thousand Oaks, CA: Sage.

VII. Bibliography and Suggested Readings

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: A step-by-step approach. *British Journal of Nursing*, *17*(1), 38-43.

Galvan, J. L. (2009). *Writing literature reviews* (4th ed.). Glendale, CA: Pyrczak.

Godshall, M. (2010). *Fast facts for evidence-based practice: Implementing EBP in a nutshell*. New York, NY: Springer.

Goldsmith, M. R., Bankhead, C. R., & Austoker, J. (2007). Synthesizing quantitative and qualitative research in evidenced-based patient information. *Journal of Epidemiology and Community Health*, *61*, 262-270. doi:10.1136/jech.2006.046110

Zaccagnini, M., & White, K. (2013). *The doctor of nursing practice essentials: A new model for advanced practice nursing.* (2nd ed.). Sudbury, MA: Jones & Bartlett.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A630		2	(1+4)

6. Complete Course Title
Practice Inquiry IV: Capstone Project
Practice Inquiry IV
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status Yes # of Repeats 3 Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Implements evidence-based practice project in a clinical setting reflecting a topic of current concern within the specialty. Collects and analyzes data to generate findings and conclusions relating to clinical practice. Special note: must be taken three times for credit.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program. Prior completion of ND A629 with a grade of B or better is recommended but not requried.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A630
Title:	Practice Inquiry IV: Capstone Project
Credits:	2 (1 + 4)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Implements evidence-based practice project in a clinical setting reflecting a topic of current concern within the specialty. Collects and analyzes data to generate findings and conclusions relating to clinical practice. Special note: must be taken three times for credit.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program. Prior completion of ND A629 with a grade of B or better is recommended but not required.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Implement and continually appraise the project methods to maximize accuracy and applicability of findings.
2. Guide student data collection and compilation for the evidence-based practice project.
3. Facilitate generation of findings and implications for practice.
4. Support dissemination of findings orally and in writing.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Implement and evaluate the methodological approach for the evidence-based practice project	Implementation/action phase of evidence-based practice project, discussion and peer review
	2.	Collect and manage data: create data files or data analysis frameworks as appropriate	Formulate a summary of project results, peer review
	3.	Analyze data: generate findings and implications for clinical practice	Revisit project conceptual underpinnings, literature and practice environment to develop findings; peer review
	4.	Communicate evidence-based practice project verbally and in writing in a manner adapted to the level of the intended audience	Project committee approved manuscript for dissemination/publication

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Class overview: research utilization in practice
   - 1.1. Implementation/action
   - 1.2. Data collection
   - 1.3. Generation of findings/outcome evaluation
   - 1.4. Translation to practice
2. Writing for dissemination: resources for writing
3. From idea to publication
   - 3.1. Targeting the audience
   - 3.2. Selecting the journal/author guidelines
4. Communicating findings
   - 4.1. Practice dissemination
   - 4.2. Facilitating change

VI. Suggested Texts

Malloch, K., & Porter-O'Grady, T. (2010). *Introduction to evidence-based practice in nursing & health care* (2nd ed.). Sudbury, MA: Jones & Bartlett.

Melnyk, B. M., & Fineout-Overholt, E. (2011). *Evidence-based practice in nursing and health care: A guide to best practice* (2nd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

VII. Bibliography and Suggested Readings

Farrell, M. P. (2010). A framework for nursing clinical inquiry: Pathway toward EBP. In K. Malloch & T. P. O'Grady's (Eds.). *Introduction to evidence-based practice in nursing and healthcare* (2nd ed., pp. 99-118). Sudbury, MA: Jones & Bartlett.

Godshall, M. (2010). *Fast facts for evidence-based practice: Implementing EBP in a nutshell*. New York, NY: Springer.

Goldsmith, M. R., Bankhead, C. R., & Austoker, J. (2007). Synthesizing quantitative and qualitative research in evidenced-based patient information. *Journal of Epidemiology and Community Health*, *61*, 262-270. doi:10.1136/jech.2006.046110

Oermann, M., & Hays, J. C. (2011). *Writing for publication in nursing.* New York, NY: Springer.

Sidani, S., Epstein, D., & Miranda, J. (2006). Eliciting patient treatment preferences: A strategy to integrate evidence-based and patient-centered care. *Worldviews on Evidenced-based Nursing, 3*(3), 116-123.

Todres, L. (2008). Being with that: The relevance of embodied understanding for practice. *Qualitative Health Research*, *18*(11), 1566-1573.

Zaccagnini, M., & White, K. (2013). *The doctor of nursing practice essentials: A new model for advanced practice nursing.* (2nd ed.). Sudbury, MA: Jones & Bartlett.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A633	N/A	3	(3+0)

6. Complete Course Title
Statistics for Advanced Practice
Statistics for Adv Practice
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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 bio-statistical methods used in nursing and health care research for clinical decision making, evidence-based practice, and program and policy evaluations. Emphasizes selection of appropriate statistical tests and interpretation and critique of data related to clinical practice and program assessment. Focuses on conceptual understanding rather than mathematical computation.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
N/A	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A633
Title:	Statistics for Advanced Practice
Credits:	3 (3 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Explores bio-statistical methods used in nursing and health care research for clinical decision making, evidence-based practice, and program and policy evaluations. Emphasizes selection of appropriate statistical tests and interpretation and critique of data related to clinical practice and program assessment. Focuses on conceptual understanding rather than mathematical computation.
Course Prerequisite(s):	N/A
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Foster critical thinking skills in order to select an appropriate statistical test for a given research question and data set.
2. Facilitate interpretation and critique of the numerical organization and summary of data, statistical output, and its applicability to practice.
3. Describe alternative approaches to data analysis when test assumptions are violated.
4. Review statistical tests appropriate for non-normal distributions and small samples.
5. Impart an understanding of the conceptual underpinnings of statistical theory.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Select appropriate statistical tests based on measurement level of variable(s), research questions and/or hypotheses, sample size, and whether the data meets the test assumptions	Weekly homework assignment addressing unit content, midterm and final exams
	2.	Analyze numerical summaries of data	Weekly homework assignment addressing unit content, midterm and final exams
	3.	Formulate alternate approaches to data analysis when test assumptions are violated	Weekly homework assignment addressing unit content, midterm and final exams
	4.	Appraise computer generated statistical output	Weekly homework assignment addressing unit content, midterm and final exams
	5.	Judge clinical relevance of statistical findings	Weekly homework assignment addressing unit content, midterm and final exams
	6.	Values statistical methods as a foundation for developing, implementing, and evaluating policies and programs integral for the health care of identified populations	Midterm and final exams

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Conceptual overview of statistics.
2. Types of statistics
   - 2.1. Descriptive versus inferential
   - 2.2. Parametric versus non-parametric
   - 2.3. Univariate versus multivariate
   - 2.4. Tests to determine differences, associations, prediction
3. Selection of appropriate statistical tests
   - 3.1. Research question
   - 3.2. Sample size
   - 3.3. Sample type (dependent versus independent)
   - 3.4. Measurement level of variables
   - 3.5. Assumptions of various tests

3.6. Alternative approaches when test assumptions not met

4. Interpretation of descriptive and inferential statistical results
   - 4.1. Statistical significance
   - 4.2. Confidence intervals
   - 4.3. Effect size
   - 4.4. Practical versus statistical significance
   - 4.5. Specific statistical tests
   - 4.6. Descriptive
   - 4.7. Inferential
     - 4.7.1. Tests of mean differences
     - 4.7.2. Correlation (parametric and non-parametric)
     - 4.7.3. Simple linear regression, multiple regression, logistic regression, proportional hazards regression
     - 4.7.4. Survival analysis
     - 4.7.5. Nonparametric tests for small sample and non-normal data
     - 4.7.6. Scaling procedures and reliability
     - 4.7.7. Power analysis

VI. Suggested Texts

Munro, B. H. (2012). *Statistical methods for health care research* (6th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Norman, G., & Streiner, D. (2014). *Biostatistics: The bare essentials* (4th ed.). Hamilton, Ontario: Decker.

Warner, R. M. (2012). *Applied statistics: From bivariate through multivariate techniques.* (2nd ed.). Thousand Oaks, CA: Sage.

VII. Bibliography and Suggested Readings

Cumming, G. (2011). *Understanding the new statistics.* Clifton, NJ: Taylor & Francis.

Grove, S. K. (2007). *Statistics for health care research: A practical workbook.* Philadelphia, PA*:* Saunders.

Ha, R., & Ha, J. (2011). *Integrative statistics for the social and behavioral sciences*. Thousand Oaks, CA: Sage.

Plichta, S. B., & Garzon, L. S. (2008). *Statistics for nursing and allied health.* Philadelphia, PA: Lippincott, Williams, & Wilkins.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A634	N/A	2	(2+0)

6. Complete Course Title
Epidemiology for Advanced Practice
Epidemiology for Adv Practice
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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 epidemiologic techniques and methods. Analyzes clinical data sets. Critiques epidemiologic study designs in clinical scenarios. Assesses causality and risk in clinical situations. Analyzes and interprets screening and diagnostic tests for advanced practice. Evaluates clinical practice using epidemiologic methods and statistical process controls to improve patient outcomes.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A633 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A634
Title:	Epidemiology for Advanced Practice
Credits:	2 (2 + 0)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Explores epidemiologic techniques and methods. Analyzes clinical data sets. Critiques epidemiologic study designs in clinical scenarios. Assesses causality and risk in clinical situations. Analyzes and interprets screening and diagnostic tests for advanced practice. Evaluates clinical practice using epidemiologic methods and statistical process controls to improve patient outcomes.
Course Prerequisite(s):	ND A633 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program
Course Fee:	☒ Yes ☐ No

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate acquisition of terminology for and interpretation of epidemiologic principles and studies.
2. Assist with methods and techniques for analysis of clinical data sets.
3. Encourage interpretation of causality, risk, and clinical testing.
4. Facilitate application of epidemiologic principles to program, practice, and population health evaluation.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Critique epidemiologic studies and apply to clinical practice	Participate in on-line small group case-study analysis
	2.	Analyze clinical data sets for clinical decision-making	Critical peer group case study discussion and analysis
	3.	Assess causality and risk in clinical situations	Critical case-study analysis
	4.	Analyze screening, testing, and interpretation in clinical practice	Critical case-study analysis
	5.	Evaluate clinical practice using epidemiologic methods and statistical process controls to improve patient outcomes	Clinical process improvement project
	6.	Analyze population health outcomes and health evaluation services research	Literature review and comparative analysis

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Observational data
   - 1.1. Introductory exercise: preliminary data analysis
   - 1.2. Hypothesis generation
2. Clinical epidemiology basic case studies
   - 2.1. Incidence, prevalence, rates
   - 2.2. Bias, confounding, effect size
3. Study design
   - 3.1. Cohort, case-control studies
   - 3.2. Observational designs and “natural” experiments
4. Causation/risk assessments
   - 4.1. Causality
   - 4.2. Odds ratio, relative risk, confidence intervals
5. Screening and prevention
   - 5.1. Sensitivity, specificity, predictive value
   - 5.2. Consequences of false positives
6. Quality control
   - 6.1. Statistical process controls

6.2. Continuous quality improvement case study

7. Practical program evaluation case studies
   7.1. Evaluation with limited data, time and budget
   7.2. Practice guidelines for quality
8. Population health analysis
   8.1. Using large data sets
   8.2. Comparative assessments

VI. Suggested Texts

Bamberger, M. (2010). Shoestring evaluation: Designing impact evaluations under budget, time and data constraints. *American Journal of Evaluation, 31*(4), *549-556.*

* Nelson, E., Batladen, P., & Godfrey, M. (Eds.). (2007). *Quality by design: A clinical microsystems approach*. San Francisco, CA: Jossey-Bass.

Streiner, D., & Norman, G. (2009). *PDQ epidemiology* (3rd ed.). Shelton, CT: People's Medical Publishing House.

VII. Bibliography and Suggested Readings

Fletcher, R. H., & Fletcher, S. W. (2012). *Clinical Epidemiology: The Essentials.* (5th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Gawande, A. (2011). *The checklist manifesto: How to get things right*. UK: Picador.

Gordis, L. (2013). *Epidemiology* (5th ed.). Philadelphia, PA: Saunders.

Mukherjee, S. (2011, April 17). *Do cells phones cause brain cancer? The New York Times Magazine*, pp. MM-30. Retrieved from http://www.nytimes.com/2011/04/17/magazine/mag-17cellphones-t.html?_r=1&pagewanted=all

Nelson, D., Hesse, B., & Croyle, R. (2009). *Making data talk: Communicating public health data to the public, policy makers, and the press*. New York, NY: Oxford University.

- Classic text

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A637L	N/A	1	(0+3)

6. Complete Course Title
Data Analysis: Qualitative

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Emphasizes qualitative research principles and methods of analysis. Applies qualitative analytic methods to clinical data sets. Focuses on ensuring validity, credibility, and dependability. Facilitates interpretation and dissemination of qualitative research study findings.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A628 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A637L
Title:	Data Analysis: Qualitative
Credits:	1 (0 + 3)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Emphasizes qualitative research principles and methods of analysis. Applies qualitative analytic methods to clinical data sets. Focuses on ensuring validity, credibility, and dependability. Facilitates interpretation and dissemination of qualitative research study findings.
Course Prerequisite(s):	ND A628 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Develop qualitative data set examples.
2. Foster application of qualitative research principles and methods.
3. Assist with interpretation of qualitative data.
4. Facilitate dissemination of analysis findings for clinical practice.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1	Synthesize qualitative research principles with methods of analysis	On-line case study discussion
	2	Apply analytic methods to qualitative research data sets	On-line peer group discussion
	3	Articulate methods of ensuring validity, credibility, and dependability	Brief written qualitative case-study analysis.
	4	Generate and disseminate qualitative research study findings	Brief written qualitative case-study analyses

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Survey research review
2. Semi-structured interview review
3. Focus groups review
4. Participant observation
5. Field studies
6. Community-based participatory research (action research)
7. Interpreting and communicating qualitative data for the public

VI. Suggested Texts

Janesick, V. (2011). *"Stretching" exer for qualitative researchers* (3rd. ed). Thousand Oaks, CA: Sage.

Munhall, P. (2012). *Nursing research: A qualitative perspective* (5th ed.). Sudbury, MA: Jones & Bartlett Learning.

VII. Bibliography and Suggested Readings

Bamberger, M. (2010). Shoestring evaluation: Designing impact evaluations under budget, time and data constraints. *American Journal of Evaluation, 31*(4), 549-556.

Cresswell, J. (2014). *Research design: qualitative, quantitative and mixed methods approaches.* (4th ed.). Thousand Oaks, CA: Sage.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A638L		1	(0+3)

6. Complete Course Title
Data Analysis: Quantltative

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Introduces quantitative data analysis using the Statistical Package for the Social Sciences (SPSS) computer program. Focuses on creating a database, evaluating data for entry errors, exploring data for statistical test assumptions, and computing descriptive and inferential statistics.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A628 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Admission to graduate nursing program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A638L
Title:	Data Analysis: Quantitative
Credits:	1 (0 + 3)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Introduces quantitative data analysis using the Statistical Package for the Social Sciences (SPSS) computer program. Focuses on creating a database, evaluating data for entry errors, exploring data for statistical test assumptions, and computing descriptive and inferential statistics.
Course Prerequisite(s):	ND A628 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Admission to graduate nursing program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Review methods to create a database, explore data, and check test assumptions.
2. Illustrate commands for obtaining descriptive and inferential statistics.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able:		This outcome will be assessed by one or more of the following:
	1.	Demonstrate the ability to create a database in statistical package of the social sciences (SPSS)	Define an error free data base and enter data
	2.	Utilize SPSS to explore the data for entry errors and test assumptions	Data exploration exercises.
	3.	Utilize SPSS to obtain descriptive and inferential statistics	Data analysis exercises
	4.	Implement findings for systems change and population health outcomes	Chart and output table modification exercises

IV. Course Level Justification

Course developed and enhanced for use in doctorate of nursing practice program based on accreditation standards.

V. Course Outline

1. Introduction to SPSS (Statistical Package for Social Science)
2. Data entry
   - 2.1. Defining variables
   - 2.2. Entering data
   - 2.3. Transforming variables
   - 2.4. File manipulation
   - 2.5. Importing data from other program
   - 2.6. Looking for data entry errors
3. Descriptive statistical commands
   - 3.1. Descriptive statistics and frequencies
   - 3.2. Explore
   - 3.3. Crosstabs
   - 3.4. Graphs
4. Inferential statistical commands
   - 4.1. Non-parametric statistics
   - 4.2. Parametric statistics
   - 4.3. Advanced multivariate statistics
5. Reliability analysis and scaling procedures

VI. Suggested Text

IBM SPSS. (2010). *SPSS 19.0 brief guide.* Chicago, IL: SPSS Inc.

Pallant, J. (2013). *SPSS survival manual.* (5th ed.). New York, NY: Open University Press.

VII. Bibliography and Suggested Readings

Gray, C. D., & Kinnear, P. R. (2011). *IBM SPSS 19 made simple*. New York, NY: Psychology Press.

Griffith, A. (2010). *SPSS for dummies*. Hoboken, NJ: Wiley.

Norusis, M. J. (2012). *SPSS 19.0 statistical procedures companion.* Upper Saddle River, NJ: Prentice Hall.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A660	N/A	4	(2+8)

6. Complete Course Title
Family Nurse Practitioner I for Doctoral Studies
FNP I DNP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops advanced skills needed in primary care of pediatric patients and developing families, including advanced history and physical assessment skills for all pediatric age groups. Focuses on acquisition of skills and diagnostic evaluation methods required for management of pediatric patients and families. Explores influence of genetics and genomics on health status.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A602 and ND A603) with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Current acceptance into the FNP track of the DNP program. Concurrent enrollment in ND A610 recommended.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A660
Title:	Family Nurse Practitioner 1 for Doctoral Studies
Credits:	4 (2 + 8)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops advanced skills needed in primary care of pediatric patients and developing families, including advanced history and physical assessment skills for all pediatric age groups. Focuses on acquisition of skills and diagnostic evaluation methods required for management of pediatric patients and families. Explores influence of genetics and genomics on health status.
Course Prerequisite(s):	ND A602 and ND A603 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Current acceptance into the FNP track of the DNP. Concurrent enrollment in ND A610 recommended. program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Present pediatric information as it relates to prevention, assessment of normal and complex abnormal function, anticipatory guidance, and evidence-based approach.
2. Facilitate significant hands-on exposure to complex primary care of pediatric patients and the developing family in a clinical setting through preceptorship experiences.
3. Implement assignments in which students develop critical thinking skills in the area of history taking, physical exam, differential diagnoses, and management plans appropriate to the care of complex pediatric patients and their developing families.

4. Foster discussion of clinical cases in promoting research, evidence-based practice, and student self-reflection.
5. Differentiate legal aspects of the family nurse practitioner role allowing students to understand and grow in the role of independent practice.
6. Support students in appropriate use of professional resources to make clinical and ethical judgments in caring for pediatric patients.

B.		**Student Learning Outcomes/Assessment Measures**	
		Student Learning Outcomes	**Assessment Measures**
		Upon successful completion of the course, the student will be able to:	This outcome will be assessed by one or more of the following:
	1.	Translate the role of the nurse practitioner within a family based scope of practice	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, Subjective Objective Assessment Plan (SOAP)s, and student case studies
	2.	Integrate knowledge of the developing family unit as a whole and as a member of a specific community with consideration for cultural diversity, health beliefs, and parenting issues in assessing and developing comprehensive management plans for adaptive and maladaptive behaviors	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, student case studies, common complaint assignments, management guides, and exams
	3.	Assess and document the health status of neonates, infants, toddlers, pre-school and school aged children and adolescents using problem oriented data collection, advanced history taking and communication skills, physical examination, and developmental screening appropriate to the age of the patient showing the ability to differentiate normal from abnormal findings	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, and student case studies
	4.	Integrate knowledge of theory and evidence-based research to devise and implement plans of care for pediatric patients and families with emphasis on health maintenance, wellness, and health promotion	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, student case studies, common complaint assignments, management guides, and exams
	5.	Integrate knowledge of theory and evidence-based research to devise and implement plans of care for pediatric patients and families with emphasis on	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, student case studies, common

		disease processes common to pediatrics	complaint assignments, management guides, and exams
	6.	Evaluate the need to collaborate and refer patients for additional screening and/or diagnostic work as may be indicated by health history or physical assessment findings	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, student case studies, common complaint assignments, and exams
	7.	Develop management plans that reflect diagnostic, therapeutic and educational/preventive strategies based on the history and physical examination, health status, stage of growth and development, anticipatory guidance needs and known sociocultural and economic factors	Clinical site visits, clinical evaluation tool, discussion board, logs, SOAPs, student case studies, common complaint assignments, management guides, and exams
	8.	Discuss legal aspects and scope of practice related to the role of the advanced nurse practitioner	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, student case studies, and exams
	9.	Communicate professionally with patients/clients, other students, preceptors, instructors, and other health care professionals in the community to enhance the care provided to pediatric patients and their families	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, and student case studies
	10.	Integrate knowledge of genetics and genomics in relation to assessment and care of pediatric patients and their families	Clinical site visits, clinical evaluation tools, discussion board, clinical logs, SOAPs, student case studies, common complaint assignments, management guides, and exams

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Advanced principles of pediatric care
    - 1.1. Assessment and management in health and illness
    - 1.2. Application of evidence-based research to care
    - 1.3. Incorporate legal aspects of the nurse practitioner role to patient care
    - 1.4. Utilize national standards of care
    - 1.5. Clinical decision making
    - 1.6. Differential diagnoses
    - 1.7. Incorporate family, community, and culture into decision making
    - 1.8. Collaboration
    - 1.9. Evidence-based approach
2. Health promotion
    - 2.1. Screening
    - 2.2. Education and counseling
    - 2.3. Disease prevention for travelers
    - 2.4. Obesity
    - 2.5. Exercise
    - 2.6. Safety
    - 2.7. Developmental stages
    - 2.8. Immunizations
3. Care of the well child
    - 3.1. Newborn
    - 3.2. Circumcision
    - 3.3. Toddler
    - 3.4. School age child
    - 3.5. Adolescent
4. Immunizations
    - 4.1. Overview and recommended immunizations
    - 4.2. Recommended schedule
    - 4.3. Catch-up schedule
5. Nutrition
    - 5.1. Normal growth
    - 5.2. Breastfeeding
    - 5.3. Eating disorders
6. Development
    - 6.1. Developmental issues
    - 6.2. Tanner staging
    - 6.3. Precocious puberty
    - 6.4. Gynecomastia
7. Parenting
    - 7.1. Interventional strategies for common childhood behavioral issues
    - 7.2. Child abuse and reporting
    - 7.3. Discipline
    - 7.4. Safety
8. Exercise

- 8.1. Sports physicals
- 8.2. Injury prevention
- 8.3. Recommendations
- 8.4. Childhood obesity

9. Sexuality
   - 9.1. Sexual development
   - 9.2. Contraception
   - 9.3. Sexually transmitted infections
   - 9.4. Risks
   - 9.5. Relationships
10. Genetics and genomics
    - 10.1. Considerations in the pediatric population
    - 10.2. Common genetic conditions
    - 10.3. Use of a 3 generation pedigree
    - 10.4. Genetic testing
    - 10.5. Consultation and referrals
11. Fever
    - 11.1. Unknown etiology
    - 11.2. Febrile seizure
12. Head, eyes, ears, nose, throat
    - 12.1. Strabismus
    - 12.2. Conjunctivitis
    - 12.3. Otitis
    - 12.4. Sinusitis
    - 12.5. Pharyngitis
    - 12.6. Lymphadenopathy
    - 12.7. Allergies
    - 12.8. Viral illness
13. Respiratory
    - 13.1. Asthma
    - 13.2. Pneumonia
    - 13.3. Respiratory syncytial virus bronchiolitis, croup
    - 13.4. Foreign body aspiration
    - 13.5. Cystic fibrosis
    - 13.6. Sudden infant death
    - 13.7. Tuberculosis
14. Cardiovascular
    - 14.1. Murmurs
    - 14.2. Hypertension
    - 14.3. Dyslipidemias
    - 14.4. Dysrhythmias
    - 14.5. Kawasaki’s disease
15. Gastrointestinal
    - 15.1. Abdominal pain
    - 15.2. Constipation and diarrhea
    - 15.3. Colic

15.4. Nausea and vomiting
15.5. Hirschsprung's disease
15.6. Pyloric stenosis
15.7. Intussusception
15.8. Pinworms

16. Urinary and renal
16.1. Bladder and urethral abnormalities
16.2. Urinary tract infections
16.3. Enuresis and encopresis
16.4. Proteinuria
16.5. Nephrology disorders
16.6. Wilm's Tumor

17. Musculoskeletal
17.1. Injuries
17.2. Scoliosis
17.3. Leg and hip deformities
17.4. Gait disturbances
17.5. Osgood-Schlatters disease
17.6. Rheumatologic disorders

18. Neurology
18.1. Developmental delays
18.2. Seizure disorders
18.3. Headaches
18.4. Sleep disturbances
18.5. Fetal alcohol syndrome

19. Dermatology
19.1. Rashes
19.2. Infections and infestations
19.3. Birth marks
19.4. Acne
19.5. Atopic disease
19.6. Other lesions

20. Mental Health
20.1. Attention deficit disorder
20.2. Depression and anxiety
20.3. Bipolar disorder
20.4. Substance abuse
20.5. Suicidal ideation

21. Endocrine
21.1. Diabetes
21.2. Thyroid dysfunction

22. Childhood cancers
22.1. Leukemias
22.2. Other cancers

23. Hematology
23.1. Anemias

23.2. Lead toxicity
23.3. Sickle cell

VI. Suggested Text

Bakerman, S., Bakerman, P., & Strausbauch, P. (2002). *Bakerman's ABC's of interpretive laboratory data* (4th ed.). Scottsdale, AZ: Interpretive Laboratory Data.

Dickey, R., & Tyrer, L. (2010). *Managing contraceptive pill patients* (14th ed.). Dallas, TX: EMIS.

Gilbert, D. N., Moellering, R. C., Eliopoulos, G. M., Chambers, H. F., & Saag, M. S. (Eds.). (2013). *Sanford guide to antimicrobial therapy* (43rd ed.). Sperryville, VA: Antimicrobial Therapy.

Gunder, L., & Martin, S. (2011). *Essentials of medical genetics for health professionals.* Sudbury, MA: Jones & Bartlett.

Habif, T. P., Campbell, J. L., Chapman, M. S., Dinulos, J. G., & Zug, K. A. (2011). *Skin disease: Diagnosis and treatment* (3rd ed.). Philadelphia, PA: Mosby Elsevier.

Hagan, J. F., Shaw, J. S., & Duncan, P. (2008). *Bright futures: Guidelines for health supervision on infants, children and adolescents* (3rd ed.). Elk Grove Village, IL: American Academy of Pediatrics.

Johns Hopkins Hospital, Custer, J. W., Rau, R. E., & Lee, C. K. (2014). *The Harriet Lane handbook: Mobile medicine series, expert consult* (20th ed.). Philadelphia, PA: Elsevier Health Sciences.

Zitelli, B. J., & Davis, H. W. (2012). *Atlas of pediatric physical diagnosis: Text with online access* (6th ed.). Philadelphia, PA: Mosby Elsevier.

VII. Bibliography and Suggested Readings

Buppert, C. (2014). *Nurse practitioner's business practice and legal guide (*5th ed.). Sudbury, MA: Jones & Bartlett.

Fadiman, A. (1998). *The spirit catches you and you fall down*. New York, NY: Farrar, Strauss, & Giroux.

