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

I. Roll Call

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

Ex-Officio Members:
() David Yesner  
() Lora Volden  

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

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

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)

V. Program/Course Action Request - First Readings

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

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)

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

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

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)
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
   B. Graduate Student
   C. University Registrar Lora Volden

VII. Chair’s Report
   A. GAB Chair- Arlene Schmuland
   B. Faculty Alliance
   C. Graduate Council

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

IX. New Business
   A. Concentration within majors (pg. 194)

X. Informational Items and Adjournment
Graduate Academic Board

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

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

II. Approval of Agenda (pg. 1-2)
Approved as reading EDL A651 as a first read

III. Approval of Meeting Summary (pg. 3-4)
Approved with changes to MS-CECS and NWCCU to David Yesner’s report

IV. Program/Course Action Request – Second Reading
Add GEOL A654 Glacial and Quarternary Geology (stacked with GEOL A454)(3 cr)(3+0)(pg. 5-12)
Add GEOL A655 Permafrost (stacked with GEOL A455)(3 cr)(3+0)(pg. 13-20)
Add GEOL A656 Geoarchaeology (stacked with GEOL A456)(3 cr)(3+0)(pg. 21-29)
Add GEOL A660 Environmental Geochemistry (stacked with GEOL A460)(3 cr)(3+0)(pg. 30-39)
Chg GEOL A690 Graduate Topics in Geology (stacked with GEOL A490)(1-4 cr)(1-4+0)(pg. 40-49)
All GEOL courses are accepted for second reading
Chg Master of Education, Educational Leadership (pg. 50-56)
Chg Graduate Certificate, Educational Leadership (pg. 57-65)
EDL programs are accepted for second reading
Chg EDL A639 Politics, Law, and Ethics in Leadership (3 cr)(3+0)(pg. 66-71)
Accepted for second reading

V. Program/Course Action Request - First Readings
Add EDL A651 Educator Supervision and Evaluation (3 cr)(3+0)(pg. 72-77)
Waived for first reading, approved for second
Chg Prefix, COHI (pg. 78-80)
Waived for first reading, approved for second
Add ENGL A695 Advanced Internship in English (1-6 cr)(0+3-18)(pg. 81-84)
Waived for first reading, approved for second
Add PHYS A603 Advanced Quantum Mechanics (stacked with PHYS A403)(4 cr)(4+0)(pg. 85-92)
Accepted for first reading
Add PHYS A613 Advanced Statistical and Thermal Physics (stacked with PHYS A413)
(4 cr)(4+0)(pg. 93-100)
Accepted for first reading
Add PHYS A656 Nonlinear Dynamics and Chaos (GER)(Cross-listed with CHEM/BIOL A656
and stacked with CHEM/BIOL/PHYS A456)(3 cr)(3+0)(pg. 101-113)
Postponed until cross-listing and stacked courses issue is resolved
Add BIOL A656 Nonlinear Dynamics and Chaos (GER)(Cross-listed with CHEM/PHYS A656
and stacked with CHEM/BIOL/PHYS A456)(3 cr)(3+0)(pg. 102-113)
Postponed until cross-listing and stacked courses issue is resolved
Add CHEM A656 Nonlinear Dynamics and Chaos (GER)(Cross-listed with PHYS/Biol A656 and stacked with CHEM/Biol/PHYS A456)(3 cr)(3+0)(pg. 103-113)

Postponed until cross-listing and stacked courses issue is resolved

Add PHYS A690 Advanced Special Topics in Physics (stacked with A490)(1-4 cr)(1-4+0)(pg. 114-121)
Accepted for first reading

Add PHYS A698 Graduate Individual Research (1-6 cr)(0+3-18)(pg. 122-124)
Accepted for first reading

Add PHYS A699 Thesis (1-6 cr)(0+3-18)(pg. 125-127)
Accepted for first reading

VI. Administrative Reports
A. Associate Dean of the Graduate School David Yesner
    Northwest Accrediting has confirmed that UAA is now a doctoral degree granting institution. Will meet with the Provost to figure out what the next steps are. The Academic Master Plan will either expire or be extended in 2015. Will see how this affects the doctoral degree accreditation.
    Meeting on Monday to focus on the budget and issues brought up during GAB concerning the Computer Engineering, MS Degree and the supporting letters before it goes forward to the Provost next week.
    Marriage and Family Therapy was submitted to the Provost for signature.
    Met to discuss the MPH and MSW dual degree and finalized materials to go to Board of Regents.
    Suspension of MAT is still in process
    Had a meeting with Dean Rawlins to discuss the Library archiving project, as well as the creation of a graduate student lounge.
    Had a meeting to discuss the E-Portfolio and E-Catalog training and its benefits for graduate students. Working on Program Prioritization for the Graduate School, the deadline in March 17th.

B. Graduate Student

C. University Registrar Lora Volden
    Reminder that the E-Catalog vendor will be on campus for training on March 26th and March 27th.

Working on the Purge List

VII. Chair’s Report
A. GAB Chair- Arlene Schmuland

B. Faculty Alliance

C. Graduate Council

VIII. Old Business

IX. New Business
A. First Reading of Purge List: Academic Courses (pg. 128-131)
    Work with home departments on intentions to delete courses.

B. First Reading of Purge List: GER Courses (pg. 132)

X. Informational Items and Adjournment
A. Joint UAB/GAB meeting will be held on March 21st from 11:00 to 1:00 in ADM 142
1a. School or College
   AS CAS
1b. Division
   AMSC Division of Math Science
1c. Department
   Physics and Astronomy

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

6. Complete Course Title
   Advanced Quantum Mechanics

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
   ☐ Other
   ☐ Course Number
   ☐ Contact Hours
   ☐ Repeat Status
   ☐ Cross-Listed/Stacked
   ☐ Course Prerequisites
   ☐ Co-requisites
   ☐ Registration Restrictions
   ☐ General Education Requirement
   ☐ Class
   ☐ Level
   ☐ College
   ☐ Major
   ☐ (please specify)

9. Repeat Status No
   # of Repeats
   Max Credits

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

11. Implementation Date
    ☐ semester/year
    From: Sp/2015
    To: 9999

12. ☐ Cross Listed with
    ☐ Stacked with PHYS A403
    Cross-Listed Coordination
    ☐ with PHYS A403
    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): Katherine Rawlins
    Initiator Signed Initials: _________ Date:________________

13b. Coordination Email
    Date: 11/26/13
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 12/2/13

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)
    Mathematical foundations of quantum mechanics, and advanced applications to the hydrogen atom, particle spin, and perturbation theory. Includes review of current literature and/or independent research on the topic.

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

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, and approval of faculty advisor

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Adding a stacked version of this course, so as to be available for Interdisciplinary Masters students

Initiator (faculty only) Date
Katherine Rawlins Initiator (TYPE NAME)

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date
I. Date of Initiation

II. Course Information
A. College: CAS
B. Department: Physics & Astronomy
C. Course Subject: PHYS
D. Course Number: A603
E. Number of Credits/CEU: 4.0
F. Number of Contact Hours: 4+0
G. Course Title: Advanced Quantum Mechanics
H. Course Description:
   Mathematical foundations of quantum mechanics, and advanced applications to the hydrogen atom, particle spin, and perturbation theory. Includes review of current literature and/or independent research on the topic.
I. Course Prerequisite: N/A
J. Implementation Date: Spring 2015
K. Stacked with: PHYS A403
L. Registration Restrictions:
   Graduate standing, and approval of faculty advisor

III. Course Activities
   Standard lecture class. Mainly lectures by instructor

IV. Course Level Justification
   This course builds upon the principles of classical physics (which should be familiar to graduate students), and requires advanced mathematical skills. The course will require not only traditional study from a textbook and working of mathematical problem sets at an advanced level, but also integration of this knowledge into the context of current literature and modern research.