Pedigree Drawing Tool. Retrieved from http://www.progenygenetics.com/online-pedigree/

U.S. Preventative Services Task Force. (2010). *Guide to clinical preventive services, 2010-2011*. [Online] Retrieved from http://www.ahrq.gov/clinic/pocketgd.htm AHRQ Publication No. 10-05145 Rockville, MD: Agency for Healthcare Research and Quality.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A661	N/A	5	(2+12)

6. Complete Course Title
Family Nurse Practitioner II for Doctoral Studies
FNP II DNP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops advanced skills needed in primary care of female patients and their families, including advanced history and physical assessment skills for women's health throughout the lifespan. Clinical focus and experience include acquisition of skills and diagnostic evaluation methods required for management of women's health and obstetric patients. Explores influence of genetics and genomics on women's health status.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A610 and ND A660) with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Current acceptance into the FNP track of the DNP program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A661
Title:	Family Nurse Practitioner II for Doctoral Studies
Credits:	5 (2 + 12)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops advanced skills needed in primary care of female patients and their families, including advanced history and physical assessment skills for women's health throughout the lifespan. Clinical focus and experience include acquisition of skills and diagnostic evaluation methods required for management of women's health and obstetric patients. Explores influence of genetics and genomics on women's health status.
Course Prerequisite(s):	ND A610 or ND A660 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Current acceptance into the Family Nurse Practitioner track of the Doctor Nursing Practice program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Identify women's health and obstetric information as it relates to prevention, wellness, assessment of normal and complex abnormal function, anticipatory guidance, and evidence-based approach.
2. Facilitate significant hands-on exposure to complex primary care of women's health and obstetric patients in a clinical setting through preceptorship experiences.
3. Develop assignments in which students develop critical thinking skills in the area of history taking, physical exam, differential diagnoses, and management plans appropriate to the care of complex women's health and obstetric patients.
4. Discuss clinical cases promoting research, evidence-based practice, and student self-reflection.

5. Differentiate legal aspects of the family nurse practitioner role allowing students to understand and grow in the role of independent practice. Supports students to appropriately make use of professional resources to make clinical and ethical judgments in caring for female patients.

B.	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Translate the role of the nurse practitioner within a family based scope of practice	Clinical site visit, clinical evaluation tool, discussion board, logs and Subjective Objective Assessment Plan (SOAPs), student case studies
	2.	Integrate knowledge of women's health and obstetrics with consideration of cultural diversity and health beliefs in assessing and developing management plans for adaptive and maladaptive behaviors	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, common complaint assignment, management guides, exams
	3.	Assess and document the health status of women across the lifespan using problem oriented data collection, advanced history taking and communications skills, physical examination showing the ability to differentiate normal from abnormal findings	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies
	4.	Assimilate knowledge of theory and evidence-based research to devise and implement plans of care for women's health and obstetric patients with emphasis on health maintenance, wellness, and health promotion	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, common complaint assignment, management guides, exams

	5.	Integrate knowledge of theory and evidence-based research to devise and implement plans of care for women's health and obstetric patients with emphasis on disease processes	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, common complaint assignment, management guides, exams
	6.	Incorporate knowledge of stages, common complaints, and abnormalities in pregnancy to develop comprehensive management plans	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, common complaint assignment, management guides, exams
	7.	Evaluate the need to collaborate and refer patients for additional screening and/or diagnostic work as may be indicated by health history or physical assessment findings	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, common complaint assignment, exams
	8.	Develop management plans that reflect diagnostic, therapeutic, and educational/preventive strategies based on the history and physical examination, health status, anticipatory guidance needs, known socio-cultural and economic factors	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, common complaint assignment, management guides, exams
	9.	Discuss legal aspects and scope of practice related to the role of the advanced nurse practitioner in Alaska and nationwide	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, exams
	10.	Communicate professionally with patients/clients, other students, preceptors, instructors, and other health care professionals in the community to enhance the care provided to women's health and obstetric patients	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies
	11.	Integrate knowledge of genetics and genomics in the assessment and care of women's health and obstetric patients	Clinical site visit, clinical evaluation tool, discussion board, logs and SOAPs, student case studies, common complaint assignment, management guides, exams

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Introduction to evidenced based principles of women's health care
- 1.1. Assessment and management of women of all ages
- 1.2. Apply evidenced based research to care
- 1.3. Incorporate legal aspects of the nurse practitioner role to care
- 1.4. Assessment and management of acute and chronic health problems in women
- 1.5. Clinical decision making
- 1.6. Differential diagnoses
- 1.7. Approach to the female patient
- 1.8. Health and development through the life cycle
- 1.9. Focused history and exam
- 1.10. Consideration of social and cultural issues
- 1.11. Intervention strategies for common women's health problems
- 1.12. Role of family and community in women's health

2. Health promotion
- 2.1. Screening
- 2.2. Education and counseling
- 2.3. Obesity
- 2.4. Diet and exercise
- 2.5. Safety
- 2.6. Substance abuse

3. Reproductive age women
- 3.1. Menstrual cycle
- 3.2. Contraception
- 3.3. Sexually transmitted infections
- 3.4. Domestic violence
- 3.5. Cervical health
- 3.6. Sexuality
- 3.7. Periodic screening tests
- 3.8. Common vaginal infections
- 3.9. Abnormal uterine bleeding
- 3.10. Benign pelvic disorders
- 3.11. Sexual assault

4. Breast health
- 4.1. Mammograms

4.2. Fibrocystic breast disease
4.3. Self breast exams

5. Menstrual problems
5.1. Polycystic ovaries
5.2. Endometriosis
5.3. Amenorrhea
5.4. Dysmenorrhea

6. Pelvic disorders
6.1. Dyspareunia
6.2. Leiomyomas
6.3. Ovarian tumors
6.4. Chronic pelvic pain
6.5. Pelvic relaxation syndrome
6.6. Abnormal papanicolaou (pap) test
6.7. Pelvic infections

7. Infertility
7.1. Endocrine disorder
7.2. Hypothalmic disorders
7.3. Ovarian disorders
7.4. Uterine disorders
7.5. Male infertility
7.6. Fertility treatments

8. Pregnant patient
8.1. Preconceptual counseling
8.2. Assessment of fetal wellbeing
8.3. Promoting healthy pregnancy
8.4. Initial prenatal exam
8.5. Focused history and exam during prenatal period
8.6. Common discomforts during pregnancy
8.7. Immunizations
8.8. Screening tests
8.9. Unintended pregnancy

9. Complications of pregnancy
9.1. Infections
9.2. Bleeding
9.3. Anemias
9.4. Pregnancy induced hypertension
9.5. Gestational diabetes
9.6. Preterm labor
9.7. Substance abuse
9.8. Multiple gestation
9.9. Placental problems
9.10. Delivery problems/c-sections
9.11. Rhesus blood group (Rh factor) incompatibility
9.12. Ectopics
9.13. Hyperemesis

9.14. Spontaneous abortion
9.15. Post term labor

10. Postpartum period
10.1. Postpartum history and exam
10.2. Hemorrhage
10.3. Uterine sub-involution
10.4. Infections
10.5. Mastitis
10.6. Postpartum depression
10.7. Breastfeeding

11. The older woman
11.1. Breast health
11.2. Cervical health
11.3. Menopause
11.4. Health promotion in the aging female
11.5. Immunizations
11.6. Periodic screening tests
11.7. Sexuality
11.8. Urinary incontinence

12. Female cancers
12.1. Vulvar cancers
12.2. Cervical cancer
12.3. Endometrial cancer
12.4. Ovarian cancer
12.5. Breast cancer

13. Genetics and genomics in women's health
13.1. Influence on common women's health concerns
13.2. Three generational pedigree
13.3. Risk assessment
13.4. Consultation/referral

VI. Suggested Texts

Berek, J. S. (2011). *Berek and Novak's gynecology* (15th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Gander, L., & Martin, S. (2011). *Essentials of medical genetics for health professionals*. Sudbury, MA: Jones & Bartlett.

Hackle, B., Krebs, J., & Rousseau, M. E. (2007). *Primary care of women: A guide for midwives and women's health providers*. Sudbury, MA: Jones & Bartlett.

Schuiling, K., & Likes, F. (2013). *Women's gynecologic health* (2nd ed.). Sudbury, MA: Jones & Bartlett.

Setoff, L., & Draney, P. D. (2010). *Clinical guide for contraception* (5th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

VII. Bibliography and Suggested Readings

Breast Cancer Risk Assessments. Retrieved from http://www.cancer.gov/bcrisktool/

Buppert, C. (2014). Nurse practitioner's business practice and legal guide (5th ed.). Sudbury, MA: Jones & Bartlett.

Pedigree Drawing Tool. Retrieved from http://www.progenygenetics.com/online-pedigree/

U.S. Preventative Services Task Force. (2010). *Guide to clinical preventive services, 2010-2011*. [Online] Retrieved from http://www.ahrq.gov/clinic/pocketgd.htm AHRQ Publication No. 10-05145 Rockville, MD: Agency for Healthcare Research and Quality.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A662	N/A	5	(2+12)

6. Complete Course Title
Family Nurse Practitioner III for Doctoral Studies
FNP III DNP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Continues preparation for advanced nursing practice. Concentrates on assessment, diagnosis, evidence-based management or the referral of adult and geriatric clients. Focuses on acute and chronic illnesses in adults but may include care of clients throughout the life span. Incorporates influence of genetics and genomics on health status.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A610 and ND A661) with minimum grade of B	N/A	NS A612

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Current acceptance into the Family Nurse Practitioner track of the Doctor Nursing Practice program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A662
Title:	Family Nurse Practitioner III for Doctoral Studies
Credits:	5 (2 + 12)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Continues preparation for advanced nursing practice. Concentrates on assessment, diagnosis, evidence-based management or the referral of adult and geriatric clients. Focuses on acute and chronic illnesses in adults but may include care of clients throughout the life span. Incorporates influence of genetics and genomics on health status.
Course Prerequisite(s):	ND A610 and ND A661 with minimum grade of B
Corequisite(s):	ND A612
Other Restriction(s):	Level
Registration Restriction(s):	Current acceptance into the Family Nurse Practitioner track of the Doctor Nursing Practice program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Identify adult and geriatric focused health information as it relates to prevention, wellness, assessment of normal and complex abnormal function, anticipatory guidance, and evidence-based care.
2. Facilitate significant hands-on exposure to complex primary care problems of adult and geriatric patients in a clinical setting through preceptorship experiences.
3. Implement assignments in which students develop critical thinking skills in the area of history taking, physical exam, differential diagnoses, and management plans appropriate to the care of complex acute and chronic health problems of adult and geriatric patients.
4. Discuss clinical cases of geriatric and adult patients; promoting research, evidence-based practice, and student self-reflection.
5. Differentiate legal aspects of the family nurse practitioner role allowing students to understand and grow in the role of independent practice.
6. Support students to appropriately use professional resources to make

clinical and ethical judgments in the care of adult and geriatric patients.

B	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Synthesize advanced practice knowledge/skills including medical therapeutics utilized in clinical practice for care of adult and geriatric clients	Clinical evaluation tool, clinical site visit, exams, Subjective Objective Assessment Plan (SOAP)s and logs, common complaint assignments, discussion, student case studies, management guidelines
	2.	Assess, diagnose and treat individual patients and families with a focus on acute and chronic health disruptions in adult and geriatric patients	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	3.	Evaluate the need to collaborate and refer patients whose condition cannot be safely managed within the scope of practice of the nurse practitioner	Clinical evaluation tool, clinical site visit, SOAPs and logs, discussion, student case studies, management guidelines
	4.	Integrate concepts of growth and development, pathophysiology, pharmacology and nutrition in the assessment, plan, implementation, and evaluation of primary care needs related to acute and chronic disease across the life span	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	5.	Assess the need for additional screening and/or diagnostic work as may be indicated by health assessment or physical findings	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	6.	Discuss goals of health promotion, prevention and protection with patients	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, discussion, management guidelines

	7.	Practice in a collaborative manner with other health professionals in the practice setting and community to enhance care provided to adult and geriatric patients and families	Clinical evaluation tool, clinical site visit, SOAPs and logs, discussion, management guidelines
	8.	Assimilate research and theory in advanced nursing practice for application of evidence-based practice to enhance patient outcomes	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	9.	Discuss legal and ethical aspects and scope of practice related to the role of the advanced nurse practitioner in Alaska and nationwide	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, discussion
	10.	Communicate professionally with patients, families of patients, other students, instructors, and health care providers	Clinical evaluation tool, clinical site visit, discussion, student case studies, management guidelines
	11.	Participate in professional organizations and continuing education programs	Activity log, discussion
	12.	Translate quality improvement concepts by providing peer review of clinical case presentations and management guidelines for adult and geriatric patients	Discussion, student case studies, management guidelines
	13.	Integrate knowledge of genetics and genomics in the assessment of adult and geriatric patients	Clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	14.	Incorporate knowledge of the normal aging process and pathology common to the adult and geriatric population to assess, diagnose, and manage health care issues using an evidence-based approach	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Introduction to advanced principles of adult and geriatric acute and chronic care
- 1.1. Approach to the adult and geriatric patient
- 1.2. Approach to the patient with a chronic condition
- 1.3. Change theory
- 1.4. Application of evidence-based research into all aspects of management
- 1.5. Collaboration and consultation with an interdisciplinary team
- 1.6. Incorporate an understanding a legal and ethical aspects into primary care
- 1.7. Utilize national standards of care

2. Professional issues
- 2.1. Active participation in professional organizations
- 2.2. Ethical dilemmas
- 2.3. Legal Issues
- 2.4. Privacy and confidentiality
- 2.5. Patient self-determination
- 2.6. Nurse practitioners in private practice
- 2.7. Nurse practitioner in group practices
- 2.8. Coding

3. Health promotion
- 3.1. Screening
- 3.2. Education and counseling
- 3.3. Disease prevention for travelers
- 3.4. Obesity
- 3.5. Diet and exercise
- 3.6. Safety
- 3.7. Tobacco cessation strategies

4. Genetics and genomics
- 4.1. Considerations in the adult and geriatric population
- 4.2. Common genetic conditions
- 4.3. Use of a three generation pedigree
- 4.4. Genetic testing
- 4.5. Consultation and referrals

5. Labs and diagnostic testing
- 5.1. Lab assessment per diagnosis
- 5.2. Recommended screenings
- 5.3. Diagnostics and imaging

6. Geriatrics
- 6.1. Normal aging
- 6.2. Common pathology and management in geriatrics
- 6.3. Immunizations
- 6.4. Alzheimer's disease and dementia
- 6.5. Polypharmacy and medication adjustments
- 6.6. Palliative care
- 6.7. Substance abuse
- 6.8. Cataracts
- 6.9. Hearing impairment

7. Opthalmic disease
- 7.1. Foreign bodies and corneal abrasions
- 7.2. Conjunctivitis
- 7.3. Glaucoma
- 7.4. Chalazion and blepharitis

8. Respiratory system
- 8.1. Chronic obstructive pulmonary disease
- 8.2. Asthma
- 8.3. Pneumonia
- 8.4. Cough
- 8.5. Pulmonary emboli
- 8.6. Chest x-ray interpretation
- 8.7. Allergic rhinitis
- 8.8. Tuberculosis
- 8.9. Pertussis
- 8.10. Other infections

9. Cardiovascular system
- 9.1. Heart sounds
- 9.2. Murmurs
- 9.3. Twelve lead electrocardiogram (EKG)
- 9.4. Coronary artery disease
- 9.5. Angina
- 9.6. Heart failure
- 9.7. Dysrhythmias
- 9.8. Hypertension
- 9.9. Chest pain
- 9.10. Peripheral vascular disease
- 9.11. Peripheral edema
- 9.12. Women and heart disease
- 9.13. Dyslipidemias
- 9.14. Carotid artery stenosis
- 9.15. Abdominal aortic aneurysm

10. Endocrine system
- 10.1. Diabetes
- 10.2. Thyroid disorders
- 10.3. Adrenocortical disease

11. Hematologic system
- 11.1. Anemias
- 11.2. Leukemias
- 11.3. Porphyria
- 11.4. Glucose-six-phosphate dehydrogenase deficiency

12. Neurological system
- 12.1. Headaches
- 12.2. Trigeminal neuralgia
- 12.3. Syncope
- 12.4. Parkinson's disease
- 12.5. Bell's Palsy
- 12.6. Transient ischemic attacks
- 12.7. Brain attack
- 12.8. Dizziness and vertigo
- 12.9. Multiple sclerosis

13. Gastrointestinal system
- 13.1. Gastroesophageal reflux disease
- 13.2. Ulcers
- 13.3. Abdominal pain
- 13.4. Constipation and diarrhea
- 13.5. Diverticulosis
- 13.6. Hepatitis A, B, and C
- 13.7. Fatty liver disease
- 13.8. Cholecystitis
- 13.9. Pancreatitis
- 13.10. Gastrointestinal bleed
- 13.11. Anal/rectal problems
- 13.12. Celiac disease
- 13.13. Irritable bowel syndrome
- 13.14. Inflammatory bowel disease

VI. Suggested Texts

Dunphy, L., Winland-Brown, J., Porter, B., & Thomas, D. (2011). *Primary care: The art and science of advanced practice nursing.* Philadelphia, PA: Davis.

Fitzgerald, M. A. (2007). *Laboratory data interpretation: A case study approach* (3rd ed.). North Andover, MA: Fitzgerald Health Education Association.

Gunder, L., & Martin, S. (2011). *Essentials of medical genetics for health professionals.* Sudbury, MA: Jones & Bartlett.

Hollier, A., & Hensley, R. (2011) *Clinical guidelines in primary care: A reference and review book.* Lafayette, LA: Advanced Practice Education Associates.

VII. Bibliography and Suggested Readings

Buppert, C. (2014). *Nurse practitioner's business practice and legal guide (*5th ed.). Sudbury, MA: Jones & Bartlett.

Gilbert, D. N., Moellering, R. C., Eliopoulos, G. M., Chambers, H. F., & Saag, M. S. (Eds.). (2013). *Sanford guide to antimicrobial therapy* (43rd ed.).

Sperryville, VA: Antimicrobial Therapy.
Gorroll, A., & Mulley, A. (2009). *Primary care medicine: Office evaluation and management of the adult patient* (6th ed.). Philadelphia: Lippincott, Williams, & Wilkins.
Pedigree Drawing Tool. Retrieved from http://www.progenygenetics.com/online-pedigree/
Sarwark, J. (2010). *Essentials of musculoskeletal care* (4th ed.). Rosemont, IL: American Academy of Orthopaedic Surgeons.
Uphold, C. R., & Graham, M. V. (2011) *Clinical guidelines in family practice* (5th ed.). Gainesville, FL: Barmarrae.
U.S. Preventative Services Task Force. (2010). *Guide to clinical preventive services, 2010-2011*. [Online] Retrieved from http://www.ahrq.gov/clinic/pocketgd.htm AHRQ Publication No. 10-05145 Rockville, MD: Agency for Healthcare Research and Quality.
Weinstock, M., Neides, D., Chan, M., & Schumick, D. (2009) *Resident's guide to ambulatory care* (6th ed.). Columbus, OH: Anadem.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A663	N/A	6	(2+16)

6. Complete Course Title
Family Nurse Practitioner IV for Doctoral Studies
FNP IV DNP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Capstone course in preparation for family nurse practitioner role. Intensive clinical practicum incorporates professional and practice principles into primary care role. Focus includes common procedures and diagnostics, as well as the influence of genetics and genomics on health status of clients throughout the lifespan.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A662 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Current acceptance into the FNP track of the DNP program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved — Department Chairperson — Date

☐ Approved ☐ Disapproved — Curriculum Committee Chairperson — Date

☐ Approved ☐ Disapproved — Dean/Director of School/College — Date

☐ Approved ☐ Disapproved — Undergraduate/Graduate Academic Board Chairperson — Date

☐ Approved ☐ Disapproved — Provost or Designee — Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A663
Title:	Family Nurse Practitioner IV for Doctoral Studies
Credits:	6 (2 + 16)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Capstone course in preparation for family nurse practitioner role. Intensive clinical practicum incorporates professional and practice principles into primary care role. Focus includes common procedures and diagnostics, as well as the influence of genetics and genomics on health status of clients throughout the lifespan.
Course Prerequisite(s):	ND A662 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Current acceptance into the FNP track of the DNP program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Identify health information as it relates to prevention, wellness, assessment of normal and complex abnormal function, anticipatory guidance, and evidence-based approach to all patients.
2. Facilitate significant hands-on exposure to complex primary care of acute and chronic patients across the lifespan in a clinical setting through preceptorship experiences.
3. Implement assignments in which students develop critical thinking skills in the area of history taking, physical exam, differential diagnoses, and management plans appropriate to the care of complex acute and chronic health problems for patients across the lifespan.
4. Discuss clinical cases of patients across the lifespan promoting research, evidence-based practice, and student self-reflection.
5. Differentiate legal aspects of the family nurse practitioner role allowing students to understand and grow in the role of independent practice.
6. Support students to appropriately make use of professional resources to

make clinical and ethical judgments in care for patients across the lifespan with a focus on acute and chronic disease.

B	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Synthesize advanced practice knowledge/skills including medical therapeutics utilized in clinical practice	Clinical evaluation tool, clinical site visit, exams, Subjective Objective Assessment Plan (SOAP)s and logs, common complaint assignments, discussion, student case studies, management guidelines
	2.	Assess, diagnose, and treat individual patients and families with a focus on acute and chronic health disruptions	Clinical evaluation tool, Clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	3.	Evaluate the need to collaborate and refer patients whose condition cannot be safely managed within the scope of practice of the nurse practitioner	Clinical evaluation tool, clinical site visit, SOAPs and logs, discussion, student case studies, management guidelines
	4.	Integrate concepts of growth and development, pathophysiology, pharmacology and nutrition in the assessment, plan, implementation, and evaluation of primary care needs related to acute and chronic disease across the life span	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	5.	Assess the need for additional screening and/or diagnostic work as may be indicated by health assessment or physical findings	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	6.	Discuss goals of health promotion, prevention, and protection with all patients	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, discussion, management guidelines
	7.	Practice in a collaborative manner with other health professionals in the practice setting and community to enhance care provided to individuals and families	Clinical evaluation tool, clinical site visit, SOAPs and logs, discussion, management guidelines

	8.	Integrate research and theory in advanced nursing practice for application of evidence-based practice to enhance patient outcomes	Clinical evaluation tool, Clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	9.	Discuss legal and ethical aspects and scope of practice related to the role of the advanced nurse practitioner in Alaska and nationwide	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, discussion
	10.	Communicate professionally with patients/patients, other students, instructors, and health care providers	Clinical evaluation tool, clinical site visit, discussion, student case studies, management guidelines
	11.	Create professional development through participation in professional organizations and continuing education programs	Activity log, discussion
	12.	Translate quality improvement concepts by providing peer review of clinical case presentations and management guidelines	Discussion, student case studies, management guidelines
	13.	Integrate knowledge of genetics and genomics in relation to assessment and care of families. Identify health risks based upon genetics through the use of three generation pedigrees	Clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines
	14.	Integrate knowledge of the normal aging process and pathology common to the geriatric population to assess, diagnose, and manage health care issues in the elderly adult using an evidence-based approach	Clinical evaluation tool, clinical site visit, exams, SOAPs and logs, common complaint assignments, discussion, student case studies, management guidelines

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Introduction to advanced principles of adult acute and chronic care
    - 1.1. Approach to the adult patient
    - 1.2. Approach to the patient with a chronic condition
    - 1.3. Application of evidence-based research into all aspects of management
    - 1.4. Collaboration and consultation with an interdisciplinary team
    - 1.5. Incorporate an understanding a legal and ethical aspects into primary care
    - 1.6. Utilize national standards of care
2. Professional issues
    - 2.1. Third party payers
    - 2.2. First year of practice
    - 2.3. Lifelong learning
    - 2.4. Licensure and certification
3. Genetics and genomics
    - 3.1. Considerations in the adult population
    - 3.2. Considerations in the geriatric population
    - 3.3. Common genetic conditions
    - 3.4. Use of a third generation pedigree
    - 3.5. Genetic testing
    - 3.6. Consultation and referrals
4. Labs and diagnostic testing
    - 4.1. Lab assessment per diagnosis
    - 4.2. Recommended screenings
    - 4.3. Diagnostics and imaging
5. Procedures
    - 5.1. Suturing, skin closures
    - 5.2. Elliptical cyst removal
    - 5.3. Incision and drainage
    - 5.4. Punch biopsy
    - 5.5. Wart treatments
    - 5.6. Toenail removal
    - 5.7. Anesthesia
6. Sleep disorder
    - 6.1. Insomnia
    - 6.2. Sleep apnea
    - 6.3. Excessive daytime somnolence
    - 6.4. Restless leg syndrome
7. Mental health
    - 7.1. Depression
    - 7.2. Anxiety
    - 7.3. Bipolar disease
    - 7.4. Referral sources
    - 7.5. Post traumatic stress syndrome

7.6. Substance abuse and drug seeking behavior
7.7. The angry patient
7.8. The aggressive patient

8. Renal system
   8.1. Chronic kidney disease
   8.2. Acute renal disease
   8.3. Dialysis
   8.4. Renal calculi
9. Genito-urinary systems
   9.1. Prostatitis
   9.2. Prostate cancer
   9.3. Urinary tract infections
   9.4. Interstitial cystitis
   9.5. Cervical cancer
   9.6. Breast cancer
   9.7. Ovarian cancer
   9.8. Incontinence
10. Musculoskeletal
   10.1. Fractures, sprains, and splinting
   10.2. Osteoarthritis
   10.3. Rheumatoid arthritis
   10.4. Low back pain
   10.5. Comprehensive joint evaluation
   10.6. Osteoporosis
   10.7. Carpel tunnel syndrome
   10.8. Gout
   10.9. Bursitis
   10.10. Rotator cuff syndrome
   10.11. Plantar fasciitis
11. Dermatology
   11.1. Common rashes
   11.2. Skin infections
   11.3. Bites and stings
   11.4. Psoriasis
   11.5. Skin cancers
   11.6. Acnes
12. Human Immunodeficiency Virus
   12.1. Diagnosis
   12.2. Management
   12.3. Medications
   12.4. Prevention strategies

VI. Suggested Texts

Dunphy, L., Winland-Brown, J., Porter, B., and Thomas, D. (2011). *Primary care: The art and science of advanced practice nursing.* Philadelphia, PA: Davis.

Fitzgerald, M. A. (2007). *Laboratory data interpretation: A case study approach* (3rd

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Gunder, L., and Martin, S. (2011). *Essentials of medical genetics for health professionals.* Sudbury, MA: Jones and Bartlett.
Hollier, A., and Hensley, R. (2011) *Clinical guidelines in primary care: A reference and review book.* Lafayette, LA: Advanced Practice Education Associates.

VII. Bibliography and Suggested Readings

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Gilbert, D. N., Moellering, R. C., Eliopoulos, G. M., Chambers, H. F., and Saag, M. S. (Eds.). (2013). *Sanford guide to antimicrobial therapy* (43rd ed.). Sperryville, VA: Antimicrobial Therapy.
Gorroll, A., and Mulley, A. (2009). *Primary care medicine: Office evaluation and management of the adult patient* (6th ed.). Philadelphia: Lippincott, Williams, and Wilkins.
Pedigree Drawing Tool. Retrieved from http://www.progenygenetics.com/online-pedigree/
Sarwark, J. (2010). *Essentials of musculoskeletal care* (4th ed.). Rosemont, IL: American Academy of Orthopaedic Surgeons.
Uphold, C. R., and Graham, M. V. (2011) *Clinical guidelines in family practice* (5th ed.). Gainesville, FL: Barmarrae.
U.S. Preventative Services Task Force. (2010). *Guide to clinical preventive services, 2010-2011*. [Online] Retrieved from http://www.ahrq.gov/clinic/pocketgd.htm AHRQ Publication No. 10-05145 Rockville, MD: Agency for Healthcare Research and Quality
Weinstock, M., Neides, D., Chan, M., and Schumick, D. (2009) *Resident's guide to ambulatory care* (6th ed.). Columbus, OH: Anadem.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A670	N/A	5	(4+4)

6. Complete Course Title
Advanced Practice Psychiatric and Mental Health Nursing I for Doctoral Studies
Advanced Practice PMHN I DNP
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
☐ 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 (please specify)

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			Dianne Tarrant
2.			Dianne Tarrant
3.			Dianne Tarrant

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops advanced skills needed for the Psychiatric Mental Health Nurse Practitioner role. Focuses on acquisition of knowledge related to assessment, diagnosis, treatment, and evaluation. Emphasizes management of individuals across the lifespan at risk of/or experiencing mental health problems.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A602 and ND A603) with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing with current acceptance into the PMHNP track of the DNP program.Concurrent enrollment in ND A610 recommended.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A670
Title:	Advanced Practice Psychiatric and Mental Health Nursing I for Doctoral Studies
Credits:	5 (4 + 4)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops advanced skills needed for the Psychiatric Mental Health Nurse Practitioner role. Focuses on acquisition of knowledge related to assessment, diagnosis, treatment, and evaluation. Emphasizes management of individuals across the lifespan at risk of/or experiencing mental health problems.
Course Prerequisite(s):	(ND A602 and ND A603) with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restrictions:	Graduate standing with current acceptance into DNP program. Concurrent enrollment in ND A610 recommended.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate role development and knowledge of entry-level competencies for DNP Psychiatric Mental Health Nursing.
2. Promote attainment of clinical knowledge for assessment, diagnosis and management of mental health problem and psychiatric disorders throughout the lifespan focusing on individuals.
3. Foster development of therapeutic alliances by providing clinical experiences with individuals throughout the lifespan.
4. Facilitate identification of genetic and cultural variables that promote mental and functional well-being.