V. Outline
A. Linear algebra and classical physics review
   1. Inner products
   2. Unitary and Hermitian matrices
   3. Eigenvalues and eigenvectors
   4. Hamiltonians
B. The Schrodinger Equation
   1. Free particle
   2. Particle in a box
C. The harmonic oscillator
   1. Raising/lowering operators
D. Rotation in three dimensions
   1. Angular momentum
   2. Spherical harmonics
   3. The hydrogen atom
E. Identical particles
   1. Spin
   2. Fermions and bosons
F. Approximation methods
   1. WKB method
   2. Time-independent perturbation theory

VI. Instructional Goals and Student Learning Outcomes
A. Instructional Goals: The instructor will:
   1. present the Schrodinger Equation and how to solve it for several example systems, such as a
      particle in a box, harmonic oscillator, and the hydrogen atom.
   2. explain the nature of particle spin, and how it relates to degeneracy of identical particles.
   3. demonstrate how to derive approximate solutions to quantum mechanical problems using
      perturbation methods.

B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>The student will demonstrate:</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to use linear algebra to solve eigenvector/eigenvalue problems in quantum mechanics.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Mastery of use of the Schrodinger equation and how to solve it for problems such as a particle in a box, the harmonic oscillator, and the hydrogen atom.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Comprehension of the concept of spin angular momentum, and how it relates to identical particles.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Familiarity with current work in the field represented by journals and other current literature, and/or carry out a research project</td>
<td>Oral or written presentations</td>
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VII. Suggested Texts

VIII Bibliography and Resources
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Physics and Astronomy</td>
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<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PHYS</td>
<td>A403</td>
<td>N/A</td>
<td>4</td>
<td>(4+0)</td>
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<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Quantum Mechanics</td>
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<th>7. Type of Course</th>
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<tr>
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<th>8. Type of Action:</th>
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<td>☑ Add</td>
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<th>Max Credits</th>
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<th>10. Grading Basis</th>
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<th>12. Cross Listed with</th>
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<tr>
<td>PHYS A603</td>
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<th>13a. Impacted Courses or Programs:</th>
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<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. see attached sheet</td>
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<td>2.</td>
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<td>3.</td>
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<table>
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<th>Initiator Name (typed): Katherine Rawlins</th>
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<tr>
<td>Initiator Signed Initials:</td>
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<td>Date:____________</td>
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<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
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<td>Date: 12/2/13</td>
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<th>14. General Education Requirement</th>
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<td>□ Quantitative Skills</td>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>Fundamentals of quantum mechanics, including applications to the hydrogen atom, particle spin, and perturbation theory.</td>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<tr>
<td>[PHYS A303 with minimum grade of C or CHEM A332 with minimum grade of C], and MATH A314 with minimum grade of C</td>
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<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<th>17. Mark if course has fees</th>
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<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Adding a stacked version of this course, and increase credits/contact hours to reflect workload and level of rigor necessary to achieve outcomes</td>
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<th>Initiator (faculty only)</th>
<th>Date</th>
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<tr>
<td>Katherine Rawlins</td>
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| 20. Justification for Action (continued) |

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<td>Date:________________</td>
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| 21. Justification for Action (continued) |

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<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<th>Provost or Designee</th>
<th>Date</th>
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<tr>
<td>Disapproved</td>
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I. Date of Initiation

November 20, 2013

II. Course Information

A. College: CAS

B. Department: Physics & Astronomy

C. Course Subject: PHYS

D. Course Number: A403

E. Number of Credits/CEU: 4.0

F. Number of Contact Hours: 4+0

G. Course Title: Quantum Mechanics

H. Grading Basis: A-F

I. Course Description: Fundamentals of quantum mechanics, including applications to the hydrogen atom, particle spin, and perturbation theory.

J. Course Prerequisite: [PHYS A303 with minimum grade of C or CHEM A332 with minimum grade of C], and MATH A314 with minimum grade of C

K. Implementation Date: Spring 2015

L. Stacked with: PHYS A603

III. Course Activities

Standard lecture class. Mainly lectures by instructor

IV. Course Level Justification

This course builds upon the principles of classical physics, and requires mathematical skills typical of upper-division students.

V. Outline

A. Linear algebra and classical physics review
   1. Inner products
   2. Unitary and Hermitian matrices
   3. Eigenvalues and eigenvectors
   4. Hamiltonians

B. The Schrödinger Equation
   1. Free particle
   2. Particle in a box

C. The harmonic oscillator
   1. Raising/lowering operators

D. Rotation in three dimensions
   1. Angular momentum
   2. Spherical harmonics
   3. The hydrogen atom
E. Identical particles
   1. Spin
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F. Approximation methods
   1. WKB method
   2. Time-independent perturbation theory

VI. Instructional Goals and Student Learning Outcomes
A. Instructional Goals: The instructor will:
   1. introduce the Schrodinger Equation and how to solve it for several example systems, such as a particle in a box, harmonic oscillator, and the hydrogen atom.
   2. explain the nature of particle spin, and how it relates to degeneracy of identical particles.
   3. demonstrate how to derive approximate solutions to quantum mechanical problems using perturbation methods.

B. Student Learning Outcomes.

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<td>Homework, quizzes, and/or exams</td>
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<tr>
<td>Mastery of use of the Schrodinger equation and how to solve it for problems such as a particle in a box, the harmonic oscillator, and the hydrogen atom.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Comprehension of the concept of spin angular momentum, and how it relates to identical particles.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
</tbody>
</table>

VII. Suggested Texts (at option of instructor)

VIII Bibliography and Resources
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Physics and Astronomy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS</td>
<td>A613</td>
<td>N/A</td>
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</table>

#### 6. Complete Course Title

**Advanced Statistical and Thermal Physics**

*Abbreviated Title for Transcript (30 character)*

#### 7. Type of Course

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

#### 8. Type of Action: [x] Add

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [x] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other

#### 9. Repeat Status No

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</table>

#### 10. Grading Basis

- [x] A-F
- [ ] P/np
- [ ] NG

#### 11. Implementation Date

- From: Sp/2015
- To: 9/999

#### 12. [ ] Cross Listed with

- PHYS A413

#### 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](http://www.uaa.alaska.edu/governance).

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</table>

Initiator Name (typed): Katherine Rawlins

Initiator Signed Initials: __________

Date: __________

#### 13b. Coordination Email

Date: 11/26/13

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

#### 13c. Coordination with Library Liaison

Date: 12/2/13

#### 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)

Principles of statistical mechanics and thermodynamics, with advanced applications. Includes review of current literature and/or independent research on the topic.

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

N/A

#### 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, and approval of faculty advisor

#### 17. [ ] Mark if course has fees

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

#### 19. Justification for Action

Adding a stacked version of this course, so as to be available for Interdisciplinary Masters students

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Katherine Rawlins</td>
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</tr>
</tbody>
</table>

Signature

[ ] Approved

[ ] Disapproved

Dean/Director of School/College

Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic Board Chair

Date

[ ] Approved

[ ] Disapproved

Provost or Designee

Date

Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

Department Chair

Date

[ ] Approved

[ ] Disapproved

College/School Curriculum Committee Chair

Date
University of Alaska Anchorage  
Course Content Guide  
PHYS A613 Advanced Statistical and Thermal Physics

I. Date of Initiation: November 20, 2013

II. Course Information
A. College: CAS
   Department: Physics and Astronomy
B. Course Subject: PHYS
C. Course Number: A613
D. Number of Credits/CEU: 4.0
E. Number of Contact Hours: 4+0
F. Course Title: Advanced Statistical and Thermal Physics
G. Grading Basis: A-F
H. Course Description:
   Principles of statistical mechanics and thermodynamics, with advanced applications. Includes review of current literature and/or independent research on the topic.
I. Course Prerequisite: N/A
J. Implementation Date: Spring 2015
K. Stacked with: PHYS A413
L. Registration restrictions: Graduate standing, and approval of faculty advisor

III. Course Level Justification
This course builds upon the principles of general physics (which should be familiar to graduate students), and requires advanced mathematical skills. The course will require not only traditional study from a textbook and working of mathematical problem sets at an advanced level, but also integration of this knowledge into the context of current literature and modern research.

IV. Instructional Goals and Student Learning Outcomes
1. Instructional Goals

The goal of statistical mechanics is to predict the macroscopic properties of bodies, most especially their thermodynamics properties, on the basis of their microscopic properties. Today the ideas and methods of this field are being applied to complexity, biology and information theory. In this class the instructor will present:

1. The laws of thermodynamics and simple applications.
2. The ensemble approach to statistical mechanics.
3. How use the machinery of statistical mechanics to solve general problems in this area.
2. Student Learning Outcomes.

Students will come to understand the fundamentals of statistical mechanics.

**Upon completion of this course,**

<table>
<thead>
<tr>
<th>students will be able to:</th>
<th>assessed according to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply the laws of thermodynamics to simple systems.</td>
<td>homework assignments, exams</td>
</tr>
<tr>
<td>choose the appropriate ensembles for different systems.</td>
<td>homework assignments, exams</td>
</tr>
<tr>
<td>solve standard statistical mechanics problems.</td>
<td>homework assignments, exams</td>
</tr>
<tr>
<td>demonstrate familiarity with current work in the field represented by</td>
<td>oral or written presentations</td>
</tr>
<tr>
<td>journals and other current literature, and/or carry out a research</td>
<td></td>
</tr>
<tr>
<td>project</td>
<td></td>
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</table>

V. Topical Course Outline

1. What is statistical mechanics?
2. Random walks and emergent properties
3. Temperature and equilibrium
4. Phase-space dynamics and ergodicity
5. Entropy
6. Free energies
7. Quantum statistical mechanics
8. Order parameters, broken symmetry and topology
9. Correlations, response, and dissipation
10. Abrupt phase transitions
11. Continuous phase transitions

VI. Suggested Text(s)


VII. Bibliography


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

1a. School or College 
AS CAS  

1b. Division  
AMSC Division of Math Science  

1c. Department  
Physics and Astronomy  

2. Course Prefix  
PHYS  

3. Course Number  
A413  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
4  

5b. Contact Hours  
(Lecture + Lab)  
(4+0)  

6. Complete Course Title  
Statistical and Thermal Physics  
Statistical & Thermal Physics  

Abbreviated Title for Transcript (30 character)  
7. Type of Course  
☐ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development  

8. Type of Action:  
☐ Add  ☐ Change  ☐ Delete  

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Credits  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  
☐ Grading Basis  ☐ Title  ☐ Cross-Listed/Stacked  
☐ Course Description  ☐ Course Prerequisites  ☐ Co-requisites  
☐ Test Score Prerequisites  ☐ Registration Restrictions  ☐ General Education Requirement  
☐ Other Restrictions  
☐ Class  ☐ Level  ☐ College  ☐ Major  
☐ Other Update CCG (please specify)  ☐ Stacked with PHYS A613  ☒ Cross-Listed Coordination  

9. Repeat Status No  
# of Repeats  
Max Credits  

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

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

12. ☐ Cross Listed with  

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.  

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</table>

Initiator Name (typed): Katherine Rawlins  
Initiator Signed Initials: ___________  
Date: ___________  

13b. Coordination Email  
Date: 11/26/13  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 12/2/13  

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)  
Principles of statistical mechanics and thermodynamics, with applications.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
PHYS A212 with minimum grade of C or CHEM A331 with minimum grade of C  

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

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

16d. Registration Restriction(s) (non-codable)  
N/A  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Adding a stacked version of this course, and increase credits/contact hours to reflect workload and level of rigor necessary to achieve outcomes, minor change in title  

Initiator (faculty only)  
Katherine Rawlins  
Initiator Signed Initials: ___________  
Date: ___________  

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date: ___________  

☐ Approved  ☐ Disapproved  
Provost or Designee  
Date: ___________  

15
I. Date of Initiation: November 20, 2013

II. Course Information

A. College: CAS
   Department: Physics and Astronomy
B. Course Subject: PHYS
C. Course Number: A413
D. Number of Credits/CEU: 4.0
E. Number of Contact Hours: 4+0
F. Course Title: Statistical and Thermal Physics
G. Grading Basis: A-F
H. Course Description: Principles of statistical mechanics and thermodynamics, with applications.
I. Course Prerequisite: PHYS A212 with minimum grade of C or CHEM A331 with minimum grade of C
J. Implementation Date: Spring 2015
K. Stacked with: PHYS A613

III. Course Level Justification

This course builds upon the principles of general physics, and requires mathematical skills typical of upper-division students.

IV. Instructional Goals and Student Learning Outcomes

1. Instructional Goals

   The goal of statistical mechanics is to predict the macroscopic properties of bodies, most especially their thermodynamics properties, on the basis of their microscopic properties. Today the ideas and methods of this field are being applied to complexity, biology and information theory. In this class the instructor will present:

   1. The laws of thermodynamics and simple applications.
   2. The ensemble approach to statistical mechanics.
   3. How to use the machinery of statistical mechanics to solve general problems in this area.

2. Student Learning Outcomes.

   Students will come to understand the fundamentals of statistical mechanics.
Upon completion of this course, students will be able to:

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V. Topical Course Outline

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8. Order parameters, broken symmetry and topology
9. Correlations, response, and dissipation
10. Abrupt phase transitions
11. Continuous phase transitions

VI. Suggested Text(s)


VII. Bibliography


# Course Action Request

## University of Alaska Anchorage

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

**1a. School or College**
- AS CAS

**1b. Division**
- AMSC Division of Math Science

**1c. Department**
- Physics and Astronomy

**2. Course Prefix**
- PHYS

**3. Course Number**
- A690

**4. Previous Course Prefix & Number**
- N/A

**5a. Credits/CEUs**
- 1-4

**5b. Contact Hours**
- (Lecture + Lab) (1-4+0)

**6. Complete Course Title**
- Advanced Special Topics in Physics
- Adv Special Topics in Physics

**Abbreviated Title for Transcript (30 character)**
- PHYS A690

**7. Type of Course**
- Academic

**8. Type of Action:**
- Add

**9. Repeat Status**
- Yes
- # of Repeats: 12
- Max Credits: 12

**10. Grading Basis**
- A-F
- P/NP

**11. Implementation Date**
- From: Sp/2015
- To: /9999

**12. Cross Listed with**
- PHYS A490

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

<table>
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<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Katherine Rawlins
Initiator Signed Initials: ___________________________ Date: ____________

**13b. Coordination Email**
- Date: 11/26/13
- submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

**13c. Coordination with Library Liaison**
- Date: 12/2/13

**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)
- Detailed study of a selected topic in physics at the graduate level. Includes review of current literature and/or independent research on the topic. Special Note: may be repeated with change of topic, for a maximum of 12 credits.