B	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Integrate knowledge of professional role with scope of practice for advanced psychiatric mental health nursing	Reflection paper, self assessments and clinical practicum
	2.	Assess mental health functioning. Diagnose psychiatric disorders and determine psychotherapeutic, pharmacological and complementary modalities for treatment	Case formulation and presentation, psychiatric history, mental status interview
	3.	Demonstrate caring behaviors and interpersonal communication skills that facilitate development and maintenance of a therapeutic alliance	Interpersonal process analysis; video-taped simulations; clinical practicum logs and journals; preceptor and faculty supervision evaluations; self-evaluations
	4.	Application of therapeutic interventions that promote mental and functional well-being in individuals at risk of, or experiencing mental health problems or psychiatric disorders	Role play, clinical practicum logs and journals; preceptor and faculty supervision evaluations; self-evaluations

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Perspectives of mental health and illness
   - 1.1. Mental health
   - 1.2. Mental health problems
   - 1.3. Mental illness and psychiatric disorders
   - 1.4. Etiology
   - 1.5. Neurobiological
   - 1.6. Genetic

1.7. Psychological
1.8. Bio-psychosocial
1.9. Socio-cultural manifestations

2. Advanced practice psychiatric mental health nursing role
   2.1. Historical development
   2.2. Scope and practice
   2.3. Mental health promotion
   2.4. Primary prevention
   2.5. Secondary prevention
   2.6. Tertiary prevention
3. Interpersonal competencies
   3.1. Caring in a multicultural context
   3.2. Therapeutic alliance
   3.3. Psychiatric interview/ intake assessment
   3.4. Mental status evaluation
   3.5. Psychotherapy and counseling skills
   3.6. Evaluation and application of research findings
4. Clinical decision making competencies
   4.1. Assessment
   4.2. Diagnosis
   4.3. Outcome identification and evaluation
   4.4. Evaluation and application of research findings
5. Psychotherapy and counseling
   5.1. Principles of psychotherapy and counseling
   5.2. Theoretical foundations for psychotherapeutic approaches
   5.3. Psychotherapeutic interventions
6. Epidemiology, assessment, diagnosis and interventions across the lifespan
   6.1. Schizophrenia and other psychotic disorders
   6.2. Mood disorders
   6.3. Anxiety disorders
   6.4. Post-traumatic stress and dissociative disorders
   6.5. Personality disorders

VI. Suggested Texts

American Nurses Association & Coalition of Psychiatric Nursing Organizations. (2007). *Scope and standards of psychiatric-mental health nursing practice.* Washington, DC: American Nurses Association.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: (DSM-V)* (5th ed.). Washington, DC: American Psychiatric Association.

Klamen, D., &Toy, E. (2012). Case files psychiatry, (4th ed.). Mcgraw-Hill.

Sadock,B.J., Sadock, V.A. & Ruiz, P. (2010). Kaplan and Sadock's pocket handbook of clinical psychiatry.Philadelphia, Pa: Lippencott Williams & Wilkins

Tusaire, K., Fitzpatrick,J. (2013). Advanced Practice Psychiatric Nursing Integrating psychotherapy, psychopharmacology, complementary, and alternative

approaches. New York, NY: Springer
UAA School of Nursing. (2010). *Graduate student handbook*. Anchorage, AK: Author.
Wheeler, K. (2007). *Psychotherapy for the advanced practice psychiatric nurse*. St. Louis, MO: Elsevier**.**

VII. Bibliography and Suggested Readings

Boyd, M. A. (2011). *Psychiatric nursing: Contemporary practice* (5th ed). Philadelphia, PA: Lippincott.
Karzenowski, A., & Puskar, K. (2011). Motivational interviewing: A valuable tool for the psychiatric advanced practice nurse. *Issues in Mental Health Nursing*, *32*, 436-440. doi: 10.3109/01612840.2011.565907
Stahl, S. M. (2013). *Stahl's Essential psychopharmacology: neuroscientific basis and practical application* (4th ed.). New York, NY: Cambridge University Press.
Stuart, G. (2012). *Principles and practice of psychiatric nursing* (10th ed.). St. Louis, MO: Elsevier.
Townsend, M. C. (2013). *Essentials of psychiatric-mental health nursing: Concepts of care in evidence-based practice* (6th ed.). Philadelphia, PA: Davis.
Varcarolis, E. M. (2014). *Varcarolis' Foundations of psychiatric-mental health nursing: A clinical approach* (7th ed.). Philadelphia, PA: Saunders.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A671	N/A	5	(3+8)

6. Complete Course Title
Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Studies
Advanced Practice PMHN II DNP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Develops, applies, and adapts advanced skills for practice as a psychiatric mental health nurse practitioner caring for families and groups. Focuses on acquisition of clinical knowledge and skills for evidence-based practice and promotion of mental health.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A610 and ND A670) with a minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing with current acceptance into the PMHNP track of the DNP Program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A671
Title:	Advanced Practice Psychiatric and Mental Health Nursing II for Doctoral Studies
Credits:	5 (3 + 8)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Develops, applies, and adapts advanced skills for practice as a psychiatric mental health nurse practitioner caring for families and groups. Focuses on acquisition of clinical knowledge and skills for evidence-based practice and promotion of mental health.
Course Prerequisite(s):	ND A610 and ND A670 with a minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Graduate standing with current acceptance into the PMHNP track of the DNP Program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate analysis of perspectives of family and group advanced nursing practice, including genomics, ethics and socio-cultural factors.
2. Discuss family development and selected health problems that impact family mental and functional well-being.
3. Identify interventions needed to promote optimum mental and functional well-being of family and groups.
4. Promote application of knowledge of group dynamics, process, development, and facilitation skills to families and groups.
5. Guide students in evidence-based assessment, diagnosis, treatment and outcome evaluation of mental health conditions within families and groups.

B	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Analyze perspectives of family and group advanced nursing practice	Literature reviews, discussion
	2.	Apply genomics while working with families	Discussion, literature reviews, family genogram paper
	3.	Assess socio-cultural factors, family development, and selected health problems that impact family mental and functional well-being	Case studies, peer reviews
	4.	Analyze group dynamics, process, and development	Discussion
	5.	Demonstrate group facilitation skills and identify therapeutic factors expressed in group therapy	Facilitate a group. Evaluate group work with attention to therapeutic factors, peer evaluation
	6.	Analyze ethical and professional issues and challenges encountered in group and family therapy	Discussion, case studies, practicum journals and case notes, preceptor and faculty supervision and evaluation, theory paper and presentation
	7.	Assess, diagnose, intervene and evaluate families and groups to promote optimum mental health and well-being with the use evidence-based practice	Discussion, case studies, practicum journals, preceptor and faculty supervision and evaluation

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Course introduction
    - 1.1. Conceptualizations of family
    - 1.2. Conceptualizations of groups
2. Theoretical perspectives for advanced family nursing practice
    - 2.1. Family systems theory

    2.2. Ecological frame work
    2.3. Resiliency model of family stress adjustment and adaptation
3. Promoting mental and functional well-being in families
    3.1. Primary prevention
    3.2. Secondary prevention
    3.3. Tertiary prevention
4. Impacts of mental illness on the family
    4.1. Family strengths
    4.2. Family deficits
5. Assessment and diagnosis of families
    5.1. Addiction problem
    5.2. Chronically ill family member
    5.3. Abuse and neglect
    5.4. Violence
    5.5. Loss
6. Interventions for families
    6.1. Genogram
    6.2. Psychoeducation
    6.3. Family therapy
7. Ethical and professional issues in work with families
8. Theoretical perspectives for advanced group nursing practice
    8.1. Definitions
    8.2. Group theory
9. Types of groups
    9.1. Therapy
    9.2. Support
    9.3. Activity
    9.4. Education
10. Group dynamics
    10.1. Membership
    10.2. Environment
    10.3. Roles
    10.4. Development
    10.5. Outcomes
11. Group facilitation and intervention techniques
    11.1. Theory
    11.2. Practice
    11.3. Age-related considerations
    11.4. Cultural considerations
12. Ethical and professional issues in work with groups

VI. Suggested Texts

American Nurses Association & Coalition of Psychiatric Nursing Organizations. (2007). *Psychiatric and mental health nursing: Scope and standards of practice.* Washington, DC: ANA.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: (DSM-V)* (5th ed.). Washington, DC: American Psychiatric Association.

Clark, C. C. (2009). *Group leadership skills for nurses and health professionals* (5th ed.). New York, NY: Springer.

Roberts, A. R., & Yeager, K. R. (2009). *Pocket guide to crisis intervention*. New York, NY: Oxford University Press.

Sadock, B. J., Kaplan, H. I., & Sadock, V. A. (2007). *Kaplan and Sadock's synopsis of psychiatry: Behavioral science/clinical psychiatry* (10th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Wright, L. M., & Leahey, M. (2013). *Nurses and families: A guide to family assessment and intervention* (6th ed.). Philadelphia: Davis.

*Yalom, I., & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

VII. Bibliography and Suggested Readings

Corey, C., Corey, G., & Corey, M. (2013). *Group process and practice* (9th ed.). Belmont, CA: Brooks/Cole.

Marshall, A., Bell, J., & Moules, N. (2010). Beliefs, suffering, and healing: A clinical practice model for families experiencing mental illness. *Perspectives in Psychiatric Care, 46*, 197-208. doi: 10.1111/j.1744-6163.2010.00259.x

Miller, G. (2010). *Learning the language of addiction counseling*. Hoboken, NJ: Wiley.

Rose, L. E., Mallinson, K., & Walton-Moss, B. (2004). Barriers to family care in psychiatric settings. *Journal of Nursing Scholarship, 36*(1), 39–47. doi:10.1111/j.15475069.2004.04009.x

Wordson, J. W. (2009). *Grief counseling and grief therapy for the mental health practitioner* (4th ed.). New York, NY: Springer.

*Classic text

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A672	N/A	5	(2+12)

6. Complete Course Title
Advanced Practice Psychiatric and Mental Health Nursing III for Doctoral Studies
Advanced Practice PMHN III DNP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Introduces the consultant/liaison role in organizational settings. Analyzes organizational approaches to plan, implement and evaluate population focused mental health services. Identifies and evaluates fiscal and social policies, community resources, and research findings.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A671 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing with current acceptance into the PMHNP track of the DNP Program.Concurrent enrollment in ND A612 recommended.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course revised and enhanced for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

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

☐ Approved ☐ Disapproved Department Chairperson Date

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date

☐ Approved ☐ Disapproved Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A672
Title:	Advanced Practice Psychiatric and Mental Health Nursing III for Doctoral Studies
Credits:	5 (2 + 12)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Introduces the consultant/liaison role in organizational settings. Analyzes organizational approaches to plan, implement and evaluate population focused mental health services. Identifies and evaluates fiscal and social policies, community resources, and research findings.
Course Prerequisite(s):	ND A671 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Graduate standing with current acceptance into the PMHNP track of the DNP Program. Concurrent enrollment in ND A612 recommended.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructor will:

1. Facilitate analysis of current perspectives, theoretical foundations and empirical data related to consultation/liaison role for advanced psychiatric mental health nursing practice.
2. Promote discussion and critical analysis of fiscal trends, social policies, and community resources that impact the mental and functional well-being of vulnerable populations.
3. Encourage recognition of ethical and professional issues and challenges encountered in consultation/liaison work with organizations.
4. Stimulate understanding of collaborative strategies to work with consumer/advocacy organizations.
5. Provide opportunities for application of consultation/liaison role within an organization providing mental health services to a vulnerable population.
6. Supervise continued skill development in assessment, diagnosis, outcome identification, therapeutic interventions and evaluation of psychiatric mental

health clients throughout the life span, and professional development in collaboration with other mental health professionals.

B	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		**Assessment Measures**
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Analyze current perspectives of consultation/liaison role for advanced psychiatric mental health nursing practice	Literature review, discussion
	2.	Identify fiscal trends, social policies, community resources and public and mental health policy that impact the mental and functional well-being of vulnerable populations	Discussion, literature review
	3.	Compare and contrast theoretical foundations and identify empirical data related to consultation with organizations providing mental health services to vulnerable populations	Discussion, literature review, critical analysis paper and presentation
	4.	Report ethical and professional issues and challenges encountered in consultation/liaison work with organizations	Discussion, literature review, reflection paper
	5.	Demonstrate collaborative strategies needed to work with consumer/advocacy organizations	Discussion, advocacy paper
	6.	Actively engage in consultation/liaison role with an organization that provides mental health services to a vulnerable population	Organization project/outcome management plan, practicum journals preceptor and faculty supervision and evaluation
	7.	Practice assessment, diagnosis, outcome identification, therapeutic interventions and evaluation of psychiatric mental health clients throughout the life span, and expand professional development skills	Discussion, case studies, practicum journals and case notes, preceptor and faculty supervision and evaluation

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Course introduction
    - 1.1. Consultation and liaison role
    - 1.2. Mental health psychiatric consultant/liaison
2. Theoretical perspectives
    - 2.1. Mental health and behavioral consultation
    - 2.2. Organizational consultation
3. Consultant skills
    - 3.1. Process focused
    - 3.2. Content focused
4. Modes of consultation
    - 4.1. Provisional
    - 4.2. Prescriptive
    - 4.3. Collaborative
    - 4.4. Mediational
5. Multidimensional approaches to consultation
    - 5.1. Client focused
    - 5.2. System focused
6. Skills and knowledge for effective consultation
    - 6.1. Stages of consultation
    - 6.2. Communication/ relationship building
    - 6.3. Collaboration
    - 6.4. Nature of organization
7. Ethical, professional and legal issues
    - 7.1. Technology, information and data management
    - 7.2. Cultural diversity and sensitivity
8. Burden of mental illness
    - 8.1. Global
    - 8.2. National/state/cities/communities
9. Structure of mental health system in the United States
    - 9.1. Historical perspective
    - 9.2. Contemporary overview
10. Mental health policy
    - 10.1. Health promotion and prevention
    - 10.2. Fiscal and social policies that impact mental health care delivery
11. Financing and managing mental health care
    - 11.1. Traditional insurance programs

11.2. Managed behavioral health care
11.3. Access to treatment and social and political will
11.4. Accountability, quality and outcomes

12. Vulnerable populations/issues and considerations
12.1. Chronically, seriously mentally ill and terminally ill
12.2. Victims of domestic violence and criminal behavior
12.3. Children, adolescents and elderly
12.4. Alaska Native and other marginalized cultures

VI. Suggested Texts

American Nurses Association & Coalition of Psychiatric Nursing Organizations (2007). *Scope and standards of psychiatric-mental health nursing practice.* Washington, DC: ANA.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: (DSM-V)* (5th ed.). Washington, DC: American Psychiatric Association.

Mechanic, D., McAlpine, D. & Rochefort, D. (2013). *Mental health and social policy: Beyond managed care* (6th ed.). Boston, MA: Pearson.

Scheid, T., & Brown, T. (2009). *A handbook for the study of mental health: Social context, theories and systems* (2nd ed.). New York, NY: Cambridge University Press.

VII. Bibliography and Suggested Readings

Department of Health and Social Services. (1999). *Mental health: A report of the Surgeon General*. Washington, DC: Author.

Frank, R. (2006). *Better but not well: Mental health policy in the United States since 1950*. Baltimore, Md; John Hopkins University Press.

Hamden, A., Newton, R., McCauley-Elsom, K., & Cross, W. (2011). Is deinstitutionalization working in our community? *International Journal of Mental Health Nursing*, *20*, 274-283. doi: 10.1111/j.1447-0349.2010.00726

Salem, B., & Flaskerud, J. (2010). A closer look: The trauma of war and migration and posttraumatic stress disorder. *Issues in Mental Health Nursing, 32*, 124-126. doi: 10.3109/01612840.2010.516059

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A673		5	(1+16)

6. Complete Course Title
Advanced Practice Psychiatric and Mental Health Nursing IV for Doctoral Studies
Advanced Practice PMHN IV DNP
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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Capstone course in preparation for psychiatric mental health practitioner role. Intensive clinical practicum provides context for integration, synthesis, and application of theory, research and clinical findings to facilitate mental and functional well-being in individuals, families and groups throughout the lifespan. Includes seminar to explore advance practice issues.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ND A672 with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Graduate standing with current acceptance into the PMHNP track of the DNP program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A673
Title:	Advanced Psychiatric Mental Health Nursing IV for Doctoral Studies
Credits:	5 (1 + 16)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Capstone course in preparation for psychiatric mental health practitioner role. Intensive clinical practicum provides context for integration, synthesis, and application of theory, research and clinical findings to facilitate mental and functional well-being in individuals, families and groups throughout the lifespan. Includes seminar to explore advance practice issues.
Course Prerequisite(s):	ND A672 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Graduate standing with current acceptance into the PMHNP track of the DNP program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals:

The instructor will:

1. Promote reflective practice with ongoing emphasis on development of interpersonal and counseling skills needed for therapeutic alliances to promote mental and functional well-being of individuals, families, and groups throughout the lifespan.
2. Facilitate skillful use of diverse, evidence-based techniques in assessment, diagnosis, outcome identification, therapeutic interventions, and evaluation of individuals, families and groups throughout the life span.
3. Assign clinical experience for development of a collaborative practice with other health care professionals.

4. Foster evaluation of ethical, legal and professional issues in a multidisciplinary practice.

B	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		**Assessment Measures**
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Engage in self-reflection in process of evaluating interpersonal and counseling skills needed to sustain therapeutic alliance	Reflective journal; preceptor, faculty and peer supervision
	2.	Demonstrate competency in diagnosing, intervening, and managing common and recurrent psychiatric symptoms	Case study; preceptor, faculty and peer supervision
	3.	Conduct practice in accordance with recognized standards of clinical excellence	Case study; preceptor, faculty and peer supervision
	4.	Practice the use of diverse, evidence-based interventions to promote mental and functional well-being of individuals, families and groups throughout the lifespan	Case study; preceptor, faculty and peer supervision; case notes and reflective journaling
	5.	Collaborate effectively with clinical colleagues and multidisciplinary professionals to promote optimal treatment outcomes	Reflective journal; preceptor, faculty and peer supervision
	6.	**1.** Address ethical, legal and professional issues	Case study; preceptor faculty and peer supervision

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been revised and enhanced to address essential requirements of the Doctorate of Nursing Practice (DNP). It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Supervision of clinical practice
   - 1.1 Collaboration
   - 1.2 Multidisciplinary treatment planning
   - 1.3 Standards of clinical excellence

1.4 Diagnosing, intervening, and managing common and recurrent psychiatric symptoms/conditions
1.5 Diverse, evidence based interventions to promote mental and functional well-being throughout lifespan
1.6 Ethical and legal issues

2. Seminar topics
   2.1 Regulatory issues
   2.2 Reimbursement issues
   2.3 Risk management
   2.4 Liability
   2.5 Practice ownership
   2.6 Advancing and promoting the profession

VI. Suggested Texts

Buppert, C. (2014). *Nurse practitioner's business practice & legal guide* (5th ed.). Gaithersburg, MD: Aspen.

Chism, L. (2010). *The doctor of nursing practice: A guidebook for role development and professional issue*s. Sudbury, MA: Jones & Bartlett.

VII. Bibliography and Suggested Readings

American Nurses Association (2000). *Scope and standards of psychiatric-mental health nursing practice.* Washington, DC: American Nurses Publishing.

Cleary, M., Horsfall, J., & Happell, B. (2010). Developing practice in mental health settings. *International Journal of Mental Health Nursing*, *19*, 45-52. doi:10.1111/j.1447-0349.2009.00632.x

Zaccagnini, M., & White, K. (2013). *The doctor of nursing practice essentials: A new model for advanced practice nursing* (2nd ed.). Sudbury, MA: Jones & Bartlett.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A683	N/A	3	(0+12)

6. Complete Course Title
Clinical Immersion

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Emphasizes care of unique, diverse, and/or underserved populations. Analyzes socio-cultural factors that influence health, illness, and health-related behaviors. The influence of genetics and genomics on health status is considered in chosen populations. May include focused project implementation.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A663 or ND A673) with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Current acceptance into the DNP program.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A683
Title:	Clinical Immersion
Credits:	3 (0 + 12)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Emphasizes care of unique, diverse, and/or underserved populations. Analyzes socio-cultural factors that influence health, illness, and health-related behaviors. The influence of genetics and genomics on health status is considered in chosen populations. May include focused project implementation.
Course Prerequisite(s):	ND A663 or ND A673 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restriction(s):	Current acceptance into the DNP program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals:

The instructor will:

1. Support student led seminars highlighting experiences with unique, diverse, and/or underserved populations.
2. Translate theoretical foundations of culturally competent care to specific practice environments with diverse health care systems and technology.
3. Facilitate focused project implementation.
4. Present strategies to promote self awareness about attitudes, beliefs, biases, and behaviors that influence clinical practice with emphasis on future goals for lifelong learning.

B.		Student Learning Outcomes/Assessment Measures	
		Student Learning Outcomes	**Assessment Measures**
		Upon successful completion of the course, the student will be able to:	This outcome will be assessed by one or more of the following:
	1.	Manage patient care of underserved populations with simple to complex diagnoses with increasing independence	Clinical log, self-reflective journaling, clinical evaluation
	2.	Integrate care emphasizing cultural diversity, values, and beliefs in collaboration with the patient to make health care decisions	Clinical log, self-reflective journaling, clinical evaluation, discussion
	3.	Assess health care environment and advocate for improved access, quality, and cost-effective health care within the identified population	Clinical log, self-reflective journaling, clinical evaluation, discussion, student designed case study
	4.	Analyze the interdependence among health care policy, complex delivery systems and practice with diverse populations	Self-reflective journaling, clinical evaluation, discussion, culturally competent care modules, student designed case study
	5.	Evaluate the ethical consequences of decision-making in underserved groups	Clinical log, self-reflective journaling, clinical evaluation, discussion, culturally competent care modules, student designed case study
	6.	Integrate knowledge of genetics and genomics to optimize patient care in underserved populations	Clinical log, clinical evaluation, discussion, student designed case study

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It has been developed to address essential requirements of the Doctorate of Nursing Practice. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Overview of culturally competent care
   1.1. National standards on culturally and linguistically appropriate services
   1.2. Barriers to care
   1.3. Ethical decision-making with underserved populations
2. Development of cultural competence
   2.1. Goals of culturally competent care in complex health care systems
   2.2. Pathways to competent care
3. Effective communication
   3.1. Barriers to communication
   3.2. Language access services
4. Patient centered care in diverse populations
   4.1. Barriers to care
   4.2. Customized care
   4.3. Integration of genetics and genomics
5. Influence of environment and climate
6. Community partnerships
   6.1. Community assessment and demographics
   6.2. Access to care
   6.3. Strengthening community partnerships

VI. Suggested Texts

Curley, A., & Vitale, P. (2011). *Population-based nursing: Concepts and competencies for advanced practice*. New York, NY: Springer.

DeChesneay, M., & Anderson, B. (2011). *Caring for the vulnerable*. (3rd ed.). Sudbury, MA: Jones & Bartlett.

Giger, J., & Davidhizar, R. (2013). *Transcultural nursing: Assessment and intervention* (6th ed.). St. Louis, MO: Mosby Elsevier

VII Bibliography and Suggested Readings

Betancourt, J. R., Green, A. R., Carrillo, J. E., & Ananeh-Firempong, O. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports*, *118*, 293-302.

National Standards on Culturally and Linguistically Appropriate Services (CLAS). Retrieved from https://www.thinkculturalhealth.hhs.gov/Documents/CLAS_Standards.pdf

American Indian and Alaska Native Health Research Advisory Council. Retrieved from http://minorityhealth.hhs.gov/hrac/templates/browse.aspx?lvl=1&lvlID=34

U.S. Department of Health and Human Services, Office of Minority Health. The Physician's Practical Guide to Culturally Competent Care. Retrieved from https://cccm.thinkculturalhealth.hhs.gov/default.asp

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ADSN Division of Nursing	NUR

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ND	A684		4	(0+16)

6. Complete Course Title
Clinical Concentration

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
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: FALL/2015 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
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.

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1.			
2.			
3.			

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/29/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/29/13

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)*
Provides final integration of advanced practice skills and evidence-based knowledge in a practice environment of interest to the student. May include focused project implementation.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
(ND A663 or ND A673) with minimum grade of B	N/A	N/A

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☒ Level

16e. Registration Restriction(s) *(non-codable)*
Current acceptance into the Doctor Nursing Practice program.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course developed for use in Doctorate of Nursing Practice (DNP) Program based on accreditation standards. DNP is the entry level into advanced nursing practice according to national standards.

Initiator (faculty only) Date
Naomi Torrance
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
School of Nursing
Doctor of Nursing Practice (DNP) Program

I. Date of Initiation: Fall 2011

II. Course Information

College/School:	College of Health/School of Nursing
Course Prefix:	ND
Course Number:	A684
Title:	Clinical Concentration
Credits:	4 (0 + 16)
Grading Basis:	A-F
Implementation Date:	Fall 2015
Course Description:	Provides final integration of advanced practice skills and evidence-based knowledge in a practice environment of interest to the student. May include focused project implementation.
Course Prerequisite(s):	ND A663 or ND A673 with minimum grade of B
Corequisite(s):	N/A
Other Restriction(s):	Level
Registration Restrictions:	Current acceptance into the Doctor Nursing Practice program.
Course Fee:	☒ **Yes** ☐ **No**

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals:

The instructor will:

1. Facilitate student led seminars highlighting areas of practice/project interest.
2. Coordinate integration of evidence-based practice and skill acquisition.

B	Student Learning Outcomes/Assessment Measures		
	Student Learning Outcomes		Assessment Measures
	Upon successful completion of the course, the student will be able to:		This outcome will be assessed by one or more of the following:
	1.	Synthesize and apply advanced practice preparation to improve health outcomes in the focused practice environment using a collaborative, evidence-based approach	Clinical log, self-reflective journaling, clinical evaluation, discussion, practice focused assignment, project completion
	2.	Promote a culture of excellence in clinical practice	Peer critique
	3.	Analyze organizational practice, policies and systems that affect the focused clinical environment	Self-reflective journaling, discussion, practice focused assignment

IV. Course Level Justification

This course builds upon basic knowledge and skills acquired through baccalaureate-level nursing preparation. It requires self-direction, independent thinking and extensive use of analytical skills to achieve student outcomes.

V. Course Outline

1. Clinical residency in student chosen clinical environment
2. Seminar group discussions with peer critiques
   - 2.1 Challenges and ethical issues encountered in practice
   - 2.2 Health and systems policies encountered in the clinical concentration
   - 2.3 Sharing of clinical expertise from focused practice environment

VI. Suggested Texts

Chosen by the student and related to focused practice environment.

VII. Bibliography and Suggested Readings

Chosen by the student and related to focused practice environment.

November 5, 2013

To: Faculty Senate Executive Board
From: Lora Volden, University Registrar

Re: Concentrations within majors

Special Note: Although there are multiple terms (concentration, options, tracks, emphasis, etc.) utilized by departments in the UAA Catalog, for the purposes of this memo I will be referring to these focus areas of study as concentrations.

Issue

A number of departments have indicated an interest in having concentrations noted on student transcripts. After exploring the issue, I have found that there is a great deal of inconsistency in UAA's current practice. Moreover, UAA has no written policy regarding minimal requirements necessary for notating a concentration on a student transcript, and after more than two years of research I am unable to find any national norm regarding notation of concentrations on a student transcript.

Proposal

After thoroughly reviewing the current catalog, I am proposing the following and seek your approval to move forward.