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

**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, and approval of faculty advisor

**17. Mark if course has fees**

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

**19. Justification for Action**
- Adding a stacked version of this course, so as to be available for Interdisciplinary Masters students

Initiator (faculty only): Katherine Rawlins
Initiator (TYPE NAME): ___________________________ Date: ____________

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chair
Date

Approved
Disapproved
Provost or Designee
Date
COURSE CONTENT GUIDE

I) Date initiated: 11/20/2013

II) Course Information:

A) College: College of Arts and Sciences
   Department: Physics and Astronomy
B) Course Title: Advanced Special Topics in Physics
C) Course Prefix/Number: PHYS A690
D) Number of credits: 1-4
E) Contact hours: 1.0-4.0 + 0 (lecture + lab)
F) Grading Basis: A-F
G) Course Description: Detailed study of a selected topic in physics at the graduate level. Includes review of current literature and/or independent research on the topic. Special Note: may be repeated with change of topic, for a maximum of 12 credits.
H) Status of course relative to degree programs: not required for any program
I) Fees: none
J) Coordination: UAA Faculty Listserv
K) Prerequisite: N/A
L) Registration restrictions: Graduate standing, and approval of faculty advisor
M) Stacked with: PHYS A490

III) Course level justification:
This course will explore a special topic at a graduate level. The course will require not only traditional study from a textbook and working of mathematical problem sets at an advanced level, but also integration of this knowledge into the context of current literature and modern research.

IV) Instructional Goal:
The general instructional goal is to introduce students to an advanced topic not generally taught in other course offerings. Examples of such a topic could include for instance:

- Plasma Physics
- Astrophysics
- Acoustics
- Biophysics
- Nuclear & Particle Physics
Specifically, the instructor will:
-- present the concepts, principles, and mathematical underpinnings of the particular topic
-- present applications of the particular topic.

V) Student Learning Outcomes & Assessment Methods

**Varies according to the topic.** But general outcomes for this course will include:

<table>
<thead>
<tr>
<th>The student will…</th>
<th>… as measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be familiar with general concepts underlying the selected topic</td>
<td>Homework and tests</td>
</tr>
<tr>
<td>Be able to solve mathematical problems related to the selected topic</td>
<td>Homework and tests</td>
</tr>
<tr>
<td>Become familiar with current work in the field through journals and other current literature, and/or carry out a research project</td>
<td>Oral or written presentations</td>
</tr>
</tbody>
</table>

VI) Topical course outline:

**Varies according to the topic**, but an example outline for a course on "Particle Physics" might look like:

I. Tools
   1. Accelerators
   2. Passage of radiation through matter
   3. Detectors

II. Particle and Nuclei
   1. The subatomic "zoo"
      1. Fermions and bosons
      2. Leptons
      3. Quarks, mesons, and baryons
      4. Gauge bosons
   2. Atomic structure
      1. Elastic scattering and cross sections
      2. Inelastic scattering
      3. Deep inelastic scattering

III. Conservation Laws
   1. How symmetries lead to conservation laws
   2. Charge, baryon number, lepton number, and muon number
   3. Hypercharge and strangeness
   4. Angular momentum and spin
   5. Isospin
IV. Interactions
   1. Electromagnetism
   2. The weak nuclear interaction
   3. The electroweak theory
   4. Hadronic interactions

VII) Suggested text(s):
   **Varies according to the topic**, but some examples may include:

*For Nuclear & Particle Physics:*

*For Plasma Physics:*

VIII) Bibliography:
   **Varies according to the topic**, but some examples may include:

*For Plasma Physics:*
**Course Action Request**

**University of Alaska Anchorage**

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

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<td>(1-4+0)</td>
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<th>6. Complete Course Title</th>
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<td>Special Topics in Physics</td>
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**Abbreviated Title for Transcript (30 character)**

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<tr>
<td>☑ Academic</td>
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| 8. Type of Action: | ☑ Add |

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<td>☑ Grading Basis</td>
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<tr>
<td>☑ Course Description</td>
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<td>☑ Text Score Prerequisites</td>
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<td>☑ Other Restrictions</td>
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<th>9. Repeat Status</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<td>12</td>
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<table>
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<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>☑ A-F</td>
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<td>☑ P/NP</td>
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<th>11. Implementation Date</th>
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<th>12. Cross Listed with</th>
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| 13a. Impacted Courses or Programs: | |
|----------------------------------| |

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</table>

Initiator Name (typed): Katherine Rawlins | Initiator Signed Initials: | Date:________________

**13b. Coordination Email**

Date: 11/26/13

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

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
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<table>
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<tr>
<th>14. General Education Requirement</th>
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</table>

Mark appropriate box:

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

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

Detailed study of a selected topic in physics. Special Note: may be repeated with change of topic, for a maximum of 12 credits.

<table>
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<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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</thead>
<tbody>
<tr>
<td>PHYS A303 with minimum grade of C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<tr>
<th>16c. Other Restriction(s)</th>
</tr>
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<tbody>
<tr>
<td>☑ College</td>
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<tr>
<td>☑ Major</td>
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<td>☑ Class</td>
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<tr>
<td>☑ Level</td>
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<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
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<tr>
<th>17. ☑ Mark if course has fees</th>
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<tr>
<th>18. ☑ Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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</table>

Adding a course, for flexible option to offer specialized topics in response to student demand

Initiator (faculty only) | Date |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Katherine Rawlins</td>
<td></td>
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Initiator (TYPE NAME) | Date |
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Dean/Director of School/College | Date |
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<td>Disapproved</td>
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Undergraduate/Graduate Academic | Date |
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Board Chair | Date |
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Provost or Designee | Date |
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<td>Approved</td>
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<tr>
<td>Disapproved</td>
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</tbody>
</table>

| 22. |
COURSE CONTENT GUIDE

I) Date initiated: 11/20/2013

II) Course Information:
A) College: College of Arts and Sciences
   Department: Physics and Astronomy
B) Course Title: Special Topics in Physics
C) Course Prefix/Number: PHYS A490
D) Number of credits: 1-4
E) Contact hours: 1.0-4.0 + 0 (lecture + lab)
F) Grading Basis: A-F
G) Course Description: Detailed study of a selected topic in physics. Special Note: may be repeated with change of topic, for a maximum of 12 credits.
H) Status of course relative to degree programs: elective for Physics Minor
I) Fees: none
J) Coordination: UAA Faculty Listserv
K) Prerequisite: PHYS A303 with minimum grade of C
L) Registration restrictions: none
M) Stacked with: PHYS A690

III) Course level justification:
This course will explore a special topic at an advanced level. It requires a 300-level physics course and is intended for upper-division students.

IV) Instructional Goal:
The general instructional goal is to introduce students to an advanced topic not generally taught in other course offerings. Examples of such a topic could include for instance:
   - Plasma Physics
   - Astrophysics
   - Acoustics
   - Biophysics
   - Nuclear & Particle Physics
Specifically, the instructor will:
-- present the concepts, principles, and mathematical underpinnings of the particular topic
-- present applications of the particular topic.
V) Student Learning Outcomes & Assessment Methods

Varies according to the topic. But general outcomes for a this course will include:

<table>
<thead>
<tr>
<th>The student will…</th>
<th>… as measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be familiar with general concepts underlying the selected topic</td>
<td>Homework and tests</td>
</tr>
<tr>
<td>Be able to solve mathematical problems related to the selected topic</td>
<td>Homework and tests</td>
</tr>
</tbody>
</table>

VI) Topical course outline:

Varies according to the topic, but an example outline for a course on "Particle Physics" might look like:

I. Tools
   1. Accelerators
   2. Passage of radiation through matter
   3. Detectors

II. Particle and Nuclei
   1. The subatomic "zoo"
      1. Fermions and bosons
      2. Leptons
      3. Quarks, mesons, and baryons
      4. Gauge bosons
   2. Atomic structure
      1. Elastic scattering and cross sections
      2. Inelastic scattering
      3. Deep inelastic scattering

III. Conservation Laws
   1. How symmetries lead to conservation laws
   2. Charge, baryon number, lepton number, and muon number
   3. Hypercharge and strangeness
   4. Angular momentum and spin
   5. Isospin

IV. Interactions
   1. Electromagnetism
   2. The weak nuclear interaction
   3. The electroweak theory
   4. Hadronic interactions

VII) Suggested text(s):
Varies according to the topic, but some examples may include:

For Nuclear & Particle Physics:

For Plasma Physics:

VIII) Bibliography:
Varies according to the topic, but some examples may include:

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

1a. **School or College**
   - AS CAS

1b. **Division**
   - AMSC Division of Math Science

1c. **Department**
   - Physics and Astronomy

2. **Course Prefix**
   - PHYS

3. **Course Number**
   - A698

4. **Previous Course Prefix & Number**
   - N/A

5a. **Credits/CEUs**
   - 1-6

5b. **Contact Hours**
   - (Lecture + Lab) (0+3-18)

6. **Complete Course Title**
   - Graduate Individual Research

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

7. **Type of Course**
   - Academic

8. **Type of Action**: 
   - Add

9. **Repeat Status**
   - Yes
   - # of Repeats: 12
   - Max Credits: 12

10. **Grading Basis**
    - A-F

11. **Implementation Date**
    - From: Sp/2015
    - To: 9999

12. **Cross Listed with**

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](http://www.uaa.alaska.edu/governance).

    | Impacted Program/Course | Date of Coordination | Chair/Coordinator Contacted |
    |-------------------------|----------------------|-----------------------------|
    | 1.                      |                      |                             |
    | 2.                      |                      |                             |
    | 3.                      |                      |                             |

13b. **Coordination Email**
    - Date: 11/26/13
    - submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**
    - Date: 12/2/13

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)*
    - Research projects to be arranged with individual faculty members who will direct the research program

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

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

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

17. **Mark if course has fees**

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

19. **Justification for Action**
    - Adding possibility for interdisciplinary masters degree program.

---

**Initiator (faculty only)**
- Katherine Rawlins
- Initiator Signed Initials: _______  Date: __________

**Initiator (TYPE NAME)**

**Approved**

**Disapproved**

**Dean/Director of School/College**
- Date: __________

**Undergraduate/Graduate Academic**
- Board Chair
- Date: __________

**Provost or Designee**
- Date: __________
COURSE CONTENT GUIDE

I) Date initiated: 11/20/2013

II) Course Information:
   A) College: College of Arts and Sciences
      Department: Physics and Astronomy
   B) Course Title: Graduate Individual Research
   C) Course Prefix/Number: PHYS A698
   D) Number of credits: 1-6
   E) Contact hours: 0 + 3-18 (lecture + lab)
   F) Grading Basis: A-F
   G) Course Description: Research projects to be arranged with individual faculty members who will direct the research program.
   H) Status of course relative to degree programs: not required for any program
   I) Fees: none
   J) Coordination: UAA Faculty Listserv
   K) Prerequisite: N/A
   L) Registration restrictions: Graduate standing, and approval of faculty advisor

III) Course level justification:
    This course is designed for advanced graduate-level research, in which the student interprets data to test a hypothesis relevant to current work in the field, as indicated and guided by primary literature.

IV) Instructional Goals:
    1. To guide a student through completion of a research project.
    2. To introduce a student to current physics literature.
    3. To allow a student access to modern physics research equipment.
    4. To advise a student on how to construct a mathematical model of real world physical phenomena
    5. To advise a student on how to communicate their result in written and oral forms.
V) Student Learning Outcomes & Assessment Methods

**The student will...**

<table>
<thead>
<tr>
<th>The student will...</th>
<th>... as measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and develop a physics research project</td>
<td>Meetings, reports, and observation of instructor</td>
</tr>
<tr>
<td>Read current physics literature</td>
<td>Meetings, reports, and observation of instructor</td>
</tr>
<tr>
<td>Create mathematical models of real-world physical phenomena</td>
<td>Meetings, reports, and observation of instructor</td>
</tr>
<tr>
<td>Compose a report based on their work</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

VI) Topical course outline:

The course will be a research project conducted under faculty guidance, including the following aspects:

1. Student meets with faculty member to plan a project of mutual interest.
2. A regular meeting schedule is established to track student progress.
3. Student reports to the faculty adviser on their work each week, or as needed.
4. Student produces a final written or oral report at the end of the semester.

VII) Suggested text(s):


VII) Bibliography:

Physics journals and other literature appropriate to the project, including for instance:

-- *Physical Review A, B, C, D, E*

-- *Reviews of Modern Physics*

-- *Physics Letters A, B*
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Physics and Astronomy

2. Course Prefix
PHYS

3. Course Number
A699

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
1-6

5b. Contact Hours
(Lecture + Lab)
(0+3-18)

6. Complete Course Title
Thesis

Abbreviated Title for Transcript (30 character)

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

8. Type of Action:
☒ Add ☐ Change ☐ Delete

If a change, mark appropriate boxes:
☐ Prefix ☐ Credits ☐ Course Number
☐ Title ☐ Grading Basis ☐ Contact Hours
☐ Repeat Status ☐ Course Description ☐ Co-requisites
☐ Test Score Prerequisites ☐ Registration Restrictions
☐ Other Restrictions ☐ General Education Requirement
☐ Class ☐ Level ☐ College ☐ Major
☐ Other

9. Repeat Status Yes ☐ # of Repeats ☐ Max Credits 12

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Sp/2015 To: /9999

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

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

Initiator Name (typed): Katherine Rawlins
Initiator Signed Initials: _________ Date:________________

13b. Coordination Email
Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 12/2/13

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)
Planning, preparation, and completion of a masters level thesis

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

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, and approval of faculty advisor

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Adding possibility for interdisciplinary masters degree program.