1. Departments will continue to be given the freedom to choose the term (concentration, option, track, emphasis, etc.) that best matches the intent of their degree and there will be no minimum requirement necessary to outline these in the catalog.
2. For baccalaureate degrees, students who complete a minimum of 15 unique credits in a concentrated area will have this notated on their official transcript. In the event that there are common courses between concentrations of a major there must be 15 credits above and beyond those shared.
3. For graduate degrees, students who complete a minimum of 9 unique credits in a concentrated area will have this notated on their official transcript. Again these credits must be unique and course numbering not shared amongst other concentrations.
4. Concentrations will not be noted on the transcript for Associate degrees, certificates (including graduate certificates), occupational endorsement certificates, and minors.

*Please note: The national norm for diplomas is to list the degree only. At UAA, the degree and, when appropriate, the major will be noted, e.g. BA, English.

The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2013

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Acronym List

BOR	Board of Regents
CAR	Course Action Request
CCG	Course Content Guide
CEU	Continuing Education Unit
GAB	Graduate Academic Board
GER	General Education Requirement
GERC	General Education Review Committee
NWCCU	Northwest Commission on Colleges and Universities
OAA	Office of Academic Affairs
PAR	Program/Prefix Action Request
SAC	Statewide Academic Council
UAA	University of Alaska Anchorage
UAB	Undergraduate Academic Board
US DoE	US Department of Education
USUAA	Union of Students at UAA

Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University's curricular processes.
- The university evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The *Curriculum Handbook* is periodically revised to reflect policy and procedural changes.
- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.
- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the *Curriculum Handbook* describe the University of Alaska Anchorage's process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review
Academic board approval is required for the following:

1. New permanent courses that will appear on the student's transcript with academic credit.
2. New departmental programs such as:
    A. Undergraduate programs
        i. Occupational Endorsement Certificates
        ii. Undergraduate Certificates
        iii. Associate Degrees
        iv. Baccalaureate Degrees
        v. Minors

    B. Post-baccalaureate Certificates

    C. Graduate programs
        i. Graduate Certificates
        ii. Graduate Degrees

    The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

Occupational Endorsement Certificates	29 credits
Certificate	60 credits
Associate Degree	75 credits
Bachelor's Degree	132 credits
Minors	no maximum
Master's Degree	45 credits
Graduate Certificate	29 credits

Post-Baccalaureate Certificate	60 credits
Doctoral Degree	See program requirements

3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including

    A. Additions, modifications or deletions of major subject areas
    B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to

    A. Selection/admission procedures and standards
    B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.

7. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.

Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. ***Note: Deans/Directors may require this information for new courses.***

E. Impact on other affected UAA programs and courses

F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review

The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. **Academic considerations for a new course proposal:**
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. **Courses that will become program electives/selectives:**
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. **Courses that will become General Education Requirements (GERs):**

i. Addresses GER student learning outcomes from the GER Preamble
ii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
iii. Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
iv. Provides rationale for adding this course to the GER menu

D. **Resource implication considerations for new course proposals:**
i. Commitment from resource manager to support course offerings
ii. Effects on other offerings within a program or school
iii. Effect on offering other required courses
iv. Effect on electives and selectives
v. If the course was offered as a trial course, the number of times it was offered and the number of enrollments

2.1.3 **Review of Program Proposals**

A. Program description adequately expresses the program characteristics, requirements and student learning outcomes.
B. The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.
C. Needs analysis for the new program is attached.
D. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
E. Possible duplication of an existing program is addressed.
F. All courses used in the creation or modification of a degree or certificate program have current Course Content Guides on file in the Office of the Registrar. These must contain all of the required elements described in Section 9 of this handbook. If courses are ill-defined or outdated they must be revised at the same time or before the program addition or modification is proposed.
G. When proposing multiple certificates in a given discipline their requirements must differ by at least 6 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

2.1.4 **Program Student Learning Outcomes**

A. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
B. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
C. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
D. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
E. A complete and valid Academic Assessment Plan must be emailed to the Academic Assessment Committee at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. ***Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plan; however the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.***
F. If this action requires BOR review, see Regents' Policy and Regulation (www.alaska.edu/bor/policy-regulations/).

G. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.

Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term "faculty initiator" will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

   Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

   New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar's office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school's representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee's review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal. *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

- The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.
- The Governance Office forwards Workforce Credential proposals to OAA for review and approval.
- Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review **must be received in the Governance Office by 9 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. **See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.**

    New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website (www.uaa.alaska.edu/governance) for current dates.

    Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

    New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor's office and to prepared documents notifying NWCCU of the curriculum actions. Note: Workforce Credentials do not require Faculty Senate approval.

20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU. After the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 <u>All</u> Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 <u>Only</u>

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.

The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:

1. Contact information, location, and web address
2. General Discipline information
    a. Degree or Certificate program
    b. Overview and career information
    c. Accreditation
    d. Research possibilities
2. Advising
3. Academic Progress Requirements

3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:

1. Title change
2. Course number change at the same level
3. Grammatical change in course description

4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 500-Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.

Justification Proposal

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

Full Proposal

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is be to reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. **Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)**
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. **Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)**
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. **Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)**

(Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. **Identify Several Peer Programs (Maximum of one page)**
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. **Brief Description of the Entry Requirements (Maximum of one page)**
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. **Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)**
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. **Student Services (Maximum of one page)**
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. **Facilities and Resources (Maximum of two pages; to be signed by the Dean)**
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. **Budget and Cost Analysis (Maximum of one page)**
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. **Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)**
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. **Program Catalog Copy**
    (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:

1. **Introduction and Program Overview**
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)

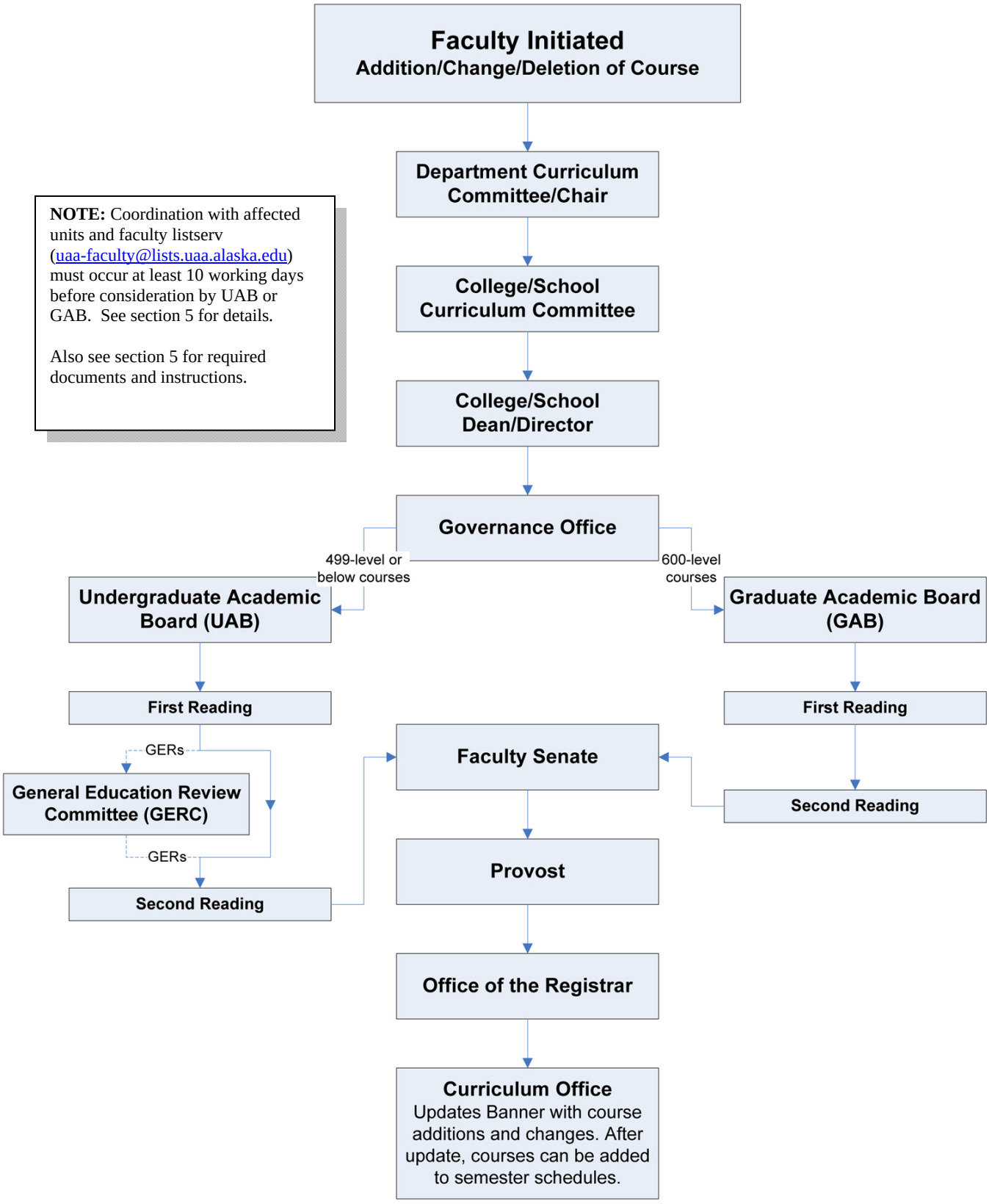
   - Justification on the Basis of Need:
     Found in section _____
   - Justification on the Basis of Prospective Student Demand:
     Found in section _____
   - Identify Several Peer Programs:
     Found in section _____
   - Entry Requirements:
     Found in section _____
   - Faculty Qualifications:
     Found in section _____
   - Student Services:
     Found in section _____
   - Facilities and Resources:
     Found in section _____
   - Budget and Cost Analysis:
     Found in section _____

5. **Curriculum Documents**
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Academic Assessment Plan**

7. **Board of Regents PAR and Executive Summary**

Figure 3.1: Permanent Academic Course Approval Process



NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.

Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

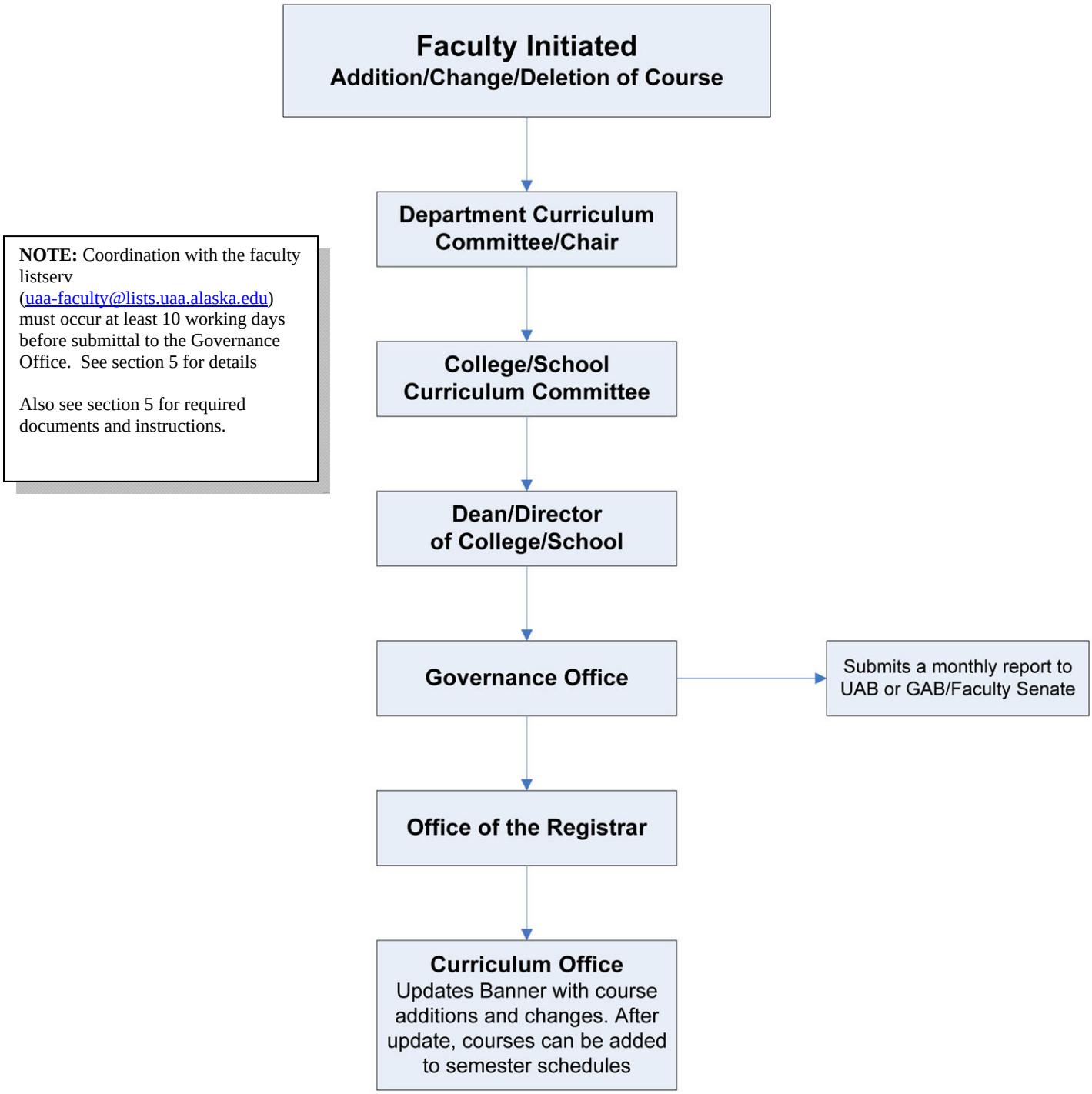


Figure 3.3: Program Approval Process

A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development

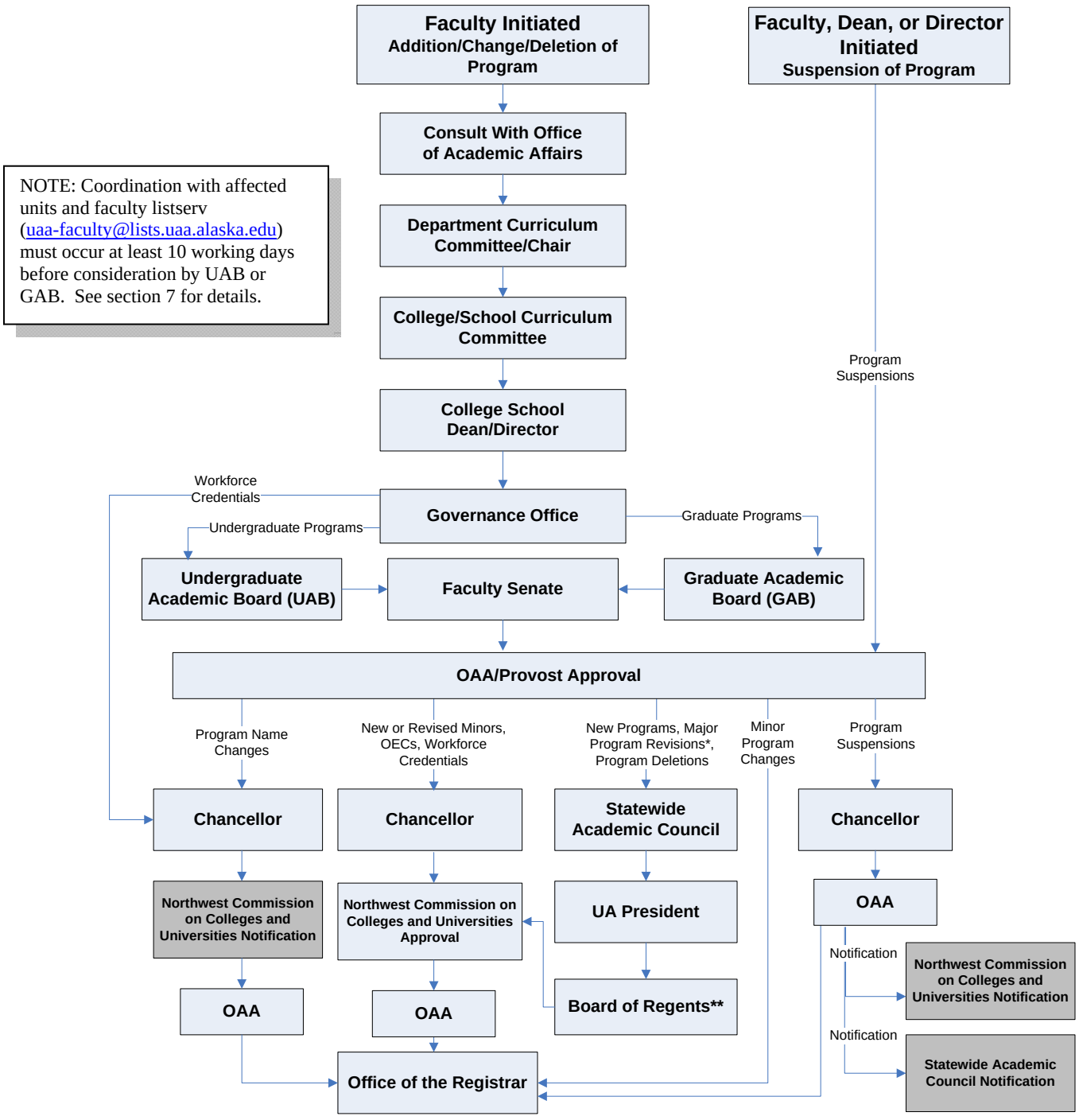


Figure 3.4: Prefix Approval Process

Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.

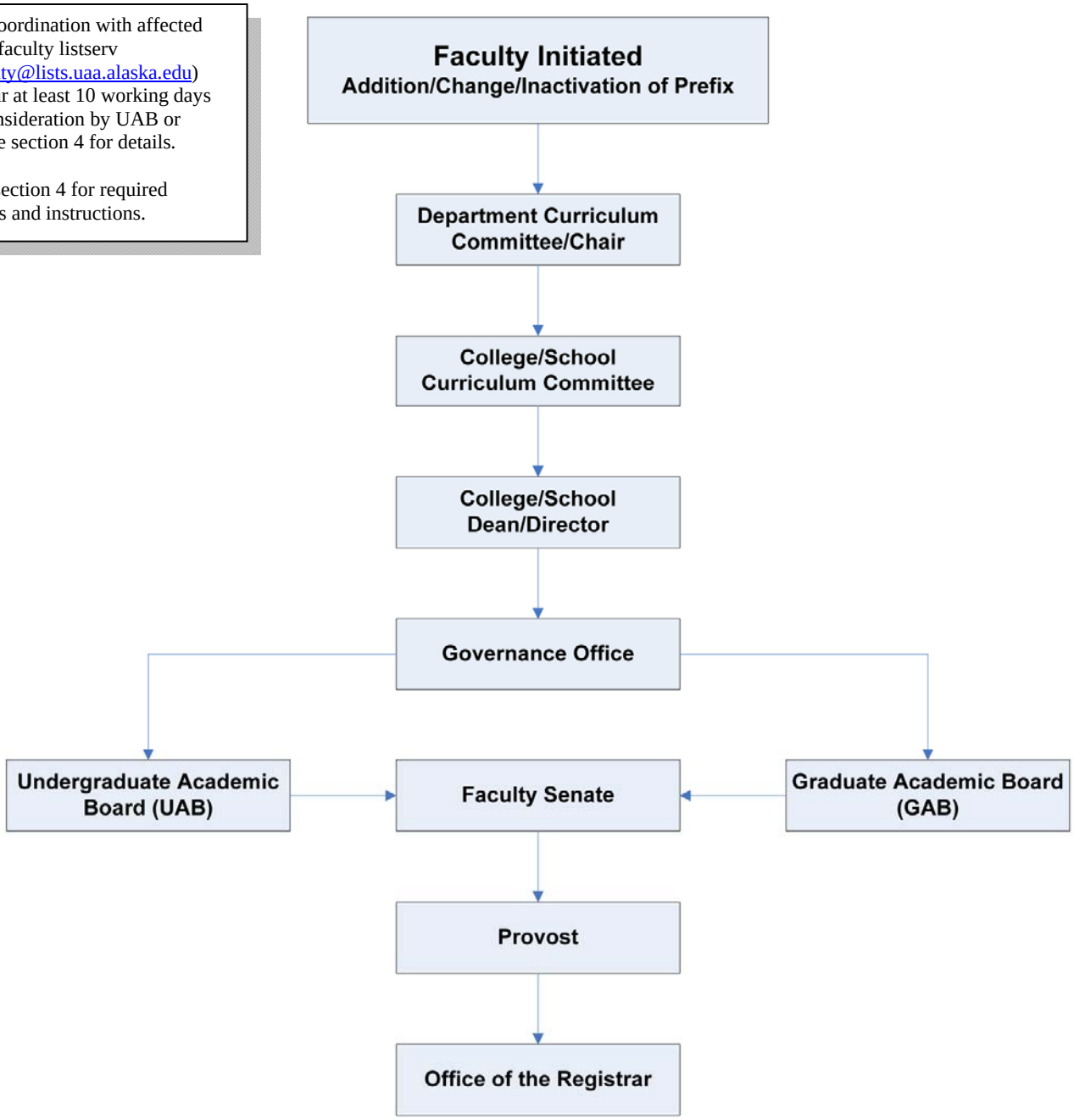


Figure 3.5: Degree and Certificate Suspension Approval Process

A suspension to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.

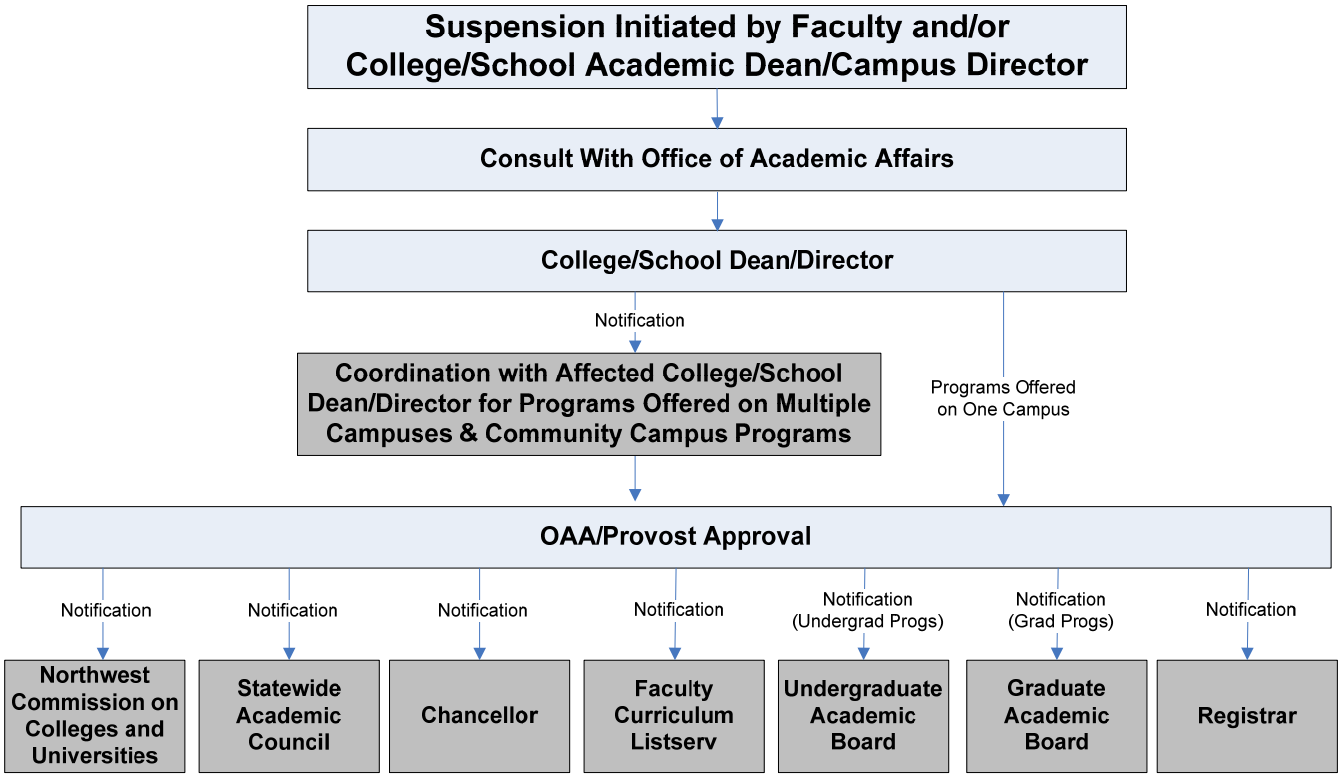
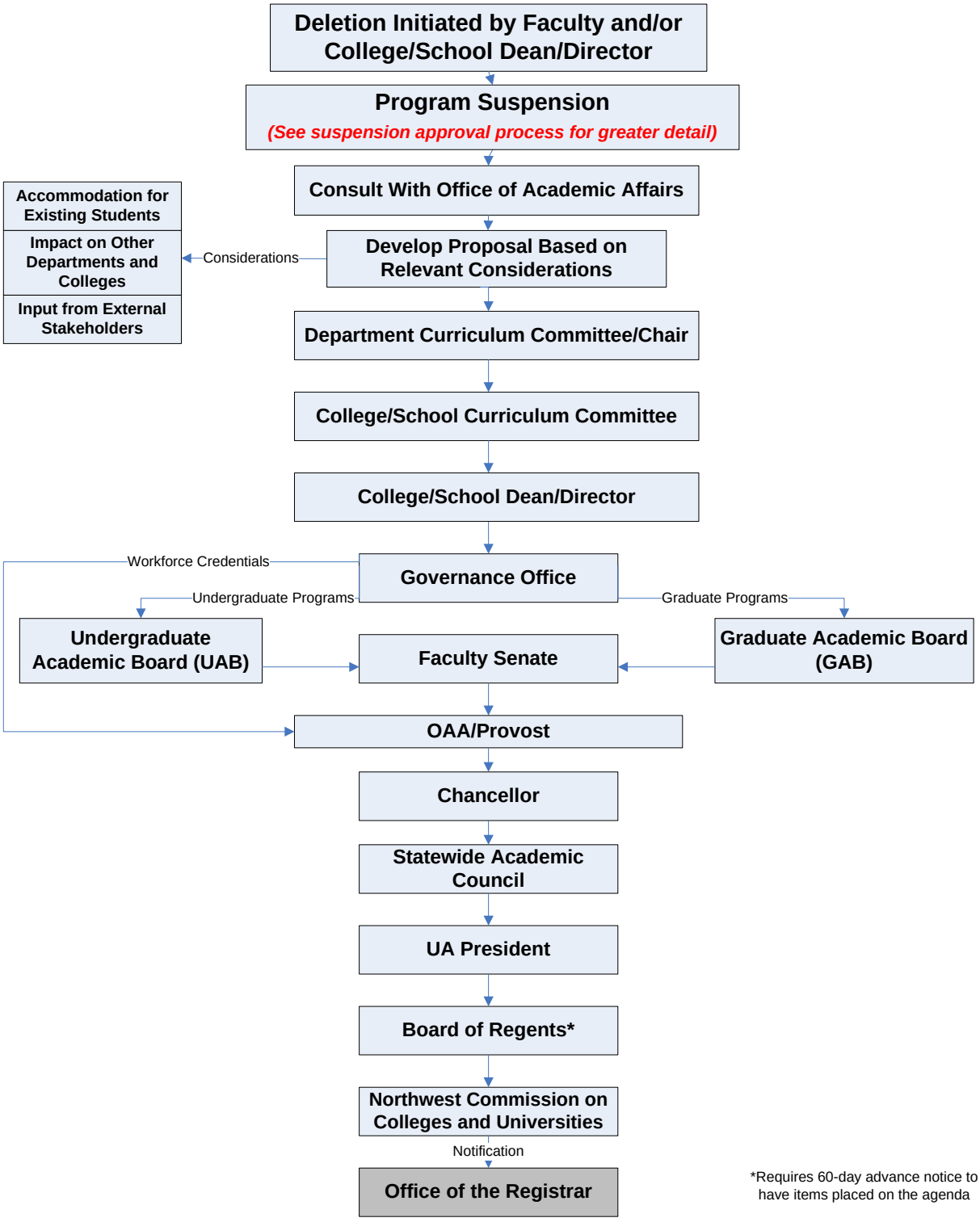


Figure 3.5: Degree and Certificate Deletion Approval Process

A deletion to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.



Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. A cover memo summarizing the proposal.
    b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

    Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website. (www.uaa.alaska.edu/governance).
2. Coordination should take place early in the curriculum process and consists of two steps:
    a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

    A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as:
        - School and department (PAR boxes 1a and 1b),
        - Prefix (PAR box 2),
        - Type of Action (Add/Change/Delete) (PAR box 4),
        - justification for action (PAR box 8),
        - any other relevant information.

    The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.

4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. A cover memo summarizing the proposal.
    b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

       Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
    c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
2. Coordination should take place early in the curriculum process and consists of two steps:
    a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
        - School and department (PAR boxes 1a and 1b),
        - Prefix (PAR box 2),
        - Type of Action (Add/Change/Delete) (PAR box 4),
        - justification for action (PAR box 8),
        - any other relevant information.

    The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. A cover memo summarizing the proposal.
    b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:

   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, as well as:

      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.

       Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Completed CCG.

    c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)

    d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
    a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

    b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

    c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The coordination email must include contact information as well as:
        - School and department (CAR boxes 1a and 1c),
        - course prefix (CAR box 2),
        - course number (CAR box 3),
        - course title (CAR box 6),
        - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
        - course description (CAR box 15),
        - justification for action (CAR box 19),
        - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). It is suggested that this be done early in the curriculum process.
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).
5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.
6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

    Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Completed CCG.

    c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

    d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
    a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

    A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the

reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

   d. Signed Resource Implication Form (one per discipline).

   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:

   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the

reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2

5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.

       Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.
2. When Filling out the CAR, only the following boxes need to be completed:
    - Course Prefix (Box 2)
    - Course Number (Box 3)
    - Complete Course Title (Box 6)
    - Type of Action (Box 8)
    - Implementation Date (Box 11)
    - Cross Listed or Stacked (Box 12)
    - Coordination Email Date (Box 13b.)
    - Justification for Action (Box 19)

3. Coordination should take place early in the curriculum process and consists of two steps:
    a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

       A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

       Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.

    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

4. **Purge List**
   A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

5. **GER Course Purge List**
   UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER .

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   - Inter MAU coordination to facilitate transfer between campuses.
     - Courtesy coordination is recommended to determine potential transfer conflicts.

- Check other campus' catalogs to see if they have a course with the same prefix and number.
- If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA, The registrar's office can provide assistance with course number suggestions.
- If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.

- The appropriate GER template must be applied (www.uaa.alaska.edu/governance/)
- Addresses appropriate GER student learning outcome(s) from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

- Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
- Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
  - **Oral communication skills**. Students:
    - develop both their message creation and message interpretation skills in order to be more successful communicators.
    - develop an awareness of the role of communication in a variety of human relationships.
    - develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.
  - **Quantitative skills**. Students:
    - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
    - correctly explain their mathematical reasoning.
  - **Written communication skills**. Students:
    - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
    - write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
    - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.

- demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

- **Fine arts**. Students should be able to:
  - identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
  - interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

- **Humanities.**

  Students who complete a **content-oriented** course in the humanities should be able to:
  - identify texts or objects, place them in the historical context of the discipline,
  - articulate the central problems they address and provide reasoned assessments of their significance.

  Students who complete a **skills oriented** humanities course in **logic** should be able to:
  - identify the premises and conclusions of brief written arguments,
  - evaluate their soundness or cogency, and recognize common fallacies.
  - use a formal technique to determine the validity of simple deductive arguments and
  - evaluate the adequacy of evidence according to appropriate inductive standards.

  Students who complete a **skill-oriented** humanities course in a **language** should:
  - demonstrate proficiency in listening, speaking and writing.

- **Natural sciences**. Student will:
  - Be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
  - demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  - demonstrate a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

  Students completing the laboratory class will:
  - demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
  - critically observe materials, events or processes, and
  - accurately record and analyze their observations.

Social sciences. Students will be able to:
- describe the discipline she or he has studied and discuss the key principles or themes that unify it.
- describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research.
- demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
- explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of

research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

Integrative capstone. Students must:

- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

- Provides rationale for retaining or adding this course to the GER menu
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

   a. Signed CAR.

      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).

   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:

   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:

      - School and department (CAR boxes 1a and 1c),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),

- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.
5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The purge list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not 'substantially alter the student learning outcomes of the program'

Also refer to UA Regulation 10.04.02 *www.alaska.edu/bor/policy-regulations/*

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by t SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.
OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs (*ayoaa@uaa.alaska.edu*).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.

    Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance) under Quick Links.

    c. All course CARs and CCGs for new and revised courses.

    d. Four-Year Course Offering Plan for the program.

    e. Signed Resource Implication Form.

    f. Signed Fee Request Form (for new, deleted or revised fees).

    g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
    a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.

    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as:

        - School and department (PAR boxes 1a and 1b),

- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

"MATH A or any MATH course for which MATH A is in the prerequisite chain."

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

"ENGL A111 or ENGL A1W- Written Communication GER."

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

"Oral Communication Skills GER."

Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. **Schools/colleges are encouraged to contact OAA early in the approval process.** ***Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.***

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master's Degrees except as noted.

Also refer to UA Regulation 10.04.02 ***www.alaska.edu/bor/policy-regulations/***

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:
    a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.
    b. Collaboration with other universities and community colleges within the UA system.
    c. History of the development of the proposed program or program changes.
    d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.

e. State needs met by the proposed program.

f. Availability of appropriate student services for program participants. A schedule for implementation of the program.

g. Student opportunities, student learning outcomes, and enrollment projections.

h. Rationale for the new program and educational objectives, program student learning outcomes, and plans for assessment.

i. Opportunities for research and community engagement for admitted students.

j. Faculty and staff workload implications.

k. Fiscal Plan for the proposed program

l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.

m. New facility or renovated space requirements.

n. Concurrence of appropriate advisory councils.

2. **The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.**

   a. Four-Year Course Offering Plan for the Program.

   b. A budget worksheet.

   c. Board of Regents Program Action Request Form

   d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SAC and BOR.

   e. Resource Implication Form and a signed Fee Request Form (if needed).

   f. An Academic Assessment Plan for review by the Academic Assessment Committee.

   g. A risk management plan where required. This is developed in conjunction with the program's Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. **In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):**

   a. A cover memo summarizing the proposal.

   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

   d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.

5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
    a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.
    b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. **The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.**
    a. Four-Year Course Offering Plan for the Program.
    b. A budget worksheet.
    c. Board of Regents Program Action Request Form
    d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac/) and the Board of Regents.
    e. Resource Implication Form and a signed Fee Request Form (if needed).
    f. An Academic Assessment Plan for review by the Academic Assessment Committee.
    g. A risk management plan where required. This is developed in conjunction with the program's Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. **In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):**
    a. A cover memo summarizing the proposal.
    b. The full proposal document outlined in section 3.8
    c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

        Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word

copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

e. CARs and CCGs for all new and revised courses.

7.5 Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

The following steps should be followed when suspending admissions to a program:

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impact on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student's catalog year, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
    a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.
    b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require *notification* to these bodies, not approval.

4. **Administrative Protocols:** The following are non-curricular considerations for program suspension.
    a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
    b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.

7.6 Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
    a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. *OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.*
    a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impact on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
    b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student's catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
    c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a *program change* so that deletion of the existing program and initiation of its replacement are approved simultaneously.

    The following documents must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all program deletion proposals (uaa_gov@uaa.alaska.edu):

    a. A cover memo summarizing the proposal. A cover memo template can be found on the Governance curriculum website (www.uaa.alaska.edu/governance/coordination/index.cfm).

    b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

    Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

Departments are also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the program deletion. The email must include contact information, as well as:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
    a. *Note: Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.*

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
    a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
    b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
    c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.

Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor's Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.

Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. **The date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**

A. ***College or School*** – Choose from the following the school or college initiating action:

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CH	College of Health
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HC	University Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

B. ***Course Prefix*** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. *See instruction on the PAR form regarding requesting a new prefix.*

C. ***Course Number*** (for a new course, contact the Office of the Registrar for a number)

i. **Reuse of Course Number Rule:** *When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.*

ii. **Types of Courses**

a. ***Academic Courses:*** Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- ***Lower division courses usually taken by freshmen and sophomores***
  A100-A199: Freshman-level, lower division courses.
  A200-A299: Sophomore-level, lower division courses

- ***Upper division courses usually taken by juniors and seniors***
  A300-A399: Junior-level, upper division courses
  A400-A499: Senior-level, upper division courses

- ***Graduate-level courses***
  A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

b. ***Preparatory/Developmental Courses***
   A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

c. ***Noncredit Courses***
   A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

d. ***Continuing Education Unit (CEU) courses***
   AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

e. ***Professional Development Courses***
   A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

iii. **Course Numbers: Second and Third Digits –** The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: A generic "umbrella" course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

-92 Seminar or Workshops:

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and

information in a given field.

-93 ***Special topics***: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 ***Trial*** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 ***Internship and Practicum***

Internship: A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student's achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 ***Independent study****:* Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 ***Individual research****:* Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 ***Thesis****:* Involve writing and/or completion of a thesis by the student.

D. ***Number of Credits/CEUs and Contact Hours*** – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

i. **Summary**

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course) *or* 2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course) *or* 3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)
(Lecture + Laboratory)	=	refers to the number of contact hours for lecture and laboratory ***per week based on a 15-week semester***

ii. **Examples**

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- **(0+9)** = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. **CEU –** The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

0.1 CEU	=	1 hour of instruction and no additional hours of work for the course.
1 CEU	=	10 hours of instruction and no additional hours of work for course.
1.5 CEUs	=	15 hours of instruction and no additional hours of work for course.
3.5 CEUs	=	20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs	=	20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. **Minimum Course Length (Compressibility Policy) –** The Compressibility Policy states, "Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days)." Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. ***Course Title*** – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. ***Grading Basis*** – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. ***Implementation Date*** – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

- Careful consideration needs to be given to permanent courses affecting degrees and certificates.

- Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes.

H. ***Cross Listing*** (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.

iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

v. When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix's section, including additions, changes and deletions.

I. ***Stacking*** (if applicable)

i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.

ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

iii. Courses may not be stacked informally for scheduling purposes.

iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.

v. Courses that are at the 500 level may not be stacked with any other course.

vi. If stacking status is requested, rationale must be provided.

vii. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. *If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom.*

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

i. ***Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?***
It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

ii. ***Is the course format predominantly discussion- or seminar-based?***
This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

iii. ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***

a. *Is the PRIMARY source of information/reading the primary research literature of the field?*
This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

b. *Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?*
This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student's own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

Student Learning Outcomes	Typical Assessments
demonstrate the ability to conduct a literature search on the course topic material	written critical reviews and/or oral presentation of literature reviews
Synthesize research fields	comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student
Integrate course material into experimental design	Written formal research grant proposals, oral or written presentation of the how the course material informs the student's own thesis research
Integrate and apply the course material at advanced levels	Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data
Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.	Observed teaching exercises, teaching evaluations, performance of their students on examinations

J. ***Course Description*** – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., "*May be repeated for credit with a change in subtitle*," or "*Offered Spring Semesters"*).

K. ***Course Attributes*** (GER if applicable)

L. ***Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s)*** – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite; registration restriction, etc indicated on the CAR will be automatically enforced through Banner.

i. **Course Prerequisite** – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which **may** be taken concurrently must also be included in this area (this differs from a co-requisite which **must** be taken concurrently).

Test Scores – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

ii. **Corequisites** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

iii. **Other Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission[a], major[b], class standing[c], or level[d]). Must be enforced by the program/department/ instructor.

[a] College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
[b] Major – identifies a major which a student must have declared in order to enroll in the course
[c] Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).
[d] Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee:** Yes or No – Indicates that there are student fees associated with the course.

Note: The sections of the CAR referenced above and the CCG must match word for word.

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

Course Level Expectations for Academic Course Levels – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:

A. ***Lower Division Courses***

A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. ***Upper Division Courses***

Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. ***Graduate-Level Courses***

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor's degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. "Admission to **** degree/certificate program" or "Graduate Status" where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. "Graduate Status."

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

a. Competence in a specialized field of knowledge

b. Extensive experience with specialized client relationships

c. Application of expert knowledge within a recognized professional practice

d. Analysis and synthesis of primary scholarship or research

e. Self-directed written research projects

f. Mastery of theoretical knowledge

Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. **Instructional Goals and Student Learning Outcomes**

A. ***Instructional Goals:*** Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

B. ***Student Learning Outcomes:*** Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. ***Goals and Student Learning Outcomes:*** Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. **Guidelines for Evaluation or Assessment Methods**

A. Program Student learning outcomes and their assessments are treated in detail in the program's Academic Assessment Plan. This plan is evaluated for new and modified programs.

B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

Note: All academic programs at UAA are assessed. Student learning outcomes for courses should be compatible with Program Student Learning Outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program's assessment procedures, see the college assessment coordinator.

Example 1

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	**Measures**
Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.	Performance on two separate short papers criticizing published arguments on both sides of a controversial issue.
Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturer's standards	Performance on practical project assigned in lab. Performance on projects assigned during internship
Students demonstrate skill in the use of various media in the artistic expression of human emotion	Peer and faculty review and rating according to established departmental criteria of studio projects in at least three types of media.
Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.	Demonstration of successful functioning of the system through simulation or mock-up.

Example 2

Instructional Goals:
This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:

1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.

2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

Student Learning Outcomes:
After completing this course, the student will be able to:

1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering "algorithmic" questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

Assessment Measures:
Various assessment tools can be used at the instructor's discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **Topical course outline (not a syllabus) –** List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

   For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. **Suggested text(s) –** Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

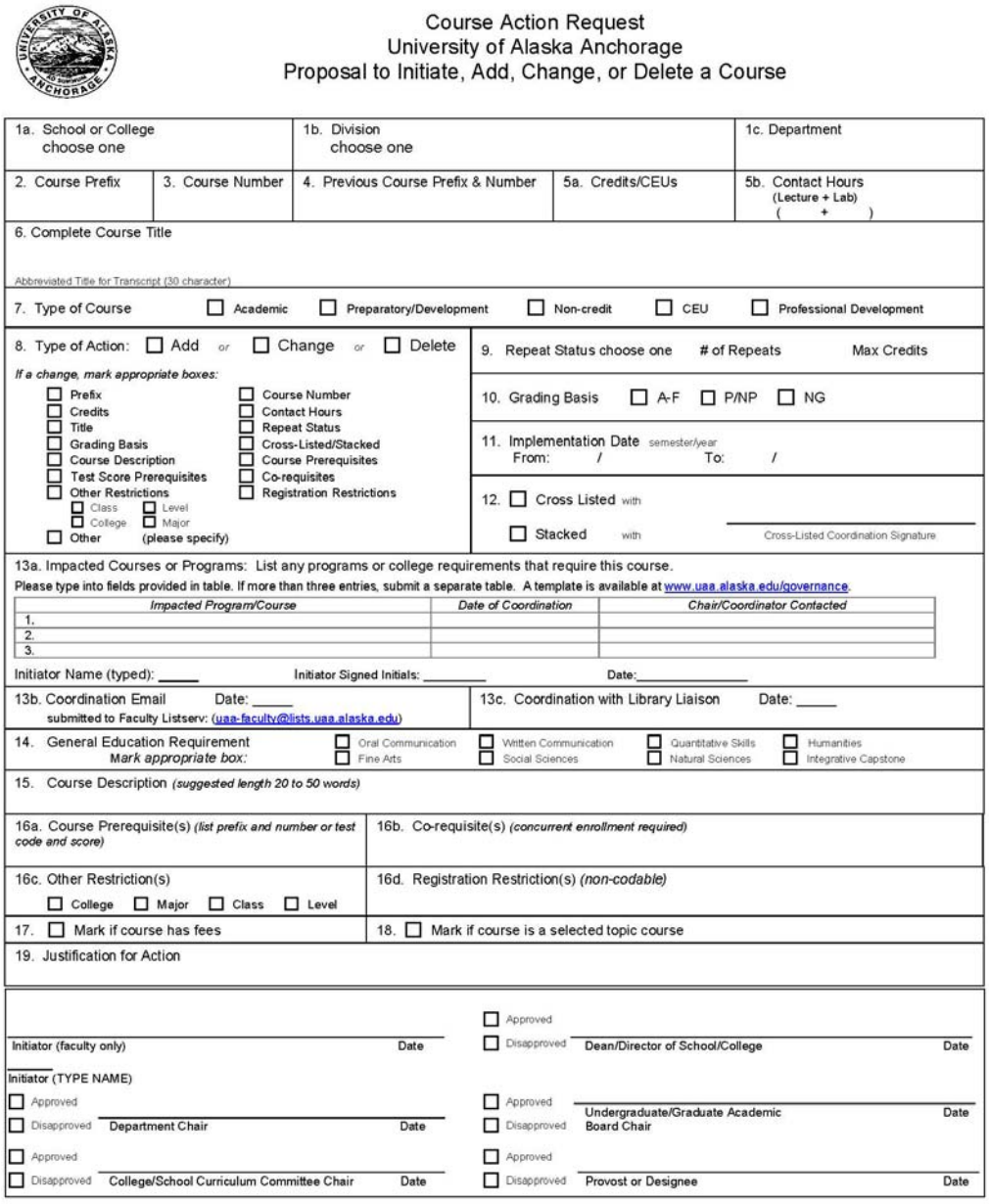
8. **Bibliography –** Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

   Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.

Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form



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

1a. School or College choose one		1b. Division choose one		1c. Department
2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab) (+)

6. Complete Course Title

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
☐ 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 (please specify)

9. Repeat Status choose one # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year From: / To: /

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1.		
2.		
3.		

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____

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

13c. Coordination with Library Liaison Date: _____

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)*

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*

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

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Initiator (faculty only) Date

Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chair Date

☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved Provost or Designee Date

10.2 Instructions for Completing the CAR

Box 1a. School or College

Choose from the drop-down menu the school or college initiating action.

AA Academic Affairs
AS College of Arts and Sciences
CB College of Business and Public Policy
CH College of Health
CT Community and Technical College
EA College of Education
EN School of Engineering
HC University Honors College
KP Kenai Peninsula College
KO Kodiak College
MA Matanuska-Susitna College

Box 1b. Division

Using the drop-down box, insert the division initiating action. ***Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.***

College of Arts and Sciences

AFAR Division of Performing and Fine Arts
AHUM Division of Humanities
AMSC Division of Mathematical and Natural Sciences
ASSC Division of Social Sciences

College of Business and Public Policy

ADBP Division of Business Programs
ADEP Division of Economics and Public Policy

Community and Technical College

AAVI Division of Aviation Technology
ABCT Division of Computer Networking and Office Technologies
ACAH Division of Culinary Arts and Hospitality
ACDT Division of Construction and Design Technology
ADCE Division of Community Education
ADTP Division of Transportation and Power
ADVE Division of Career and Technical Education
APER Division of Physical Education and Recreation
APRS Division of Preparatory Studies

College of Education

No Division Code

School of Engineering

No Division Code

College of Health

AHLS Division of Health and Safety
ADHS Division of Human Services and Health Sciences
ADSN Division of Nursing
AJUS Division of Justice
ASWK Division of Social Work

Box 1c. Department

Insert department initiating action. ***Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.***

Box 2. Course Prefix

Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. *See instruction on the PAR form regarding requesting a new prefix in Section 11.*

Box 3. Course Number

Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: *When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.*

1. **Types of Courses**

A. ***Academic Credit Courses***

Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

i. ***Lower division courses usually taken by freshmen and sophomores***

A100-A199: Freshman-level, lower division courses.
A200-A299: Sophomore-level, lower division courses

ii. ***Upper division courses usually taken by juniors and seniors***

A300-A399: Junior-level, upper division courses
A400-A499: Senior-level, upper division courses

iii. ***Graduate-level courses***

A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

B. ***Preparatory/Developmental Courses***

Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

C. ***Noncredit Courses***

A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. ***Continuing Education Unit (CEU) courses***

AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. ***Professional Development Courses***

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. **Course Numbers: Second and Third Digits**

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 ***Selected topics:*** These are a generic "umbrella" course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

-92 ***Seminar or Workshops***

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and information in a given field.

-93 ***Special topics***: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 ***Trial*** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

-95 ***Internship and Practicum***

Internship: A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student's achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 ***Independent study:*** Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 ***Individual research****:* Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 ***Thesis****:* Involve writing and/or completion of a thesis by the student.

Box 4. Previous Course Prefix & Number

Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert "N/A." or if the prefix and the number has not changed, insert "N/A."

Reinstatement of a course
When an inactive course is being reinstated with the same course prefix and number, place the word *Reinstate* in box 4. In box 8, Type of Action, select *change*.

Box 5a. Credits/CEUs

Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)

Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action ") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. **Summary**

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course)
	or	
		2 contact hours per week of supervised laboratory (or practica) if

		outside work is needed (30 contact hours for the course)
	or	
		3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)
(Lecture + Laboratory)	=	refers to the number of contact hours for lecture and laboratory ***per week based on a 15-week semester***

2. **Examples**

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. **The CEU**

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

0.1 CEU	=	1 hour of instruction and no additional hours of work for the course
1 CEU	=	10 hours of instruction and no additional hours of work for course
1.5 CEUs	=	15 hours of instruction and no additional hours of work for course
3.5 CEUs	=	20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
2 CEUs	=	20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. **Minimum Course Length (Compressibility Policy)**

The Compressibility Policy states: "Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days)." Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will

appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course

Identifies type of course offered.

1. **Academic Courses (numbered 100-499 and 600-699)**
    A. ***Program Requirement*** **-** A credit course specifically required by degree, certificate, or a Minor program.
    B. ***Program Selective*** **-** A credit course within a group of courses from which a student is required to select.
    C. ***General Education Requirement*** **-** A credit course that is approved to fulfill part of the general education distribution requirements of the University.
    D. ***Elective*** **-** A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.
2. **Preparatory/Developmental Courses (050-099):** Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).
3. **Nondegree Courses**
    A. ***Noncredit Courses (000-049)*** **-** These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
    B. ***CEUs (denoted by "AC" rather than just "A" before course number)*** **-** A course that provides further development of a trade, profession, or personal improvement.
    C. ***Professional Development Courses (A500-A599)*** **-** Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action

Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status

Identifies the Repeat Status of the course.

- ***Yes*** means the course may be repeated for credit
- ***No*** means it cannot be repeated for credit

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.

The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

Example
HIST A390 3 credits
Repeat Status: Yes **Number of Repeats**: 1 **Max Credits**: 6

Box 10. Grading Basis

Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

Box 11. Implementation Date

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. Courses

The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. Program or Academic Policy

The overall principles affecting the date for implementation of academic policy or program change include the following:

A. ***Students must receive adequate notice of a program change.***

B. ***Staff must have adequate time to implement the change effectively.***

Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 12. Cross-Listed or Stacked

1. Cross-listed

A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

B. Each cross-listed course must have a separate CAR for each prefix.

C. Everything except the course prefix must be identical.

D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.

E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.

F. When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, ART/JPC A324 is listed both under Art and Journalism and Public Communications.

2. Stacked

A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.

B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

C. Courses may not be stacked informally for scheduling purposes.

D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.

E. Courses at the 300 level may not be stacked with 600-level courses.

F. A500-A599 level (professional development) courses may not be stacked with any other course

G. If stacking status is requested, rationale must be provided.

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)

Box 13a. Impacted Courses or Programs

Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:

1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance)

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar's website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. **You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in**.

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a. spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

Courtesy Coordination
Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation.

Items that are NOT entered into Box 13a.

- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** *program selective* - A credit course within a group of courses from which a student is required to select.

Example of Box 13a (Coordination and Courtesy Coordination)

CIS A330 (Database Management Systems)

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
Global Logistics and Supply Chain Management, BBA	3/25/2011	Philip Price
Business Computer Information Systems, AAS	3/25/2011	Minnie Yen
Management Information Systems, BBA	3/25/2011	Minnie Yen
Computer Information Systems, Minor	3/25/2011	Minnie Yen
CIS A360	3/25/2011	Minnie Yen
CIS A410	3/25/2011	Minnie Yen
CIS A430	3/25/2011	Minnie Yen
Computer Science BA, BS	3/25/2011	Sam Thiru

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

Box 13b. Coordination Email Submitted to Faculty Listserv

Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

Box 13c. Coordination with Library Liaison

The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14. GERs

Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. Course Description

Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. "*May be repeated for credit with a change in subtitle,"* or "*Offered Spring Semesters"*).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type "see attached catalog copy" in the box.

Box 16a. Course Prerequisite (s)

Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.

A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language "or concurrent enrollment." This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

ECON A429 (Business Forecasting)
{CIS A110, BA A273, and [BA A377 or ECON A321]} with minimum grade of C]

EDFN A303 (Foundations of Teaching and Learning)
[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II)
[EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition)
[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems)
FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment
PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar's Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

Test Scores:
Identify test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specifically test scores are not required. It is assumed that faculty may waive the requirement.

Courses wishing to implement placement test scores as part of pre-requisite checking should indicate "or appropriate placement score." There should also be an attached memo for each CAR indicating what the appropriate placement score is. If a change occurs to the cut score, the department will need to submit a memo to the Office of the Registrar and the Governance Office which would outline the new cut scores and list specifically which courses are impacted.

Box 16b. Corequisite(s)

Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include "or" in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).

Box 16c. Other Restriction(s)

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission[a], major[b], class standing[c], or level[d]). The name of the college or school, major, class standing, or level required should be specified in Box 16d. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

[a] College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

[b] Major – identifies a major which a student must have declared in order to enroll in the course

[c] Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

[d] Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16d. Registration Restriction(s)

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box 17. Mark if Course Has Fees

Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as "Special Fees," and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

Box 18. Mark if Course is a Selected Topic Course

Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

Box 19. Justification for Action

For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.

Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

11.1 The PAR Form

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

1a. School or College choose one	1b. Department
2. Complete Program Title/Prefix	
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: CHOOSE ONE This program is a Gainful Employment Program: ☐ Yes or ☐ No	
4. Type of Action: **PROGRAM** ☐ Add ☐ Change ☐ Delete **PREFIX** ☐ Add ☐ Change ☐ Inactivate	
5. Implementation Date (semester/year) From: / To: /	
6a. Coordination with Affected Units Faculty Initiator Name (typed): _____	Department, School, or College: Faculty Initiator Signed Initials: _____ Date:_____
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: _____	
6c. Coordination with Library Liaison Date: _____	
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function	
8. Justification for Action	

_____ Initiator (faculty only) Date	☐ Approved ☐ Disapproved _____ Dean/Director of School/College Date
_____ Initiator (TYPE NAME)	
☐ Approved ☐ Disapproved _____ Department Chair Date	☐ Approved ☐ Disapproved _____ Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved _____ College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved _____ Provost or Designee Date

11.2 Instructions for Completing the PAR

Box 1a. School/College

Using the drop-down box, insert school or college initiating action.

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CH	College of Health
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HC	University Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

Box 1b. Department

Insert department initiating action. ***Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.***

Box 2. Complete Program Title/Prefix

Insert full title of the proposed program or prefix.

Box 3. Type of Program

Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the "Yes" box; otherwise, check the "No" box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program's status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action

Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date

Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.

Generally this is interpreted to mean that program/prefix changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 6a. Coordination with Affected Units

Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

- The purpose of coordination is to:
    A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.

    B. Encourage collaboration among all academic units.

    C. Maintain and improve quality of program offerings.

- An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.

- Coordination with affected units is required in the following cases:

    A. When the program, courses, or content proposed bridges material regularly included in other disciplines.

    B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.

    C. When the proposed program can reasonably be expected to use courses offered by other disciplines.

    D. When a subsequent allocation of resources resulting from the proposal will impact the unit's ability to deliver academic courses required in other programs.

- Coordination should be initiated very early in the program development process – before finalization of the proposal.

- Coordination includes:

    A. Sending proposal to department chairs of affected units

    B. Actively seeking collaboration, comments and suggestions

    C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.

- After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator's name; write in the faculty initiator's initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv

Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison

Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/about/directory/liaisons.php), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 7. Title and Program Description

Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action

Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.

Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

Basic Format:

Department Name
Contact information, location, web address

1. General discipline information
    A. Degree or Certificate program name and description
    B. Overview and career information
    C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.
    D. Honors: Header in the catalog should read: "Honors in *Discipline*", e.g., Honors in English.
    E. Accreditation
    F. Research possibilities
    G. Gainful Employment statement (if needed)
2. Admission Requirements
    A. Preparation
    B. Pre-major
    C. Major
3. Advising
4. Academic Progress Requirements
5. Graduation Requirements
    A. General University
    B. General Education Requirements (GERs)
    C. College
    D. Major degree requirements
    E. Other graduation requirements
6. Faculty

Notes for creating and submitting catalog copy:

- ***You must use the Word formatted catalog copy available at www.uaa.alaska.edu/governance/.***
- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.
- Within a department or discipline, the order of undergraduate programs should be:
    1. Honors
    2. Occupational endorsement certificates

3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:

1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an "or" appears (and nothing else). This is what it should look like:

Upper Division Biology (choose one of the following)		**3-4**
BIOL A310	Principles of Physiology (3)	
	or	
BIOL A415	Comparative Animal Physiology (4)	
	or	
BIOL A461	Molecular Biology (3)	
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Laboratory	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Laboratory	1
CHEM A253	Principles of Inorganic Chemistry	3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.