Initiator (faculty only)
Katherine Rawlins
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Boad Chair
Date

Provost or Designee
Date
COURSE CONTENT GUIDE

I) Date initiated: 11/20/2013

II) Course Information:
   A) College: College of Arts and Sciences
      Department: Physics and Astronomy
   B) Course Title: Thesis
   C) Course Prefix/Number: PHYS A699
   D) Number of credits: 1-6
   E) Contact hours: 0 + 3-18 (lecture + lab)
   F) Grading Basis: A-F
   G) Course Description: Planning, preparation, and completion of a masters' level thesis
   H) Status of course relative to degree programs: not required for any program
   I) Fees: none
   J) Coordination: UAA Faculty Listserv
   K) Prerequisite: N/A
   L) Registration restrictions: Graduate standing, and approval of faculty advisor

III) Course level justification:
      This course is designed for advanced graduate-level research, in which the student interprets data to test a hypothesis relevant to current work in the field, as indicated and guided by primary literature.

IV) Instructional Goals:
   1. To guide a student through completion of a research project, including putting the work into a form appropriate for dissemination to a broad audience.
   2. Assist with the planning and organization of a masters' thesis

V) Student Learning Outcomes & Assessment Methods

The student will... ... as measured by:
Prepare research work for dissemination to the broader community as a thesis Meetings, reports, and observation of instructor
Write a masters' thesis A masters' thesis
VI) Topical course outline:

The course will be a research and thesis-writing project conducted under faculty
guidance, including the following aspects:

1. Student meets with faculty member to outline and organize a masters’
thesis.
2. A regular meeting schedule is established to track student progress.
3. Student reports to the faculty adviser on their work each week, or as
needed.
4. Student produces a masters’ thesis at the end of the semester.

VII) Suggested text(s):

A.H. Hofmann, *Scientific Writing and Communication: Papers, Proposals, and

VIII) Bibliography:

Physics journals and other literature appropriate to the project, including for
instance:

--Physical Review A, B, C, D, E
--Reviews of Modern Physics
--Physics Letters A, B
To: (Undergraduate or Graduate) Academic Board  
From: Faculty Initiator, Department  
Date: 
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)  

Section One: Academic Board Approval Requirements

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This cover memo should be no longer than one page. You may remove the instructions after you have completed the form.

Program Background: How long has the program been offered? If admissions are currently suspended, please indicate the length of the suspension.

First and only time offered Fall 2006

Justification for Program Deletion:

Poor enrollment.

Impact on Other Programs: How will the deletion affect other UA programs (including those at other campuses and MAUs)? Please include the GERs, programs on other campuses, and programs whose requirements include courses offered within the program proposed for deletion. How have you coordinated with those departments?

No affect on any other programs within the UA system.

Impact on Students: How many students are currently enrolled (admitted to the program and taking classes)? How many students are currently admitted (admitted to the program but not currently taking classes)? How does the department plan to accommodate those students?

No students currently enrolled.

Impact on Stakeholders: Describe any input received from relevant stakeholders, such as industry advisory groups or communities served.

Not Applicable

Plans for Program Deletion: What is the planned timeline for the deletion? Will the deleted program be replaced by a new or modified program?

Planned deletion as soon as possible. The program will not be replaced.

This cover memo should be completed along with the Program Action Request (PAR) form submitted to curriculum bodies for program deletions, as well as the External Approval Requirements form. Catalog copy does not need to be submitted for program deletions.

---

1 Please contact the Office of the Registrar (786-1560) for assistance identifying these data.
To: Office of Academic Affairs  
From: Faculty Initiator, Department  
Date:  
Re: Proposed Deletion of (Program Name and Degree or Certificate Level)  

Section Two: External Approval Requirements

This form is intended to meet the needs of the Board of Regents and NWCCU. It will not be reviewed by the curriculum bodies.

Please briefly address each of the following items. Please mark “not applicable” for any items which do not apply to the program. This section should be no longer than one page. You may remove the instructions after you have completed the form.

Specialized Accreditation or Other External Program Certification: Does the program have any specialized accreditation (beyond the institution’s accreditation) or external program certification? If so, please describe any implications for the deletion and how they will be addressed.

Not applicable

Program Resources: Are there any resources currently dedicated to this program? How will they be maintained while the remaining students are completing the program or otherwise being accommodated? How will the program’s fiscal and other resources be reallocated when the program deletion is complete (e.g., assignment to other department offerings, internal reallocation)?

No current resources allocated to this program.

Projected Enrollments: Please indicate the projected enrollments during the teach-out of the program.

Not Applicable

Projected enrollments (headcount of majors) during teach-out:

| Year 1: | Year 2: | Year 3: | Year 4: |

Personnel Implications: Will any positions be eliminated as a result of this program deletion? If so, please indicate the number and type in the table below.

No Personnel implications.

Number of positions planned for elimination:

| Graduate TA: | Adjunct: | Term Faculty: | Tenure Track Faculty: |

Alignment with UA or Campus Strategic Plans:

Not Applicable

This page should be completed along with the cover memo and the Program Action Request (PAR) form submitted to curriculum bodies for program deletions. Catalog copy does not need to be submitted for program deletions.
## Program/Prefix Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>LOG</td>
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<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
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<tbody>
<tr>
<td>Graduate Certificate, Supply Chain Management</td>
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<tr>
<th>3. Type of Program</th>
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<tr>
<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate:</td>
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<th>4. Type of Action:</th>
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<tr>
<td>Change</td>
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<td>Delete</td>
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<th>5. Implementation Date (semester/year)</th>
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<tr>
<td>From: Fall/2014 To: 9999</td>
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<table>
<thead>
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<th>6a. Coordination with Affected Units</th>
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<tbody>
<tr>
<td>Department, School, or College:</td>
</tr>
<tr>
<td>Initiator Name (typed):</td>
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<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
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<tr>
<td>Date: 02/20/2014</td>
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<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
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<tbody>
<tr>
<td>Date: 02/20/2014</td>
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<tr>
<th>7. Title and Program Description - Please attach the following:</th>
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<tbody>
<tr>
<td>✗ Cover Memo ✗ Catalog Copy in Word using the track changes function</td>
</tr>
</tbody>
</table>

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<tr>
<th>8. Justification for Action</th>
</tr>
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<tbody>
<tr>
<td>Poor enrollment</td>
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<thead>
<tr>
<th>Initiator (faculty only)</th>
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<tbody>
<tr>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Philip Price</th>
</tr>
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<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
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</table>

<table>
<thead>
<tr>
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<th>Disapproved</th>
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<tbody>
<tr>
<td>Date</td>
<td>Dean/Director of School/College</td>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
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<th>Approved</th>
<th>Disapproved</th>
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<tbody>
<tr>
<td>Date</td>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>

34
LOGISTICS

Edward & Cathryn Rasmuson Hall (RH), Room 304, (907) 786-4171
www.ualaska.edu/cbpp

Master of Science, Global Supply Chain Management

The MS GSCM degree focuses on managing global supply chain systems with an emphasis on managerial leadership, information technology and international business practices. The degree requires five six-credit courses, to be completed over five consecutive semesters. Time to completion is approximately 20 months for a total of 30 credit hours.

Classes meet exclusively on weekends. Each course requires four weekend meetings per semester. Between weekends, students are engaged in research and online discussions with the instructor and among one another. Students apply their coursework to a host business to attain hands-on experience.

Classes are kept to a maximum of 25 students and each student proceeds through the five courses in the same order as part of a cohort group.