EXAMPLE 1:

Be sure to check the address and contact information

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska's context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students' development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students' learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.

4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate's readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Admission Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department's published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
9. A current Student Teaching Authorization Certificate is necessary for Internship.

Academic Progress

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

D. Liberal Studies Area

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

Sciences Core (15-24 credits)

LSIS A102	Origins: Earth-Solar System-Life (5)	5-8
	or	
GEOL A111	Physical Geology (4)	
	and one of the following lecture/lab combinations:	
ASTR A103	Solar System Astronomy (3)	
	and	
ASTR 103L	Solar System Astronomy Laboratory (1)	
	or	
ASTR A104	Stars, Galaxies and Cosmology (3)	
	and	
ASTR A104L	Stars, Galaxies and Cosmology Laboratory (1)	
LSIS A201	Life on Earth (5)	5-8
	or	
BIOL A102	Introductory Biology (3)	
	and	
BIOL A103	Introductory Biology Laboratory (1)	
	and one of the following:	
BIOL A115	Fundamentals of Biology I (4)	
	or	
BIOL A116	Fundamentals of Biology II (4)	
LSIS A202	Concepts and Processes: Natural Sciences (5)	5-8
	or	
CHEM A103	Survey of Chemistry (3)	
	and	

If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.

If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.

Separate the two electives with an "or" on its own line.

CHEM A103L	Survey of Chemistry Laboratory (1)	
	and one of the following lecture/lab combinations:	
PHYS A115	Physical Science (3)	
	and	
PHYS A115L	Physical Science Laboratory (1)	
	or	
PHYS A123	Basic Physics I (3)	
	and	
PHYS A123L	Basic Physics I Laboratory (1)	

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250	The Rise of Civilization (3)	3
	or	
HIST A390A	Themes in World History (3)	
HIST A131	History of United States I (3)	3
	or	
HIST A132	History of United States II (3)	
	or	
HIST A355	Major Themes in US History (3)	
EDSE A212	Human Development and Learning (3)	3
	or	
ENGL A201	Masterpieces of World Literature I (3)	
	or	
ENGL A202	Masterpieces of World Literature II (3)	
HUM A211	Introduction to Humanities I (3)	3
	or	
HUM A212	Introduction to Humanities II (3)	
	or	
HNRS A192	Honors Seminar: Enduring Books (3)	
LSSS A111	Cultural Foundations of Human Behavior (3)	3
	or	
HNRS A292	Seminar in Social Science (3)	
	or	
ANTH A202	Cultural Anthropology (3)	
LSIC A231	Truth, Beauty, and Goodness (3)	3
	or	
PHIL A301	Ethics (3)	
LSSS A311	People, Places, and Ecosystems	3
	or	
ENVI A211	Environmental Science: Systems and Processes (3)	
LSIC A331	Power, Authority, and Governance (3)	3
	or	

ENGL A121	Introduction to Literature (3)	3

Double-check all course titles. They must exactly match the full titles published in the catalog course name.

SOC/PS A351	Political Sociology (3)	
LSSS A312	Individuals, Groups, and Institutions (3)	3
	or	
PSY A111	General Psychology (3)	
	and	
SOC A101	Introduction to Sociology(3)	
	or	
SOC A375	Social Psychology (3)	
	or	
PSY A375	Social Psychology (3)	
LSIC A332	Science, Technology and Culture (3)	3

Select one course from fine arts GERs 3

Mathematical Skills (9-13 credits)

MATH A205	Communicating Mathematical Ideas	3
	and	
STAT A252	Elementary Statistics (3)	3-4
	or	
STAT A253	Applied Statistics for the Sciences (4)	
	and	
Select one additional course from quantitative skills GERs		3-6

All required courses have the credits aligned to the right.

Groups of electives have the required course number listed to the right, and...

Elective course credit amounts are shown in parentheses after the course name.

Oral and Written Communication Skills (9 credits)

Select one course from oral communication GERs 3

Select two courses from written communication GERs 6

E. Major Requirements

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (22 credits)

EDEC A242	Family and Community Partnerships (3)	3
	or	
HNRS A310	Community Service: Theory and Practice (3)	
EDEL A205	Becoming an Elementary Teacher	2
EDFN A206	Introduction to Assessment in Education	1
EDFN A300	Philosophical and Social Context of American Education (3)	3
	or	
EDFN A304	Comparative Education (3)	
EDFN A301	Foundations of Literacy and Language Development	3
EDFN A302	Foundations of Educational Technology	2
EDEL A392	Elementary Education Seminar I: Culturally Responsive Teaching	2

EDFN A478	Issues in Alaska Native Education, K-12	3
EDSE A482	Inclusive Classrooms for All Children	3

2. Complete the following methods courses (18 credits)

EDEC A106	Creativity and the Arts in Early Childhood	3
EDEL A325	Teaching Literacy in Elementary Schools	6
EDEL A327	Teaching Social Studies in Elementary Schools	2
EDEL A426	Teaching Mathematics in Elementary Schools	3
EDEL A428	Teaching Science in Elementary Schools	2
PEP A345	Incorporating Health and Physical Activity into the Pre-K-6 Classroom	2

***Concurrent enrollment in multiple courses is required. See an advisor for details.*

3. Complete the following field experiences and internship (16-19 credits)

EDEL A395	Elementary Education Practicum I: Literacy and Social Studies	2
EDEL A492A	Elementary Education Seminar II: Learning Environment	2
EDEL A492B	Elementary Education Seminar III: Teaching Capstone	3
EDEL A495A	Elementary Education Practicum II: Learning Environment, Mathematics, Science	3
EDEL A495B	Elementary Education Internship	6-9
	or	
For Honors Option Senior Requirement:		
HRNS A499	Thesis (3)	
	and	
EDEL A495B	Elementary Education Internship (6)	

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

BAEL and Honors College Option

Take the following Honors College Core Program Courses (16 credits)

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3
HNRS A392 Honors Thesis Seminar	1
HNRS A499 Honors Thesis	3
and taken concurrently with EDEL A495B Internship (6)	3

(three credits of Internship apply to the Senior Requirement)

Important: See an advisor if considering the Honors Option.

Institutional Recommendation,

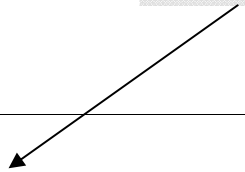
Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

Be sure to check the address and contact information



ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science, Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Engineering faculty members.

Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;

6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;
7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;
8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;
9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;
10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and
11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

Admission Requirements

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

Graduation Requirements

See the beginning of this chapter for University Requirements for Graduate Degrees.

Major Requirements

1. Candidates must complete the following core courses (9 credits):

CE A603	Arctic Engineering*	3
CE A681	Frozen Ground Engineering	3
ME A685	Arctic Heat and Mass Transfer	3

**Students who have completed CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student's graduate advisory committee.*

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits): 9

CE A682	Ice Engineering (3)
CE A683	Arctic Hydrology and Hydraulic Engineering (3)
CE A684	Arctic Utility Distribution (3)
CE A689	Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student's program of study, as approved by the student's advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student's advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student's advisory committee.
4. Each student must complete the following course (3 credits) after approval of a project proposal by the student's advisory committee:

CE A686	Civil Engineering Project	3

The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate's advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate's graduate program of study.

f. The written project report, in the judgment of the candidate's advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

FACULTY

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu

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Appendix A - Links to Templates

The following templates can be found at **www.uaa.alaska.edu/governance/coordination/index.cfm:**

- **Budget Worksheet** - Provides detailed budget information for a new program.
- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR)
- **Fee Request Form** - Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost's approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information http://www.alaska.edu/bor/policy-regulations.
- **Four-Year Course Offering Plan -** Identifies the Four-Year Course Offering Plan for a new program.
- **Resource Implication Form -** Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents -** Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.

Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Faculty Matrix**:
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm
- **Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Risk Management Plan**:
  www.uaa.alaska.edu/governance/curriculumexamples.cfm

Appendix C - Observable Verbs

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

Knowledge	**Application**	**Analysis**	**Synthesis**
Recalls information	*Uses knowledge or generalizations in a new situation*	*Breaks down knowledge into parts and shows relationships among parts*	*Brings together parts of knowledge to forms a whole and builds relationships for new situations*
Comprehends	Associates	Analyzes	Arranges
Arranges	Chooses	Appraises	Assembles
Counts	Compares	Calculates	Collects
Describes	Computes	Categorizes	Combines
Draws	Contrasts	Compares	Compiles
Duplicates	Converts	Concludes	Composes
Identifies	Defends	Constructs	Constructs
Indicates	Differentiates	Contrasts	Creates
Labels	Discusses	Correlates	Designs
Lists	Distinguishes	Criticizes	Develops
Matches	Dramatizes	Debate s	Devises
Memorizes	Estimates	Deduces	Formulates
Names	Explains	Detects	Generalizes
Orders	Extends	Determines	Generates
Outlines	Extrapolates	Develops	Integrates
Points to	Generalizes	Diagnoses	Manages
Produces	Gives Examples	Differentiates	Organizes
Quotes	Infers	Discriminates	Plans
Reads	Interprets	Distinguishes	Prescribes
Recalls	Picks	Estimates	Prepares
Recites	Reports	Evaluates	Produces
Recognizes	Restates	Examines	Proposes
Records	Reviews	Experiments	Predicts
Relates	Rewrites	Generalizes	Rearranges
Repeats	Schedules	Identifies	Reconstructs
Reproduces	Sketches	Infers	Reorganizes
Selects	Summarizes	Inspects	Revises
Tabulates	Translates	Initiates	Sets up
Traces		Inventories	Specifies
Writes		Predicts	Synthesizes
		Questions	Systematizes
		Relates	Writes
		Separates	
		Solves	
		Tests	
		Transforms	

Comprehension – Interpret information in one's own words Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates			*Evaluation – Make judgments on basis of given criteria* Appraises Argues Assesses Attacks Chooses Compares Concludes Critiques Defends Determines Estimates Evaluates Grades Judges Justifies Measures Predicts Ranks Rates Revises Scores Selects Supports Tests Validates Values

Affective Domain Observable Verbs

The affective domain contains skills that deal with emotions, feelings, and values. You will notice that these verbs span differently than cognitive verbs as pertains to level.

Receiving	**Responding**	**Valuing**	**Organization**	**Internalization**
Ability to attend to a particular stimuli	*Active participation when attending to stimuli*	*Worth or value student attaches to something*	*Bringing together different values, resolving conflicts between them*	*Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.*
Asks Chooses Follows Gives Holds Selects Shows interest	Accepts responsibility Answers Assists Be willing to Complies Conforms Enjoys Greets Helps Obeys Performs Practices Presents Reports Selects Tells	Associates with Assumes responsibility Believes in Be convinced Completes Describes Differentiates Has faith in Initiates Invites Joins Justifies Participates Proposes Selects Shares Subscribes to Works	Adheres to Alters Arranges Classifies Combines Defends Establishes Forms judgments Identifies with Integrates Organizes Weighs alternatives	Acts Changes behavior Develops a code of behavior Develops a philosophy of life Influences Judges problems/issues Listens Performs Practices Proposes Qualifies Questions Serves Shows mature attitude Solves Verifies

Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

Imitating	**Manipulating**	**Perfecting**	**Articulating**	**Naturalizing**
Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.	*Performs the skill or produces the product in a recognizable fashion by following general instructions.*	*Independently performs the skill or produces the product, with apparent ease, at an expert level.*	*Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.*	*Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.*
Attempts Copies Duplicates Imitates Mimics Reproduces Responds Starts Tries to Using a model	Completes Does Follows Manipulates Plays Performs Produces	Achieves Automatically Excels Expertly Masterfully with Improvements with Refines	Adapts Advances Alters Customizes Originates With fundamental revisions With great skill	Naturally Perfectly

Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

Arts and Sciences	(1)
At-large members	(3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

Arts and Sciences	(1)
At-large members	(3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member's department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.

Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

Graduate Academic Board

During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

I. Roll

II. Approval of the Agenda

III. Approval of Meeting Summary

IV. Administrative Report

V. Chair's Report

VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading

VII. CAR or PAR-First Reading

VIII. Old Business

IX. New Business

X. Informational Items

XI. Adjournment

Definitions

Meeting Summary
The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading

- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs

- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading

- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items

- The Board may discuss these items and/or request that the items be placed on a future agenda for

action.

Meeting Procedure

UAB/GAB meetings are governed by *Robert's Rules of Orde*r.
A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

Note: Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at www.uaa.alaska.edu/governance. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.

Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:

- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. Examples of each are below:

- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:

- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance

Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link bellow to the Distance Education Handbook:

http://www.uaa.alaska.edu/governance/upload/DE-Faculty-Handbook-V18.pdf

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The
University of Alaska Anchorage
Curriculum Handbook
for
Faculty

Revised June 2013

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Acronym List

BOR	Board of Regents
CAR	Course Action Request
CCG	Course Content Guide
CEU	Continuing Education Unit
GAB	Graduate Academic Board
GER	General Education Requirement
GERC	General Education Review Committee
NWCCU	Northwest Commission on Colleges and Universities
OAA	Office of Academic Affairs
PAR	Program/Prefix Action Request
SAC	Statewide Academic Council
UAA	University of Alaska Anchorage
UAB	Undergraduate Academic Board
US DoE	US Department of Education
USUAA	Union of Students at UAA

Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University's curricular processes.
- The university evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The *Curriculum Handbook* is periodically revised to reflect policy and procedural changes.
- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.
- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the *Curriculum Handbook* describe the University of Alaska Anchorage's process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review
Academic board approval is required for the following:

1. New permanent courses that will appear on the student's transcript with academic credit.
2. New departmental programs such as:
    A. Undergraduate programs
        i. Occupational Endorsement Certificates
        ii. Undergraduate Certificates
        iii. Associate Degrees
        iv. Baccalaureate Degrees
        v. Minors

    B. Post-baccalaureate Certificates

    C. Graduate programs
        i. Graduate Certificates
        ii. Graduate Degrees

    The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

Occupational Endorsement Certificates	29 credits
Certificate	60 credits
Associate Degree	75 credits
Bachelor's Degree	132 credits
Minors	no maximum
Master's Degree	45 credits
Graduate Certificate	29 credits

Post-Baccalaureate Certificate	60 credits
Doctoral Degree	See program requirements

3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.
4. Substantial revision to the academic content of a course including
    A. Additions, modifications or deletions of major subject areas
    B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).
5. Changes having an impact on the study options available to prospective students, including changes to
    A. Selection/admission procedures and standards
    B. Prerequisites, co-requisites, and registration restrictions.
6. Changes responding to the professions, employers, or the wider community.

~~7. Changes resulting from the program's response to academic assessment processes. Please refer to the current Academic Assessment Handbook for additional guidance regarding these activities.~~

~~8.~~7. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.

Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. ***Note: Deans/Directors may require this information for new courses.***

E. Impact on other affected UAA programs and courses

F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review

The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. **Academic considerations for a new course proposal:**
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. **Courses that will become program electives/selectives:**
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. **Courses that will become General Education Requirements (GERs):**

i. Addresses GER student learning outcomes from the GER Preamble
ii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
iii. Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
iv. Provides rationale for adding this course to the GER menu

D. **Resource implication considerations for new course proposals:**
i. Commitment from resource manager to support course offerings
ii. Effects on other offerings within a program or school
iii. Effect on offering other required courses
iv. Effect on electives and selectives
v. If the course was offered as a trial course, the number of times it was offered and the number of enrollments

2.1.3 **Review of Program Proposals**

A. Program description adequately expresses the program characteristics, requirements and student learning outcomes.
B. The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.
C. Needs analysis for the new program is attached.
D. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
E. Possible duplication of an existing program is addressed.
F. All courses used in the creation or modification of a degree or certificate program have current Course Content Guides on file in the Office of the Registrar. These must contain all of the required elements described in Section 9 of this handbook. If courses are ill-defined or outdated they must be revised at the same time or before the program addition or modification is proposed.
G. When proposing multiple certificates in a given discipline their requirements must differ by at least 6 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

2.1.4 **Program Student Learning Outcomes**

A. Program Ss~~s~~tudent ~~l~~Learning ~~o~~Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
B. Program ~~s~~Student ~~l~~Learning O~~o~~utcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
C. Program Ss~~s~~tudent L~~l~~earning O~~o~~utcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
D. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
E. A complete and valid Academic A~~a~~ssessment Plan ~~plan~~ must be ~~presented~~ emailed to the Academic Assessment Committee ~~and the Office of Academic Affairs (OAA)~~ at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. ***Note: Academic boards do not evaluate the Program Student Learning Outcomes or, Academic A~~a~~ssessment Plan~~p~~Plan or resource implications; however the Academic Assessment ~~p~~Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.***

F. If this action requires BOR review, see Regents' Policy and Regulation (www.alaska.edu/bor/policy-regulations/).
G. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.

Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term "faculty initiator" will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

   Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

   New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar's office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school's representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee's review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal. *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

- The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.
- The Governance Office forwards Workforce Credential proposals to OAA for review and approval.
- Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review **must be received in the Governance Office by 9 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. **See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.**

    New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website (www.uaa.alaska.edu/governance) for current dates.

    Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

    New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor's office and to prepared documents notifying NWCCU of the curriculum actions. Note: Workforce Credentials do not require Faculty Senate approval.

20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCUAfter the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 <u>All</u> Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 <u>Only</u>

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.

The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:

1. Contact information, location, and web address
2. General Discipline information
    a. Degree or Certificate program
    b. Overview and career information
    c. Accreditation
    d. Research possibilities
2. Advising
3. Academic Progress Requirements

3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:

1. Title change
2. Course number change at the same level
3. Grammatical change in course description

4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 500-Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.

Justification Proposal

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

Full Proposal

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is be to reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. **Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)**
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. **Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)**
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. **Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)**

(Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. **Identify Several Peer Programs (Maximum of one page)**
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. **Brief Description of the Entry Requirements (Maximum of one page)**
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. **Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)**
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. **Student Services (Maximum of one page)**
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. **Facilities and Resources (Maximum of two pages; to be signed by the Dean)**
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. **Budget and Cost Analysis (Maximum of one page)**
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. **Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)**
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. **Program Catalog Copy**
    (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:

1. **Introduction and Program Overview**
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)

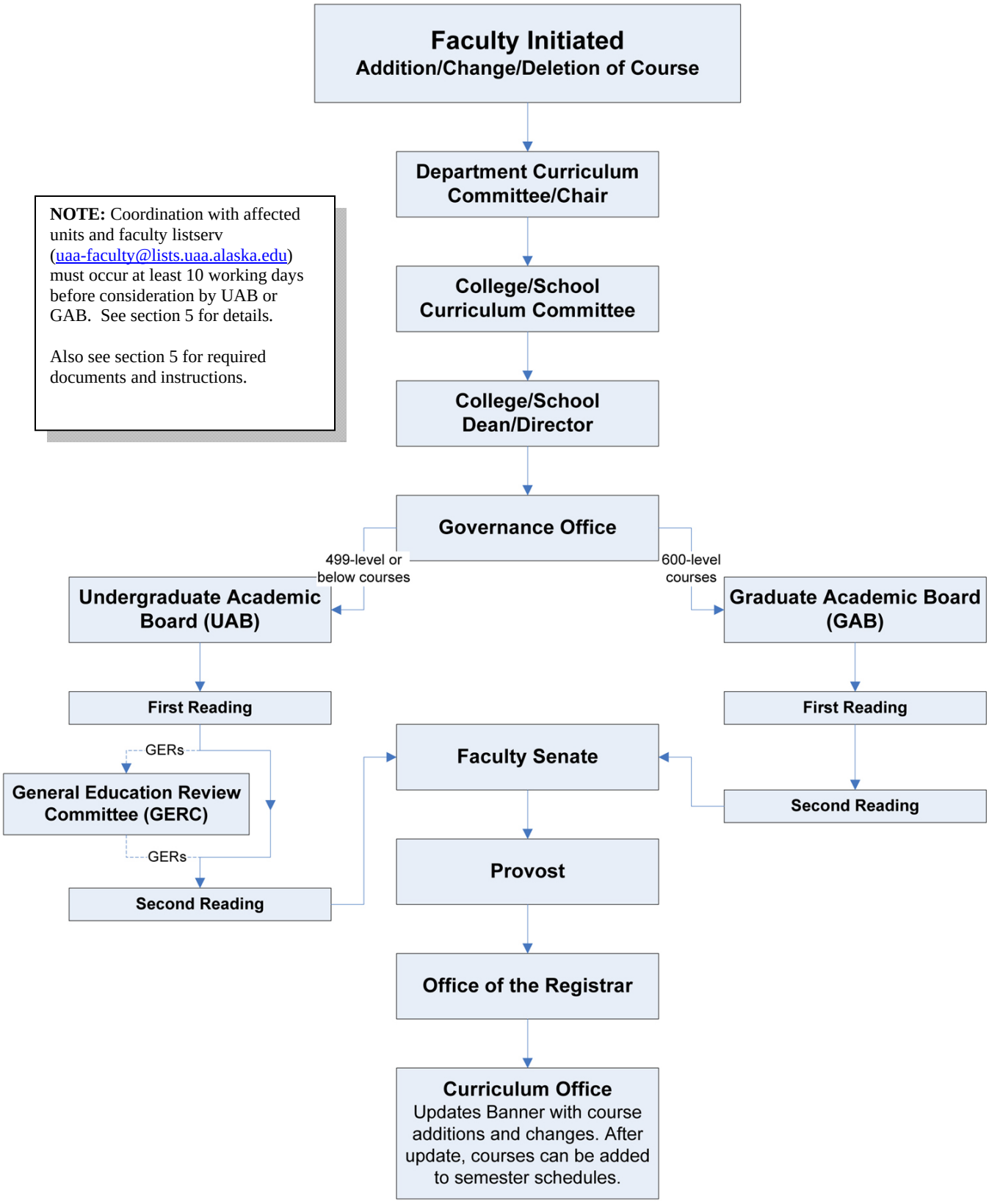
   - Justification on the Basis of Need:
     Found in section _____
   - Justification on the Basis of Prospective Student Demand:
     Found in section _____
   - Identify Several Peer Programs:
     Found in section _____
   - Entry Requirements:
     Found in section _____
   - Faculty Qualifications:
     Found in section _____
   - Student Services:
     Found in section _____
   - Facilities and Resources:
     Found in section _____
   - Budget and Cost Analysis:
     Found in section _____

5. **Curriculum Documents**
   (PAR, Catalog Copy, CARs, and CCGs)

6. ~~**Program**~~ **Academic Assessment Plan**

7. **Board of Regents PAR and Executive Summary**

Figure 3.1: Permanent Academic Course Approval Process



NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.

Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

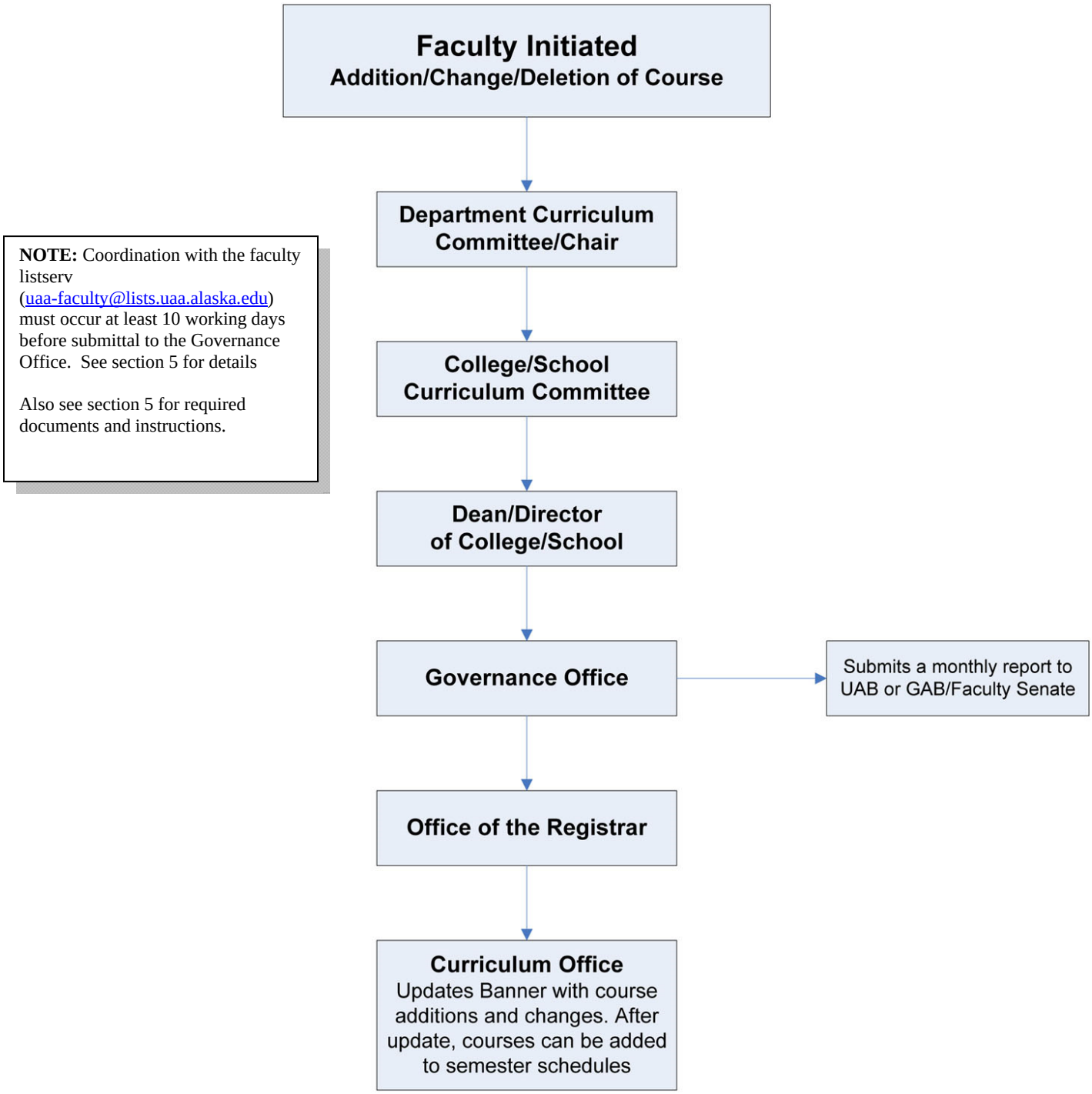


Figure 3.3: Program Approval Process

A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development

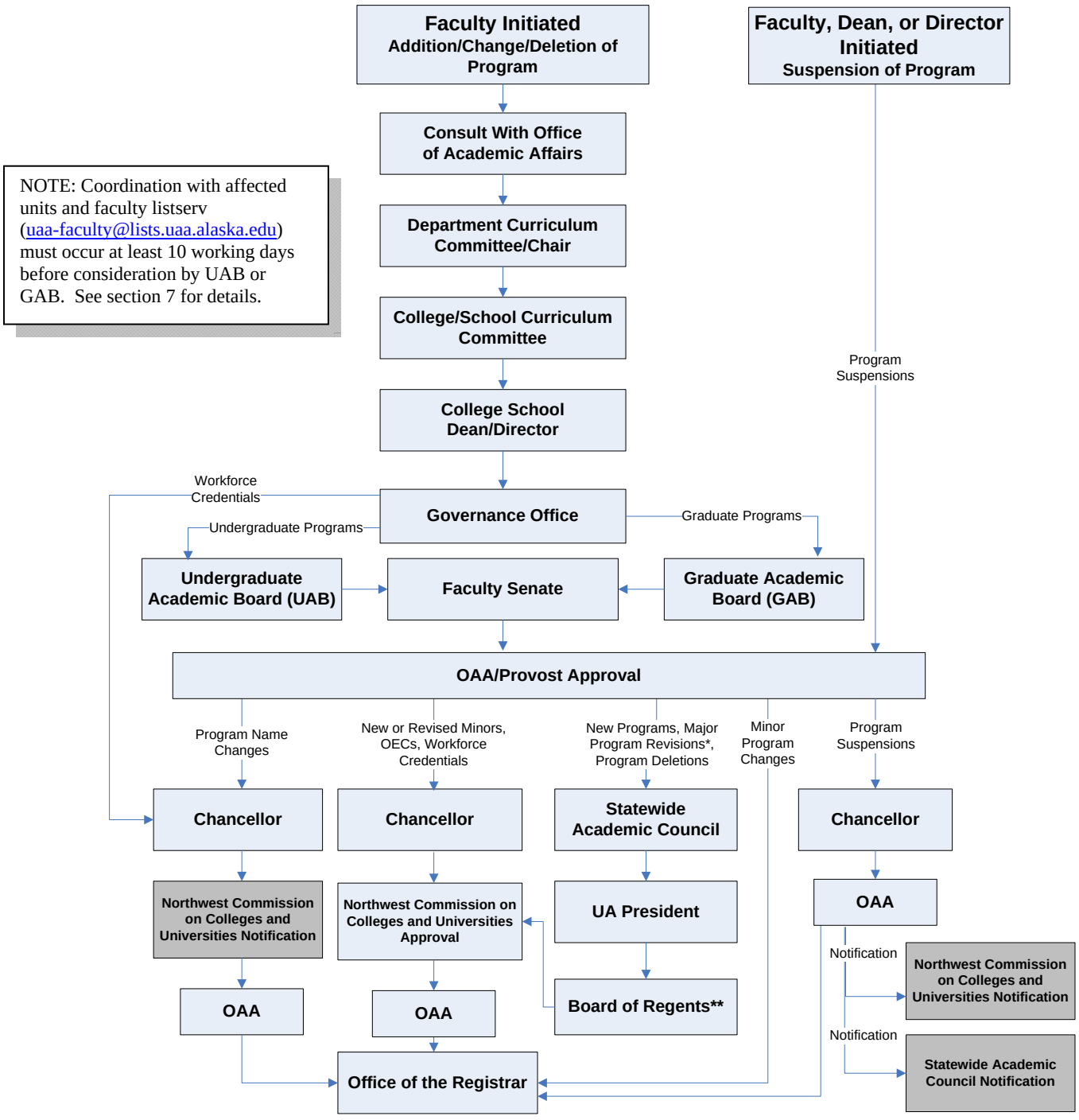


Figure 3.4: Prefix Approval Process

Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.

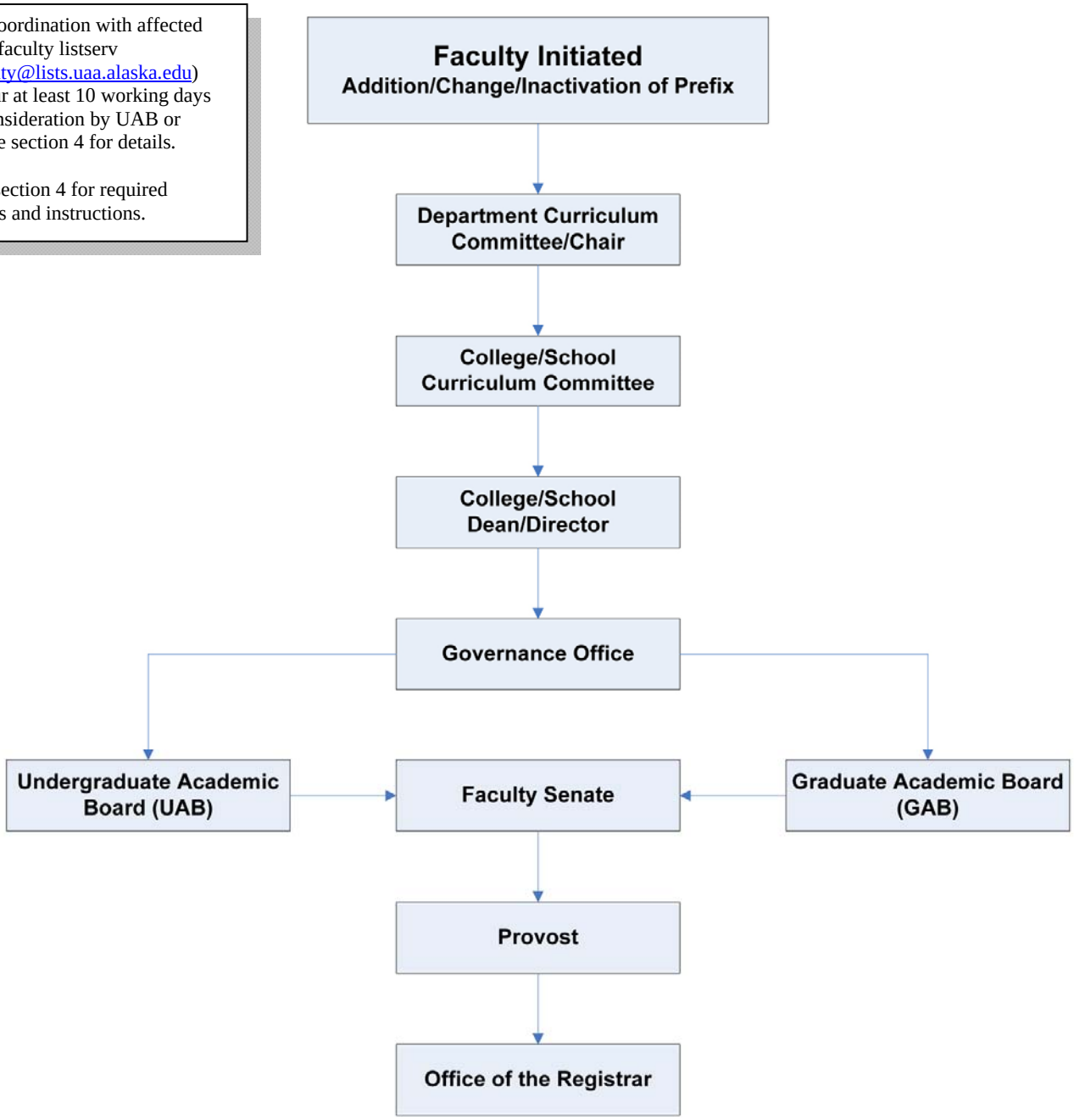


Figure 3.5: Degree and Certificate Suspension Approval Process

A suspension to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.

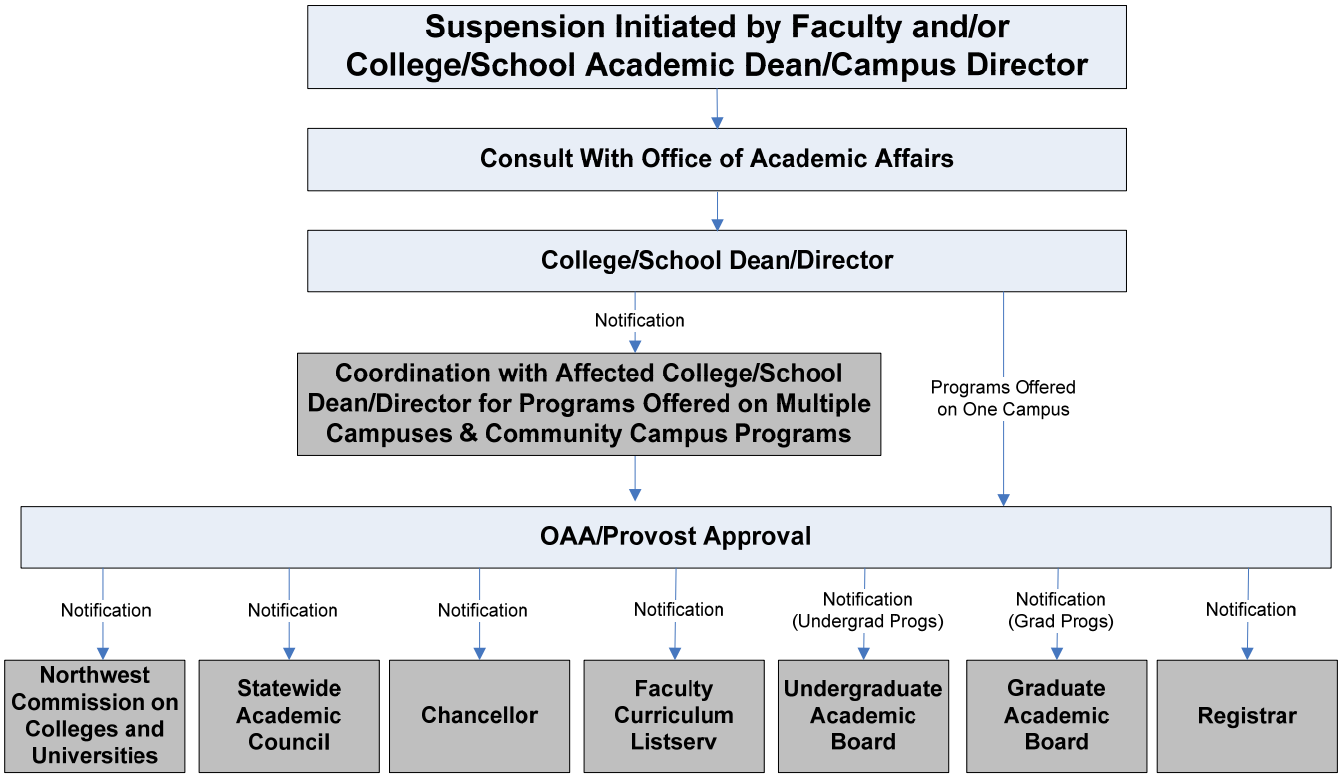
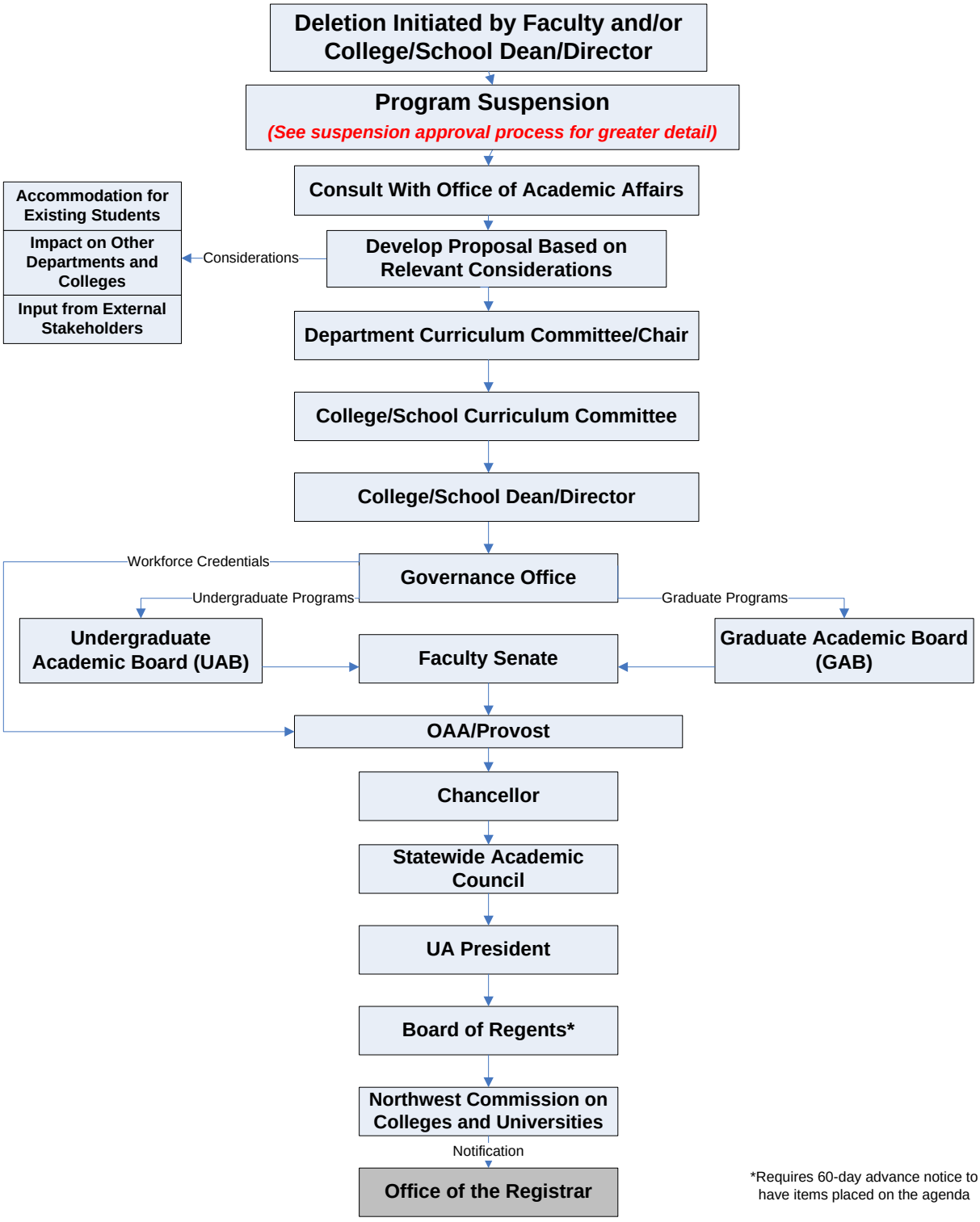


Figure 3.5: Degree and Certificate Deletion Approval Process

A deletion to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.



Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. A cover memo summarizing the proposal.
    b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

       Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

       If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website. (www.uaa.alaska.edu/governance).
2. Coordination should take place early in the curriculum process and consists of two steps:
    a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

       A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as:
        - School and department (PAR boxes 1a and 1b),
        - Prefix (PAR box 2),
        - Type of Action (Add/Change/Delete) (PAR box 4),
        - justification for action (PAR box 8),
        - any other relevant information.

    The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.

4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. A cover memo summarizing the proposal.
    b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

       Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
    c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
2. Coordination should take place early in the curriculum process and consists of two steps:
    a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
        - School and department (PAR boxes 1a and 1b),
        - Prefix (PAR box 2),
        - Type of Action (Add/Change/Delete) (PAR box 4),
        - justification for action (PAR box 8),
        - any other relevant information.

    The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. A cover memo summarizing the proposal.
    b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:

   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, as well as:

      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.

       Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Completed CCG.

    c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)

    d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
    a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

    b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

    c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The coordination email must include contact information as well as:
        - School and department (CAR boxes 1a and 1c),
        - course prefix (CAR box 2),
        - course number (CAR box 3),
        - course title (CAR box 6),
        - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
        - course description (CAR box 15),
        - justification for action (CAR box 19),
        - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). It is suggested that this be done early in the curriculum process.
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).
5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.
6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

    Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Completed CCG.

    c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

    d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
    a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

    A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the

reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

   d. Signed Resource Implication Form (one per discipline).

   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:

   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the

reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2

5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.

       Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.
2. When Filling out the CAR, only the following boxes need to be completed:
    - Course Prefix (Box 2)
    - Course Number (Box 3)
    - Complete Course Title (Box 6)
    - Type of Action (Box 8)
    - Implementation Date (Box 11)
    - Cross Listed or Stacked (Box 12)
    - Coordination Email Date (Box 13b.)
    - Justification for Action (Box 19)

3. Coordination should take place early in the curriculum process and consists of two steps:
    a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

       A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

       Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.

    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

4. **Purge List**
   A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

5. **GER Course Purge List**
   UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER .

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   - Inter MAU coordination to facilitate transfer between campuses.
     - Courtesy coordination is recommended to determine potential transfer conflicts.

- Check other campus' catalogs to see if they have a course with the same prefix and number.
- If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA, The registrar's office can provide assistance with course number suggestions.
- If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.

- The appropriate GER template must be applied (www.uaa.alaska.edu/governance/)
- Addresses appropriate GER student learning outcome(s) from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

- Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
- Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
  - **Oral communication skills**. Students:
    - develop both their message creation and message interpretation skills in order to be more successful communicators.
    - develop an awareness of the role of communication in a variety of human relationships.
    - develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.
  - **Quantitative skills**. Students:
    - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
    - correctly explain their mathematical reasoning.
  - **Written communication skills**. Students:
    - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
    - write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
    - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.

- demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

- **Fine arts**. Students should be able to:
  - identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
  - interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

- **Humanities.**

  Students who complete a **content-oriented** course in the humanities should be able to:
  - identify texts or objects, place them in the historical context of the discipline,
  - articulate the central problems they address and provide reasoned assessments of their significance.

  Students who complete a **skills oriented** humanities course in **logic** should be able to:
  - identify the premises and conclusions of brief written arguments,
  - evaluate their soundness or cogency, and recognize common fallacies.
  - use a formal technique to determine the validity of simple deductive arguments and
  - evaluate the adequacy of evidence according to appropriate inductive standards.

  Students who complete a **skill-oriented** humanities course in a **language** should:
  - demonstrate proficiency in listening, speaking and writing.

- **Natural sciences**. Student will:
  - Be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
  - demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  - demonstrate a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

  Students completing the laboratory class will:
  - demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
  - critically observe materials, events or processes, and
  - accurately record and analyze their observations.

Social sciences. Students will be able to:
- describe the discipline she or he has studied and discuss the key principles or themes that unify it.
- describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research.
- demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
- explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of

research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

Integrative capstone. Students must:

- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

- Provides rationale for retaining or adding this course to the GER menu
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

   a. Signed CAR.

      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).

   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:

   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:

      - School and department (CAR boxes 1a and 1c),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),

- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.
5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The purge list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not 'substantially alter the student learning outcomes of the program'

Also refer to UA Regulation 10.04.02 *www.alaska.edu/bor/policy-regulations/*

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by t SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.
OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs(*ayoaa@uaa.alaska.edu*).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
    a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.

       Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance) under Quick Links.

    c. All course CARs and CCGs for new and revised courses.

    d. Four-Year Course Offering Plan for the program.

    e. Signed Resource Implication Form.

    f. Signed Fee Request Form (for new, deleted or revised fees).

    g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
    a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.

    b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as:

        - School and department (PAR boxes 1a and 1b),

- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

"MATH A or any MATH course for which MATH A is in the prerequisite chain."

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

"ENGL A111 or ENGL A1W- Written Communication GER."

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

"Oral Communication Skills GER."

Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. **Schools/colleges are encouraged to contact OAA early in the approval process.** ***Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu)for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.***

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master's Degrees except as noted.

Also refer to UA Regulation 10.04.02 ***www.alaska.edu/bor/policy-regulations/***

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:

    a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

    b. Collaboration with other universities and community colleges within the UA system.

    c. History of the development of the proposed program or program changes.

    d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.

e. State needs met by the proposed program.

f. Availability of appropriate student services for program participants.A schedule for implementation of the program.

g. Student opportunities, student learning outcomes, and enrollment projections.

h. Rationale for the new program and educational objectives, program student learning outcomes, and plans for assessment.

i. Opportunities for research and community engagement for admitted students.

j. Faculty and staff workload implications.

k. Fiscal Plan for the proposed program

l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.

m. New facility or renovated space requirements.

n. Concurrence of appropriate advisory councils.

2. **The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.**

a. Four-Year Course Offering Plan for the Program.

b. A budget worksheet.

c. Board of Regents Program Action Request Form

d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by- SAC and BOR.

e. Resource Implication Form and a signed Fee Request Form (if needed).

f. An Academic Assessment Plan ~~student learning outcomes assessment plan~~ for review by the Academic Assessment Committee.

g. A risk management plan where required. This is developed in conjunction with the program's Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. **In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):**

a. A cover memo summarizing the proposal.

b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.

5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.

    a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.

    b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. **The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.**

    a. Four-Year Course Offering Plan for the Program.

    b. A budget worksheet.

    c. Board of Regents Program Action Request Form

    d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac/) and the Board of Regents.

    e. Resource Implication Form and a signed Fee Request Form (if needed).

    f. An ~~student learning outcomes assessment plan~~ Academic Assessment Plan for review by the Academic Assessment Committee.

    g. A risk management plan where required. This is developed in conjunction with the program's Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. **In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):**

    a. A cover memo summarizing the proposal.
    b. The full proposal document outlined in section 3.8

    c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

    Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

    d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word

copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

e. CARs and CCGs for all new and revised courses.

7.5 Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

The following steps should be followed when suspending admissions to a program:

1. **Program Suspension:** Academic dean/campus director submits a memo to the provost requesting suspension of admission. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impact on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student's catalog year, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification:** Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
    a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.
    b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification:** Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require *notification* to these bodies, not approval.

4. **Administrative Protocols:** The following are non-curricular considerations for program suspension.
    a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
    b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.

7.6 Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
    a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. *OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.*
    a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impact on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
    b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student's catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
    c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a *program change* so that deletion of the existing program and initiation of its replacement are approved simultaneously.

    The following documents must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all program deletion proposals (uaa_gov@uaa.alaska.edu):

    a. A cover memo summarizing the proposal. A cover memo template can be found on the Governance curriculum website (www.uaa.alaska.edu/governance/coordination/index.cfm).

    b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

    Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

Departments are also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the program deletion. The email must include contact information, as well as:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
    a. *Note: Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.*

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
    a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
    b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
    c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.

Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor's Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.

Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. **The date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**

A. ***College or School*** – Choose from the following the school or college initiating action:

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CH	College of Health
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HC	University Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

B. ***Course Prefix*** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. *See instruction on the PAR form regarding requesting a new prefix.*

C. ***Course Number*** (for a new course, contact the Office of the Registrar for a number)

i. **Reuse of Course Number Rule:** *When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.*

ii. **Types of Courses**

a. ***Academic Courses:*** Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- ***Lower division courses usually taken by freshmen and sophomores***
  A100-A199: Freshman-level, lower division courses.
  A200-A299: Sophomore-level, lower division courses

- ***Upper division courses usually taken by juniors and seniors***
  A300-A399: Junior-level, upper division courses
  A400-A499: Senior-level, upper division courses

- ***Graduate-level courses***
  A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

b. ***Preparatory/Developmental Courses***
   A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

c. ***Noncredit Courses***
   A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

d. ***Continuing Education Unit (CEU) courses***
   AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

e. ***Professional Development Courses***
   A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

iii. **Course Numbers: Second and Third Digits –** The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: A generic "umbrella" course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

-92 Seminar or Workshops:

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and

information in a given field.

-93 ***Special topics***: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 ***Trial*** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 ***Internship and Practicum***

Internship: A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student's achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 ***Independent study****:* Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 ***Individual research****:* Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 ***Thesis****:* Involve writing and/or completion of a thesis by the student.

D. ***Number of Credits/CEUs and Contact Hours*** – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

i. **Summary**

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course) *or* 2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course) *or* 3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)
(Lecture + Laboratory)	=	refers to the number of contact hours for lecture and laboratory ***per week based on a 15-week semester***

ii. **Examples**

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- **(0+9)** = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. **CEU –** The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

0.1 CEU	=	1 hour of instruction and no additional hours of work for the course.
1 CEU	=	10 hours of instruction and no additional hours of work for course.
1.5 CEUs	=	15 hours of instruction and no additional hours of work for course.
3.5 CEUs	=	20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs	=	20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. **Minimum Course Length (Compressibility Policy) –** The Compressibility Policy states, "Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days)." Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. ***Course Title*** – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. ***Grading Basis*** – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. ***Implementation Date*** – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

- Careful consideration needs to be given to permanent courses affecting degrees and certificates.

- Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes.

H. ***Cross Listing*** (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.

iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

v. When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix's section, including additions, changes and deletions.

I. ***Stacking*** (if applicable)

i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.

ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

iii. Courses may not be stacked informally for scheduling purposes.

iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.

v. Courses that are at the 500 level may not be stacked with any other course.

vi. If stacking status is requested, rationale must be provided.

vii. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. *If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom.*

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

i. ***Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?***
It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

ii. ***Is the course format predominantly discussion- or seminar-based?***
This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

iii. ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***

a. *Is the PRIMARY source of information/reading the primary research literature of the field?*
This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

b. *Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?*
This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student's own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

Student Learning Outcomes	Typical Assessments
demonstrate the ability to conduct a literature search on the course topic material	written critical reviews and/or oral presentation of literature reviews
Synthesize research fields	comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student
Integrate course material into experimental design	Written formal research grant proposals, oral or written presentation of the how the course material informs the student's own thesis research
Integrate and apply the course material at advanced levels	Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data
Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.	Observed teaching exercises, teaching evaluations, performance of their students on examinations

J. ***Course Description*** – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., "*May be repeated for credit with a change in subtitle*," or "*Offered Spring Semesters"*).

K. ***Course Attributes*** (GER if applicable)

L. ***Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s)*** – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite; registration restriction, etc indicated on the CAR will be automatically enforced through Banner.

i. **Course Prerequisite** – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which **may** be taken concurrently must also be included in this area (this differs from a co-requisite which **must** be taken concurrently).

Test Scores – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

ii. **Corequisites** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

iii. **Other Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission[a], major[b], class standing[c], or level[d]). Must be enforced by the program/department/ instructor.

[a] College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
[b] Major – identifies a major which a student must have declared in order to enroll in the course
[c] Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).
[d] Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee:** Yes or No – Indicates that there are student fees associated with the course.

Note: The sections of the CAR referenced above and the CCG must match word for word.

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

Course Level Expectations for Academic Course Levels – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:

A. ***Lower Division Courses***

A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. ***Upper Division Courses***

Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. ***Graduate-Level Courses***

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor's degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. "Admission to **** degree/certificate program" or "Graduate Status" where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. "Graduate Status."

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

a. Competence in a specialized field of knowledge

b. Extensive experience with specialized client relationships

c. Application of expert knowledge within a recognized professional practice

d. Analysis and synthesis of primary scholarship or research

e. Self-directed written research projects

f. Mastery of theoretical knowledge

Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. **Instructional Goals and Student Learning Outcomes**

A. ***Instructional Goals:*** Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

B. ***Student Learning Outcomes:*** Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. ***Goals and Student Learning Outcomes:*** Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. **Guidelines for Evaluation or Assessment Methods**

A. Program Student learning outcomes ~~for programs~~ and their assessments are treated in detail in the program's Academic Assessment Plan. This plan is evaluated for new and modified programs.

B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

Note: All academic programs at UAA are assessed. Student learning outcomes for courses should be compatible with ~~p~~Program ~~S~~student ~~L~~learning ~~O~~outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program's assessment procedures, see the college assessment coordinator.

Example 1

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	**Measures**
Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.	Performance on two separate short papers criticizing published arguments on both sides of a controversial issue.
Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards	Performance on practical project assigned in lab. Performance on projects assigned during internship
Students demonstrate skill in the use of various media in the artistic expression of human emotion	Peer and faculty review and rating according to established departmental criteria of studio projects in at least three types of media.
Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.	Demonstration of successful functioning of the system through simulation or mock-up.

Example 2

Instructional Goals:
This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:

1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.