The degree is a stand-alone program that is not subsidized by the State, and therefore normal tuition fees do not apply. Please contact the College of Business and Public Policy at (907) 786-4171 for tuition and pre-application information.

Program Student Learning Outcomes

Graduates of the MS GSCM program will be able to assess logistical activities and supply chain relationships in a strategic context within international and cross-cultural business environments. They will be able to demonstrate the role of leadership and team building in fostering and enhancing supply chain integration. Graduates will also be able to apply information technology as a means to manage knowledge; and use financial and cost accounting techniques to effectively measure logistical value within and across companies. Finally, graduates will have developed an appreciation for the complex nature of global supply chain management in an increasingly integrated world that is subject to rapid change.

Admission Requirements

Applicants must have a minimum of seven years of work experience in some function of logistics or supply chain management and a bachelor’s degree in any discipline. Exceptions to work experience may be made for individuals with a bachelor’s degree in logistics, supply chain management, or a discipline comprised of courses that are closely related to logistics and supply chain management.

In addition, applicants must provide two letters of recommendation, undergraduate degree transcripts, and must complete the Graduate Management Admission Test (GMAT). The minimum acceptable GMAT score is determined by:

\[ (\text{Undergraduate GPA } \times 200) + \text{GMAT score} > 1050. \]

Conditional admission may be granted if the GMAT has not been completed, but all other required information has been provided. However, the GMAT must be completed with the minimum acceptable score before the start of the third course in the program.

Applicants whose native language is not English are required to score at least 550 on the TOEFL examination or otherwise demonstrate competency in English.

Academic Progress

A minimum GPA of 3.00 is required to successfully complete the program. A grade of C is minimally acceptable and must be offset with a grade of A in one of the other courses. A student must withdraw from the program if he or she earns three C course grades.

The program’s cohort format allows students to develop working relationships with group members, undertake group activities and research, and share professional experiences.

The MS GSCM program is the responsibility of the Logistics Department, which acts as the program’s policy-making body, and appeals board. Students are expected to be familiar with, and adhere to, the MS GSCM program requirements and procedures, as well as general UAA admissions and graduate degree requirements.

Contact the CBPP Graduate Programs Office for full program information, including application forms and procedures:
Program Requirements

1. Complete the following requirements:
   - LOG A661 Supply Chain Strategic Planning 6
   - LOG A662 Supply Chain Knowledge Management 6
   - LOG A663 International Supply Chain Management and Marketing Strategies 6
   - LOG A664 Supply Chain Management Leadership 6
   - LOG A665 Supply Chain Measurement* 6

   *A final research project is required as part of the degree requirements.

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

FACULTY

Philip Price, Professor, philipp@uaa.alaska.edu
Darren Prokop, Professor/Chair, AFDJP1@cbpp.uaa.alaska.edu
LOGISTICS
Edward & Cathryn Rasmuson Hall (RH), Room 304, (907) 786-4171
www.uaa.alaska.edu/cbpp

Graduate Certificate, Supply Chain Management

Admission to the certificate program is currently suspended. Contact the department for further information.

Master of Science, Global Supply Chain Management

The MS GSCM degree focuses on managing global supply chain systems with an emphasis on managerial leadership, information technology and international business practices. The degree requires five six-credit courses, to be completed over five consecutive semesters. Time to completion is approximately 20 months for a total of 30 credit hours.

Classes meet exclusively on weekends. Each course requires four weekend meetings per semester. Between weekends, students are engaged in research and online discussions with the instructor and among one another. Students apply their coursework to a host business to attain hands-on experience.

Classes are kept to a maximum of 25 students and each student proceeds through the five courses in the same order as part of a cohort group. The degree is a stand-alone program that is not subsidized by the State, and therefore normal tuition fees do not apply. Please contact the College of Business and Public Policy at (907) 786-4171 for tuition and pre-application information.

Program Student Learning Outcomes

Graduates of the MS GSCM program will be able to assess logistical activities and supply chain relationships in a strategic context within international and cross-cultural business environments. They will be able to demonstrate the role of leadership and team building in fostering and enhancing supply chain integration. Graduates will also be able to apply information technology as a means to manage knowledge; and use financial and cost accounting techniques to effectively measure logistical value within and across companies. Finally, graduates will have developed an appreciation for the complex nature of global supply chain management in an increasingly integrated world that is subject to rapid change.

Admission Requirements

Applicants must have a minimum of seven years of work experience in some function of logistics or supply chain management and a bachelor’s degree in any discipline. Exceptions to work experience may be made for individuals with a bachelor’s degree in logistics, supply chain management, or a discipline comprised of courses that are closely related to logistics and supply chain management.

In addition, applicants must provide two letters of recommendation, undergraduate degree transcripts, and must complete the Graduate Management Admission Test (GMAT). The minimum acceptable GMAT score is determined by:

\[(\text{Undergraduate GPA} \times 200) + \text{GMAT score} > 1050.\]

Conditional admission may be granted if the GMAT has not been completed, but all other required information has been provided. However, the GMAT must be completed with the minimum acceptable score before the start of the third course in the program.

Applicants whose native language is not English are required to score at least 550 on the TOEFL examination or otherwise demonstrate competency in English.

Academic Progress

A minimum GPA of 3.00 is required to successfully complete the program. A grade of C is minimally acceptable and must be offset with a grade of A in one of the other courses. A student must withdraw from the program if he or she earns three C course grades.

The program’s cohort format allows students to develop working relationships with group members, undertake group activities and research, and share professional experiences.

The MS GSCM program is the responsibility of the Logistics Department, which acts as the program’s policy-making body, and appeals board. Students are expected to be familiar with, and adhere to, the MS GSCM program requirements and procedures, as well as general UAA admissions and graduate degree requirements.

Contact the CBPP Graduate Programs Office for full program information, including application forms and procedures:
Program Requirements

1. Complete the following requirements:

- LOG A661 Supply Chain Strategic Planning 6
- LOG A662 Supply Chain Knowledge Management 6
- LOG A663 International Supply Chain Management and Marketing Strategies 6
- LOG A664 Supply Chain Management Leadership 6
- LOG A665 Supply Chain Measurement* 6

*A final research project is required as part of the degree requirements.

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

FACULTY

Philip Price, Professor, philipp@uaa.alaska.edu
Darren Prokop, Professor/Chair, AFDJP1@cbpp.uaa.alaska.edu
## 2. Course Prefix
LOG

## 3. Course Number
A601

## 4. Previous Course Prefix & Number
N/A

## 5a. Credits/CEUs
3

## 5b. Contact Hours
(3+0)

### 6. Complete Course Title
Supply Chain Management Systems

### 7. Type of Course
- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action
- [ ] Add
- [ ] Change
- [x] Delete

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Class
- Level
- College
- Other

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

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

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

### 12. Cross Listed
- [ ]
  - with
    - [ ] Cross-Listed
    - [ ] Stacked

### 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.ualaska.edu/governance](http://www.ualaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Graduate Certificate, Supply Chain Management</td>
<td>02/17/2014</td>
<td>Philip Price</td>
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<tr>
<td>2.</td>
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<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Philip Price
Initiator Signed Initials: __________________________ Date: __________________________

### 13b. Coordination Email
Date: 02/20/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
Date: 02/20/2014

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

### 15. Course Description
(suggested length 20 to 50 words)
Examine the changes in supply chain management systems and networks in today's complex, global market. Focuses on the interaction of system demands for purchasing and materials management; the interaction of ethical, contractual, and legal elements; the impact of strategic decisions; and the impact of supply network functional activities.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
N/A

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

### 16c. Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16d. Registration Restriction(s) (non-codable)
Acceptance into Graduate Certificate Program or department approval.

### 17. Mark if course has fees
- [ ]

### 18. Mark if course is a selected topic course
- [ ]

### 19. Justification for Action
Course was designed for the Graduate Certificate, Supply Chain Management that is being deleted.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philip Price</td>
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Initiator (TYPE NAME)

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<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
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<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Disapproved</th>
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<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
<th>Approved</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Disapproved</th>
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</table>

Date: __________________________
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>LOG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOG</td>
<td>A602</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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</table>

6. Complete Course Title Logistics

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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</thead>
<tbody>
<tr>
<td>☑ Academic</td>
<td>☑ Delete</td>
<td># of Repeats</td>
<td>☑ A-F</td>
<td>semester/year</td>
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</tbody>
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From: Fall/2014 To: 9999

<table>
<thead>
<tr>
<th>12.</th>
<th>Cross Listed with</th>
<th>Stacked with</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Cross-Listed Coordination Signature</td>
<td></td>
</tr>
</tbody>
</table>

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](http://www.uaa.alaska.edu/governance).

<table>
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<th>Date</th>
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</tr>
</tbody>
</table>

Initiator Name (typed): Philip Price  
Initiator Signed Initials:  
Date:

13b. Coordination Email  
submitted to Faculty Liaison: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 02/20/2014

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)

Examines the principles and practices of global supply chain and logistics management. Focuses on logistics integration and how global organizations can gain a sustainable competitive advantage by implementing programs of total logistics management into their organizations.

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

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

16c. Automatic Restriction(s)  
College  Major  Class  Level  
Acceptance into Graduate Certificate Program or department approval.

16d. Registration Restriction(s) (non-codable)  
Mark if course has fees  
Mark if course is a selected topic course

19. Justification for Action  
Course was designed for the Graduate Certificate, Supply Chain Management that is being deleted.

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

Approved  Disapproved  Undergraduate/Graduate Academic  Date

Approved  Disapproved  Board Chair  

Approved  Disapproved  Provost or Designee  Date
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOG</td>
<td>A606</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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</table>

6. Complete Course Title
Lean Operations

7. Type of Course

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

8. Type of Action:
- [ ] Add
- [ ] Change
- [X] Delete

If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Number
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other (please specify)

9. Repeat Status No

- # of Repeats
- Max Credits
- [ ] A-F
- [ ] P/NP
- [ ] NG

10. Grading Basis

11. Implementation Date

- semester/year
- From: Fall/2014
- To: 9/999
- [ ] 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.

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Initiator Name (typed): Philip Price
Initiator Signed Initials: _______ Date:________

13b. Coordination Email

- Date: 02/20/2014
- submitted to Faculty Listserv: (uac-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison

- Date: 02/20/2014

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)

Examines the concepts of lean operations and shows through examples, case studies, simulations, and hands-on projects how organizations can reduce the wastes that adversely impact profitability and performance. Focuses on value-stream mapping, synchronized flow, pull systems, and current reengineering concepts that may be appropriate, such as kanban systems, the 5S’s, quick changeover, theory of constraints, and total productive maintenance.

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

- LOG A601 and LOG A602 and LOG A603

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

- N/A

16c. Automatic Restriction(s)

- College
- Major
- Class
- Level

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

- Acceptance into Graduate Certificate Program or department approval.

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action

Course was designed for the Graduate Certificate, Supply Chain Management that is being deleted.

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</table>

| Approved
| Disapproved |
| DeAnd/or/Graduate Academic |
| Date |
| Board Chair |
| Date |
| Provost or Designee |
| Date |
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CB CBPP

1b. Division
ADBP Division of Business Programs

1c. Department
LOG

2. Course Prefix
LOG

3. Course Number
A609

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

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

6. Complete Course Title
Supply Chain Quality Capstone

Abbreviated Title for Transcript (30 characters)

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

8. Type of Action:
☐ Add ☐ Change ☒ Delete

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NC ☐ NG

11. Implementation Date

From: Fall/2014

To: 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.aaa.alaska.edu/governance.

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</tbody>
</table>

Initiator Name (typed): Philip Price
Initiator Signed Initials: ____________________
Date: ____________________

13b. Coordination Email
submitted to Faculty Listerv: (aaa-faculty@lists.aaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 02/20/2014

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)
Examines approaches that organizations can take to work with their suppliers to assist them in all facets of improvement with the objective of becoming a preferred supplier. Focuses on concepts, such as supplier total quality, six-sigma quality, project management skills, quality standard and supplier selection and development.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
LOG A606

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

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

16d. Registration Restriction(s) (non-codable)
Acceptance into Graduate Certificate Program or department approval.

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course was designed for the Graduate Certificate, Supply Chain Management that is being deleted.

Initiator (faculty only)
Philip Price
Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Undergraduate/Graduate Academic Date

Approved Disapproved
Board Chair Date

Approved Disapproved
Provost or Designee Date
To: College of Health Curriculum Committee

From: Randy Magen, School of Social Work
        Jenny Miller, Department of Health Sciences

RE: MSW/MPH Dual Degree

The School of Social Work and the Department of Health Sciences are proposing a dual degree, MSW/MPH. The dual degree program will provide academic training in order to maximize the impact of both public health and social work practices. The goal of this dual degree is to train leaders who have the skills and competencies to address many of the social and public health problems facing Alaska and the nation.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Both programs are fully accredited by professional accreditation organizations (MSW by the Council on Social Work Education, MPH by the Council on Education in Public Health). With the formation of the College of Health and the explicit focus on interprofessional collaborations, this is the optimal time for the creation of a dual degree option within the College of Health.
**Program/Prefix Action Request**

**University of Alaska Anchorage**

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

<table>
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<th>1a. School or College</th>
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<td>CH College of Health</td>
<td>Health Sciences</td>
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<th>2. Complete Program Title/Prefix</th>
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<td>Master of Public Health/MPH</td>
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<td>Undergraduate: or Graduate:</td>
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<th>PREFIX</th>
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<td>Delete</td>
<td>Inactivate</td>
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<tr>
<th>5. Implementation Date (semester/year)</th>
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<tr>
<td>From: Fall/2014</td>
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<table>
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<th>6a. Coordination with Affected Units</th>
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<td>Department, School, or College: College of Health</td>
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<tr>
<td>Initiator Name (typed): Virginia Miller</td>
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| 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.ualaska.edu) | Date: 4.4.2013 |

| 6c. Coordination with Library Liaison | Date: 4.5.2013 |

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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

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HEALTH SCIENCES

Diplomacy Building (DPL), Room 405, (907)786-6540
www.uaa.alaska.edu/healthsciences

Master of Public Health, Public Health Practice

Public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. Public health professionals typically take a community or population focus. Our graduate program prepares public health practitioners who identify and assess needs of populations; plan, implement and evaluate programs to address those needs; and otherwise assure conditions that protect and promote the health of populations. The Master of Public Health (MPH) in Public Health Practice is an interdisciplinary degree designed to provide a broad background to meet the challenges of the diverse and complex field of public health, with a particular focus on the needs