2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

Student Learning Outcomes:
After completing this course, the student will be able to:

1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering "algorithmic" questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

Assessment Measures:
Various assessment tools can be used at the instructor's discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **Topical course outline (not a syllabus) –** List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

   For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. **Suggested text(s) –** Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

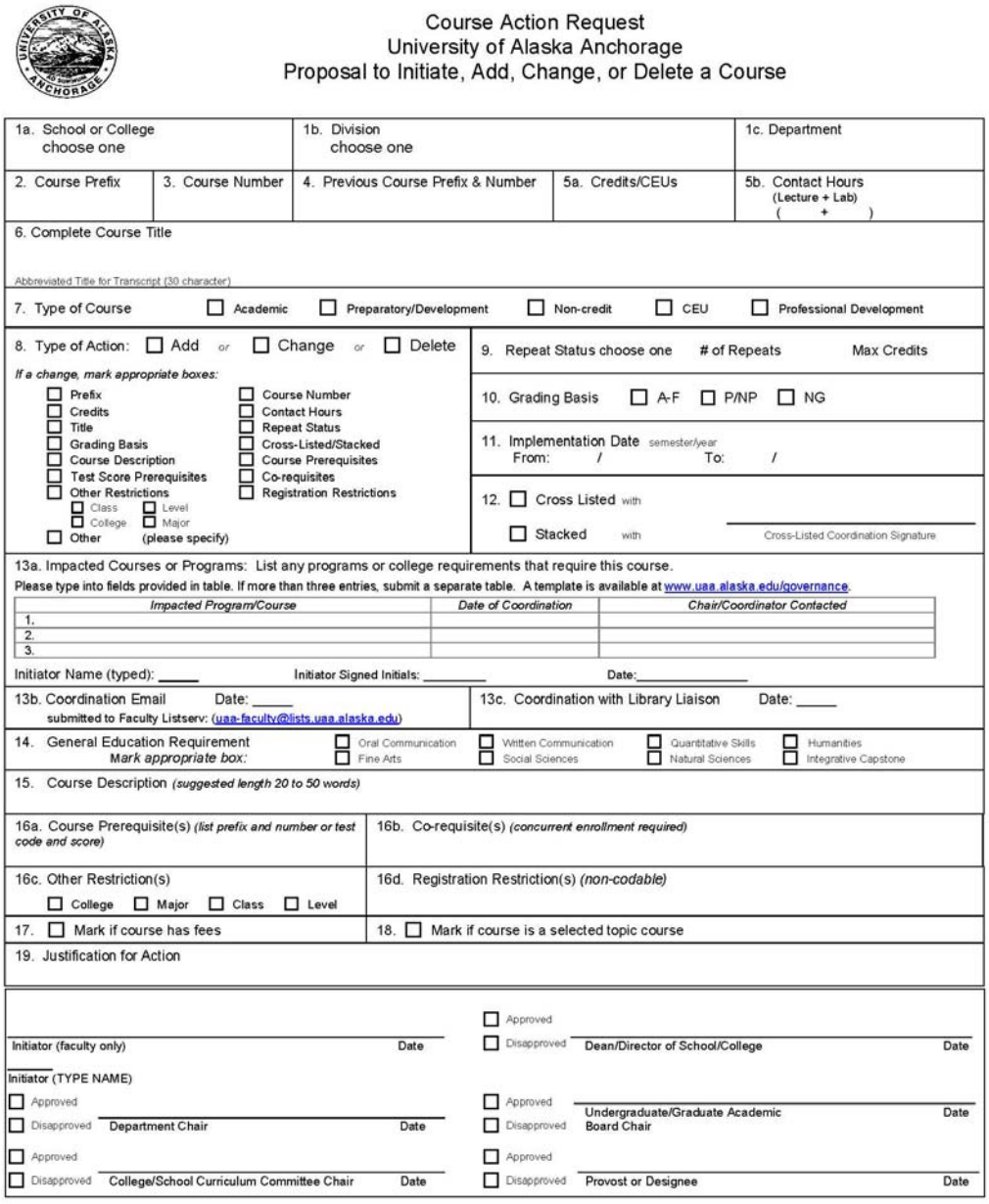
8. **Bibliography –** Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

   Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.

Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form



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

1a. School or College choose one		1b. Division choose one		1c. Department
2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab) (+)

6. Complete Course Title

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
☐ 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 (please specify)

9. Repeat Status choose one # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year From: / To: /

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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1.		
2.		
3.		

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____

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

13c. Coordination with Library Liaison Date: _____

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)*

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*

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

16c. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Initiator (faculty only) Date

Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chair Date

☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved Provost or Designee Date

10.2 Instructions for Completing the CAR

Box 1a. School or College

Choose from the drop-down menu the school or college initiating action.

AA Academic Affairs
AS College of Arts and Sciences
CB College of Business and Public Policy
CH College of Health
CT Community and Technical College
EA College of Education
EN School of Engineering
HC University Honors College
KP Kenai Peninsula College
KO Kodiak College
MA Matanuska-Susitna College

Box 1b. Division

Using the drop-down box, insert the division initiating action. ***Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.***

College of Arts and Sciences

AFAR Division of Performing and Fine Arts
AHUM Division of Humanities
AMSC Division of Mathematical and Natural Sciences
ASSC Division of Social Sciences

College of Business and Public Policy

ADBP Division of Business Programs
ADEP Division of Economics and Public Policy

Community and Technical College

AAVI Division of Aviation Technology
ABCT Division of Computer Networking and Office Technologies
ACAH Division of Culinary Arts and Hospitality
ACDT Division of Construction and Design Technology
ADCE Division of Community Education
ADTP Division of Transportation and Power
ADVE Division of Career and Technical Education
APER Division of Physical Education and Recreation
APRS Division of Preparatory Studies

College of Education

No Division Code

School of Engineering

No Division Code

College of Health

AHLS Division of Health and Safety
ADHS Division of Human Services and Health Sciences
ADSN Division of Nursing
AJUS Division of Justice
ASWK Division of Social Work

Box 1c. Department

Insert department initiating action. ***Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.***

Box 2. Course Prefix

Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. *See instruction on the PAR form regarding requesting a new prefix in Section 11.*

Box 3. Course Number

Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: *When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.*

1. **Types of Courses**

A. ***Academic Credit Courses***

Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

i. ***Lower division courses usually taken by freshmen and sophomores***

A100-A199: Freshman-level, lower division courses.
A200-A299: Sophomore-level, lower division courses

ii. ***Upper division courses usually taken by juniors and seniors***

A300-A399: Junior-level, upper division courses
A400-A499: Senior-level, upper division courses

iii. ***Graduate-level courses***

A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

B. ***Preparatory/Developmental Courses***

Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

C. ***Noncredit Courses***

A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. ***Continuing Education Unit (CEU) courses***

AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. ***Professional Development Courses***

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. **Course Numbers: Second and Third Digits**

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 ***Selected topics:*** These are a generic "umbrella" course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

-92 ***Seminar or Workshops***

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and information in a given field.

-93 ***Special topics***: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 ***Trial*** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

-95 ***Internship and Practicum***

Internship: A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student's achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 ***Independent study:*** Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 ***Individual research****:* Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 ***Thesis****:* Involve writing and/or completion of a thesis by the student.

Box 4. Previous Course Prefix & Number

Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert "N/A." or if the prefix and the number has not changed, insert "N/A."

Reinstatement of a course
When an inactive course is being reinstated with the same course prefix and number, place the word *Reinstate* in box 4. In box 8, Type of Action, select *change*.

Box 5a. Credits/CEUs

Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)

Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action ") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. **Summary**

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course)
	or	
		2 contact hours per week of supervised laboratory (or practica) if

		outside work is needed (30 contact hours for the course)
	or	
		3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)
(Lecture + Laboratory)	=	refers to the number of contact hours for lecture and laboratory ***per week based on a 15-week semester***

2. **Examples**

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. **The CEU**

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

0.1 CEU	=	1 hour of instruction and no additional hours of work for the course
1 CEU	=	10 hours of instruction and no additional hours of work for course
1.5 CEUs	=	15 hours of instruction and no additional hours of work for course
3.5 CEUs	=	20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
2 CEUs	=	20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. **Minimum Course Length (Compressibility Policy)**

The Compressibility Policy states: "Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days)." Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will

appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course

Identifies type of course offered.

1. **Academic Courses (numbered 100-499 and 600-699)**
    A. ***Program Requirement*** **-** A credit course specifically required by degree, certificate, or a Minor program.
    B. ***Program Selective*** **-** A credit course within a group of courses from which a student is required to select.
    C. ***General Education Requirement*** **-** A credit course that is approved to fulfill part of the general education distribution requirements of the University.
    D. ***Elective*** **-** A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.
2. **Preparatory/Developmental Courses (050-099):** Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).
3. **Nondegree Courses**
    A. ***Noncredit Courses (000-049)*** **-** These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
    B. ***CEUs (denoted by "AC" rather than just "A" before course number)*** **-** A course that provides further development of a trade, profession, or personal improvement.
    C. ***Professional Development Courses (A500-A599)*** **-** Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action

Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status

Identifies the Repeat Status of the course.

- ***Yes*** means the course may be repeated for credit
- ***No*** means it cannot be repeated for credit

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.

The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

Example
HIST A390 3 credits
Repeat Status: Yes **Number of Repeats**: 1 **Max Credits**: 6

Box 10. Grading Basis

Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

Box 11. Implementation Date

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. Courses

The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. Program or Academic Policy

The overall principles affecting the date for implementation of academic policy or program change include the following:

A. ***Students must receive adequate notice of a program change.***

B. ***Staff must have adequate time to implement the change effectively.***

Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 12. Cross-Listed or Stacked

1. Cross-listed

A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

B. Each cross-listed course must have a separate CAR for each prefix.

C. Everything except the course prefix must be identical.

D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.

E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.

F. When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, ART/JPC A324 is listed both under Art and Journalism and Public Communications.

2. Stacked

A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.

B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

C. Courses may not be stacked informally for scheduling purposes.

D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.

E. Courses at the 300 level may not be stacked with 600-level courses.

F. A500-A599 level (professional development) courses may not be stacked with any other course

G. If stacking status is requested, rationale must be provided.

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)

Box 13a. Impacted Courses or Programs

Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:

1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance)

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar's website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. **You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in**.

Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a. spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

Courtesy Coordination
Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation.

Items that are NOT entered into Box 13a.

- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** *program selective* - A credit course within a group of courses from which a student is required to select.

Example of Box 13a (Coordination and Courtesy Coordination)

CIS A330 (Database Management Systems)

Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted
Global Logistics and Supply Chain Management, BBA	3/25/2011	Philip Price
Business Computer Information Systems, AAS	3/25/2011	Minnie Yen
Management Information Systems, BBA	3/25/2011	Minnie Yen
Computer Information Systems, Minor	3/25/2011	Minnie Yen
CIS A360	3/25/2011	Minnie Yen
CIS A410	3/25/2011	Minnie Yen
CIS A430	3/25/2011	Minnie Yen
Computer Science BA, BS	3/25/2011	Sam Thiru

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

Box 13b. Coordination Email Submitted to Faculty Listserv

Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

Box 13c. Coordination with Library Liaison

The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14. GERs

Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. Course Description

Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. "*May be repeated for credit with a change in subtitle,"* or "*Offered Spring Semesters"*).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type "see attached catalog copy" in the box.

Box 16a. Course Prerequisite (s)

Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.

A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language "or concurrent enrollment." This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

ECON A429 (Business Forecasting)
{CIS A110, BA A273, and [BA A377 or ECON A321]} with minimum grade of C]

EDFN A303 (Foundations of Teaching and Learning)
[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II)
[EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition)
[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems)
FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment
PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar's Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

Test Scores:
Identify test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specifically test scores are not required. It is assumed that faculty may waive the requirement.

Courses wishing to implement placement test scores as part of pre-requisite checking should indicate "or appropriate placement score." There should also be an attached memo for each CAR indicating what the appropriate placement score is. If a change occurs to the cut score, the department will need to submit a memo to the Office of the Registrar and the Governance Office which would outline the new cut scores and list specifically which courses are impacted.

Box 16b. Corequisite(s)

Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include "or" in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).

Box 16c. Other Restriction(s)

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission[a], major[b], class standing[c], or level[d]). The name of the college or school, major, class standing, or level required should be specified in Box 16d. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

[a] College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

[b] Major – identifies a major which a student must have declared in order to enroll in the course

[c] Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

[d] Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16d. Registration Restriction(s)

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box 17. Mark if Course Has Fees

Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as "Special Fees," and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

Box 18. Mark if Course is a Selected Topic Course

Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

Box 19. Justification for Action

For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.

Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

11.1 The PAR Form

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

1a. School or College choose one	1b. Department
2. Complete Program Title/Prefix	
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: CHOOSE ONE This program is a Gainful Employment Program: ☐ Yes or ☐ No	
4. Type of Action: **PROGRAM** ☐ Add ☐ Change ☐ Delete **PREFIX** ☐ Add ☐ Change ☐ Inactivate	
5. Implementation Date (semester/year) From: / To: /	
6a. Coordination with Affected Units Faculty Initiator Name (typed): _____	Department, School, or College: Faculty Initiator Signed Initials: _____ Date:_____
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: _____	
6c. Coordination with Library Liaison Date: _____	
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function	
8. Justification for Action	

_____ Initiator (faculty only) Date	☐ Approved ☐ Disapproved _____ Dean/Director of School/College Date
_____ Initiator (TYPE NAME)	
☐ Approved ☐ Disapproved _____ Department Chair Date	☐ Approved ☐ Disapproved _____ Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved _____ College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved _____ Provost or Designee Date

11.2 Instructions for Completing the PAR

Box 1a. School/College

Using the drop-down box, insert school or college initiating action.

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CH	College of Health
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HC	University Honors College
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

Box 1b. Department

Insert department initiating action. ***Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.***

Box 2. Complete Program Title/Prefix

Insert full title of the proposed program or prefix.

Box 3. Type of Program

Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the "Yes" box; otherwise, check the "No" box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program's status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action

Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date

Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.

Generally this is interpreted to mean that program/prefix changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 6a. Coordination with Affected Units

Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

- The purpose of coordination is to:
    A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.

    B. Encourage collaboration among all academic units.

    C. Maintain and improve quality of program offerings.

- An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.

- Coordination with affected units is required in the following cases:

    A. When the program, courses, or content proposed bridges material regularly included in other disciplines.

    B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.

    C. When the proposed program can reasonably be expected to use courses offered by other disciplines.

    D. When a subsequent allocation of resources resulting from the proposal will impact the unit's ability to deliver academic courses required in other programs.

- Coordination should be initiated very early in the program development process – before finalization of the proposal.

- Coordination includes:

    A. Sending proposal to department chairs of affected units

    B. Actively seeking collaboration, comments and suggestions

    C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.

- After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator's name; write in the faculty initiator's initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv

Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison

Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/about/directory/liaisons.php), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 7. Title and Program Description

Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action

Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.

Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

Basic Format:

Department Name
Contact information, location, web address

1. General discipline information
   - A. Degree or Certificate program name and description
   - B. Overview and career information
   - C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.
   - D. Honors: Header in the catalog should read: "Honors in *Discipline*", e.g., Honors in English.
   - E. Accreditation
   - F. Research possibilities
   - G. Gainful Employment statement (if needed)
2. Admission Requirements
   - A. Preparation
   - B. Pre-major
   - C. Major
3. Advising
4. Academic Progress Requirements
5. Graduation Requirements
   - A. General University
   - B. General Education Requirements (GERs)
   - C. College
   - D. Major degree requirements
   - E. Other graduation requirements
6. Faculty

Notes for creating and submitting catalog copy:

- ***You must use the Word formatted catalog copy available at www.uaa.alaska.edu/governance/.***
- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.
- Within a department or discipline, the order of undergraduate programs should be:
  1. Honors
  2. Occupational endorsement certificates

3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:

1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an "or" appears (and nothing else). This is what it should look like:

Upper Division Biology (choose one of the following)		**3-4**
BIOL A310	Principles of Physiology (3)	
	or	
BIOL A415	Comparative Animal Physiology (4)	
	or	
BIOL A461	Molecular Biology (3)	
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Laboratory	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Laboratory	1
CHEM A253	Principles of Inorganic Chemistry	3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.

EXAMPLE 1:

Be sure to check the address and contact information

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska's context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students' development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students' learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.

4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate's readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Admission Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department's published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
9. A current Student Teaching Authorization Certificate is necessary for Internship.

Academic Progress

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

D. Liberal Studies Area

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

Sciences Core (15-24 credits)

LSIS A102	Origins: Earth-Solar System-Life (5)	5-8
	or	
GEOL A111	Physical Geology (4)	
	and one of the following lecture/lab combinations:	
ASTR A103	Solar System Astronomy (3)	
	and	
ASTR 103L	Solar System Astronomy Laboratory (1)	
	or	
ASTR A104	Stars, Galaxies and Cosmology (3)	
	and	
ASTR A104L	Stars, Galaxies and Cosmology Laboratory (1)	
LSIS A201	Life on Earth (5)	5-8
	or	
BIOL A102	Introductory Biology (3)	
	and	
BIOL A103	Introductory Biology Laboratory (1)	
	and one of the following:	
BIOL A115	Fundamentals of Biology I (4)	
	or	
BIOL A116	Fundamentals of Biology II (4)	
LSIS A202	Concepts and Processes: Natural Sciences (5)	5-8
	or	
CHEM A103	Survey of Chemistry (3)	
	and	

If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.

If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.

Separate the two electives with an "or" on its own line.

CHEM A103L	Survey of Chemistry Laboratory (1)	
	and one of the following lecture/lab combinations:	
PHYS A115	Physical Science (3)	
	and	
PHYS A115L	Physical Science Laboratory (1)	
	or	
PHYS A123	Basic Physics I (3)	
	and	
PHYS A123L	Basic Physics I Laboratory (1)	

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250	The Rise of Civilization (3)	3
	or	
HIST A390A	Themes in World History (3)	
HIST A131	History of United States I (3)	3
	or	
HIST A132	History of United States II (3)	
	or	
HIST A355	Major Themes in US History (3)	
EDSE A212	Human Development and Learning (3)	3
	or	
ENGL A201	Masterpieces of World Literature I (3)	
	or	
ENGL A202	Masterpieces of World Literature II (3)	
HUM A211	Introduction to Humanities I (3)	3
	or	
HUM A212	Introduction to Humanities II (3)	
	or	
HNRS A192	Honors Seminar: Enduring Books (3)	
LSSS A111	Cultural Foundations of Human Behavior (3)	3
	or	
HNRS A292	Seminar in Social Science (3)	
	or	
ANTH A202	Cultural Anthropology (3)	
LSIC A231	Truth, Beauty, and Goodness (3)	3
	or	
PHIL A301	Ethics (3)	
LSSS A311	People, Places, and Ecosystems	3
	or	
ENVI A211	Environmental Science: Systems and Processes (3)	
LSIC A331	Power, Authority, and Governance (3)	3
	or	

ENGL A121 Introduction to Literature (3) 3

Double-check all course titles. They must exactly match the full titles published in the catalog course name.

SOC/PS A351	Political Sociology (3)	
LSSS A312	Individuals, Groups, and Institutions (3)	3
	or	
PSY A111	General Psychology (3)	
	and	
SOC A101	Introduction to Sociology(3)	
	or	
SOC A375	Social Psychology (3)	
	or	
PSY A375	Social Psychology (3)	
LSIC A332	Science, Technology and Culture (3)	3

Select one course from fine arts GERs 3

Mathematical Skills (9-13 credits)

MATH A205	Communicating Mathematical Ideas	3
	and	
STAT A252	Elementary Statistics (3)	3-4
	or	
STAT A253	Applied Statistics for the Sciences (4)	
	and	
Select one additional course from quantitative skills GERs		3-6

All required courses have the credits aligned to the right.

Groups of electives have the required course number listed to the right, and...

Elective course credit amounts are shown in parentheses after the course name.

Oral and Written Communication Skills (9 credits)

Select one course from oral communication GERs 3

Select two courses from written communication GERs 6

E. Major Requirements

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (22 credits)

EDEC A242	Family and Community Partnerships (3)	3
	or	
HNRS A310	Community Service: Theory and Practice (3)	
EDEL A205	Becoming an Elementary Teacher	2
EDFN A206	Introduction to Assessment in Education	1
EDFN A300	Philosophical and Social Context of American Education (3)	3
	or	
EDFN A304	Comparative Education (3)	
EDFN A301	Foundations of Literacy and Language Development	3
EDFN A302	Foundations of Educational Technology	2
EDEL A392	Elementary Education Seminar I: Culturally Responsive Teaching	2

EDFN A478	Issues in Alaska Native Education, K-12	3
EDSE A482	Inclusive Classrooms for All Children	3

2. Complete the following methods courses (18 credits)

EDEC A106	Creativity and the Arts in Early Childhood	3
EDEL A325	Teaching Literacy in Elementary Schools	6
EDEL A327	Teaching Social Studies in Elementary Schools	2
EDEL A426	Teaching Mathematics in Elementary Schools	3
EDEL A428	Teaching Science in Elementary Schools	2
PEP A345	Incorporating Health and Physical Activity into the Pre-K-6 Classroom	2

***Concurrent enrollment in multiple courses is required. See an advisor for details.*

3. Complete the following field experiences and internship (16-19 credits)

EDEL A395	Elementary Education Practicum I: Literacy and Social Studies	2
EDEL A492A	Elementary Education Seminar II: Learning Environment	2
EDEL A492B	Elementary Education Seminar III: Teaching Capstone	3
EDEL A495A	Elementary Education Practicum II: Learning Environment, Mathematics, Science	3
EDEL A495B	Elementary Education Internship	6-9
	or	
For Honors Option Senior Requirement:		
HRNS A499	Thesis (3)	
	and	
EDEL A495B	Elementary Education Internship (6)	

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

BAEL and Honors College Option

Take the following Honors College Core Program Courses (16 credits)

HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
HNRS A310 Community Service: Theory and Practice	3
HNRS A392 Honors Thesis Seminar	1
HNRS A499 Honors Thesis	3
and taken concurrently with EDEL A495B Internship (6)	3

(three credits of Internship apply to the Senior Requirement)

Important: See an advisor if considering the Honors Option.

Institutional Recommendation,

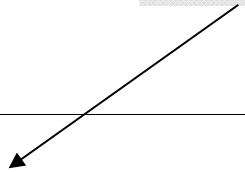
Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

Be sure to check the address and contact information



ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science, Arctic Engineering

The Master of Science of Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Engineering faculty members.

Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;

6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;
7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;
8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;
9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;
10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and
11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

Admission Requirements

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

Graduation Requirements

See the beginning of this chapter for University Requirements for Graduate Degrees.

Major Requirements

1. Candidates must complete the following core courses (9 credits):

CE A603	Arctic Engineering*	3
CE A681	Frozen Ground Engineering	3
ME A685	Arctic Heat and Mass Transfer	3

**Students who have completed CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student's graduate advisory committee.*

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits): 9

CE A682	Ice Engineering (3)
CE A683	Arctic Hydrology and Hydraulic Engineering (3)
CE A684	Arctic Utility Distribution (3)
CE A689	Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student's program of study, as approved by the student's advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student's advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student's advisory committee.
4. Each student must complete the following course (3 credits) after approval of a project proposal by the student's advisory committee:

CE A686	Civil Engineering Project	3

The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate's advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate's graduate program of study.

f. The written project report, in the judgment of the candidate's advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

5. A total of 30 credits is required for the degree.

FACULTY

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Appendix A - Links to Templates

The following templates can be found at **www.uaa.alaska.edu/governance/coordination/index.cfm:**

- **Budget Worksheet** - Provides detailed budget information for a new program.
- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR)
- **Fee Request Form** - Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost's approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information http://www.alaska.edu/bor/policy-regulations.
- **Four-Year Course Offering Plan -** Identifies the Four-Year Course Offering Plan for a new program.
- **Resource Implication Form -** Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents -** Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.

Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Faculty Matrix**:
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm
- ~~**Program**~~ **Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm
- **Risk Management Plan**:
  www.uaa.alaska.edu/governance/curriculumexamples.cfm

Appendix C - Observable Verbs

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

Knowledge	**Application**	**Analysis**	**Synthesis**
Recalls information	*Uses knowledge or generalizations in a new situation*	*Breaks down knowledge into parts and shows relationships among parts*	*Brings together parts of knowledge to forms a whole and builds relationships for new situations*
Comprehends	Associates	Analyzes	Arranges
Arranges	Chooses	Appraises	Assembles
Counts	Compares	Calculates	Collects
Describes	Computes	Categorizes	Combines
Draws	Contrasts	Compares	Compiles
Duplicates	Converts	Concludes	Composes
Identifies	Defends	Constructs	Constructs
Indicates	Differentiates	Contrasts	Creates
Labels	Discusses	Correlates	Designs
Lists	Distinguishes	Criticizes	Develops
Matches	Dramatizes	Debate s	Devises
Memorizes	Estimates	Deduces	Formulates
Names	Explains	Detects	Generalizes
Orders	Extends	Determines	Generates
Outlines	Extrapolates	Develops	Integrates
Points to	Generalizes	Diagnoses	Manages
Produces	Gives Examples	Differentiates	Organizes
Quotes	Infers	Discriminates	Plans
Reads	Interprets	Distinguishes	Prescribes
Recalls	Picks	Estimates	Prepares
Recites	Reports	Evaluates	Produces
Recognizes	Restates	Examines	Proposes
Records	Reviews	Experiments	Predicts
Relates	Rewrites	Generalizes	Rearranges
Repeats	Schedules	Identifies	Reconstructs
Reproduces	Sketches	Infers	Reorganizes
Selects	Summarizes	Inspects	Revises
Tabulates	Translates	Initiates	Sets up
Traces		Inventories	Specifies
Writes		Predicts	Synthesizes
		Questions	Systematizes
		Relates	Writes
		Separates	
		Solves	
		Tests	
		Transforms	

Comprehension – Interpret information in one's own words Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates			*Evaluation – Make judgments on basis of given criteria* Appraises Argues Assesses Attacks Chooses Compares Concludes Critiques Defends Determines Estimates Evaluates Grades Judges Justifies Measures Predicts Ranks Rates Revises Scores Selects Supports Tests Validates Values

Affective Domain Observable Verbs

The affective domain contains skills that deal with emotions, feelings, and values. You will notice that these verbs span differently than cognitive verbs as pertains to level.

Receiving	**Responding**	**Valuing**	**Organization**	**Internalization**
Ability to attend to a particular stimuli	*Active participation when attending to stimuli*	*Worth or value student attaches to something*	*Bringing together different values, resolving conflicts between them*	*Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.*
Asks Chooses Follows Gives Holds Selects Shows interest	Accepts responsibility Answers Assists Be willing to Complies Conforms Enjoys Greets Helps Obeys Performs Practices Presents Reports Selects Tells	Associates with Assumes responsibility Believes in Be convinced Completes Describes Differentiates Has faith in Initiates Invites Joins Justifies Participates Proposes Selects Shares Subscribes to Works	Adheres to Alters Arranges Classifies Combines Defends Establishes Forms judgments Identifies with Integrates Organizes Weighs alternatives	Acts Changes behavior Develops a code of behavior Develops a philosophy of life Influences Judges problems/issues Listens Performs Practices Proposes Qualifies Questions Serves Shows mature attitude Solves Verifies

Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

Imitating	**Manipulating**	**Perfecting**	**Articulating**	**Naturalizing**
Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.	*Performs the skill or produces the product in a recognizable fashion by following general instructions.*	*Independently performs the skill or produces the product, with apparent ease, at an expert level.*	*Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.*	*Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.*
Attempts Copies Duplicates Imitates Mimics Reproduces Responds Starts Tries to Using a model	Completes Does Follows Manipulates Plays Performs Produces	Achieves Automatically Excels Expertly Masterfully with Improvements with Refines	Adapts Advances Alters Customizes Originates With fundamental revisions With great skill	Naturally Perfectly

Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

Arts and Sciences	(1)
At-large members	(3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

Arts and Sciences	(1)
At-large members	(3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member's department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.

Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

Graduate Academic Board

During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

I. Roll

II. Approval of the Agenda

III. Approval of Meeting Summary

IV. Administrative Report

V. Chair's Report

VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading

VII. CAR or PAR-First Reading

VIII. Old Business

IX. New Business

X. Informational Items

XI. Adjournment

Definitions

Meeting Summary
The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading

- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs

- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading

- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items

- The Board may discuss these items and/or request that the items be placed on a future agenda for

action.

Meeting Procedure

UAB/GAB meetings are governed by *Robert's Rules of Orde*r.
A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

Note: Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at www.uaa.alaska.edu/governance. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.

Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:

- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

s

Measurements may be direct and/or indirect. Examples of each are below:

- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:

- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance

Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link bellow to the Distance Education Handbook:

http://www.uaa.alaska.edu/governance/upload/DE-Faculty-Handbook-V18.pdf

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DRAFT
Graduate Academic Board report to Faculty Senate, May 2014:

GAB 2013-2014 proposed goals and yearlong agenda:
1. Continue the mission of the Board as detailed in Faculty Senate Bylaws 3b. [Done so.]
2. In coordination with UAB, develop training for college curriculum committees and faculty initiators. [In progress: at joint UAB/GAB meeting in 03/14 discussed possible joint meetings for fall 2014 between UAB, GAB & College Curriculum Committee members]
3. Work with the Office of the Registrar on the implementation of the e-catalog and in the standardization of its language. [Committee with GAB & UAB representation has been formed, various standardization proposals have passed through the Board this year.]
4. Liaise with the Graduate Council. [Two members of GAB are also members of GC.]
5. Update the Curriculum Handbook, as needed. [Done so.]
6. Review the language and standards of graduate/undergraduate stacked courses. [Joint UAB/GAB subcommittee has been formed, initial report has been made to the Boards, ongoing research is needed/underway.]
7. Develop a FAQ for curriculum questions. [Undone.Will review again as electronic catalog processes are developed.]

Statistics (from Faculty Senate agendas):
Courses approved: 73 [+ May FS numbers]
Programs approved: 9 [+ "]

Length of GAB agendas by date: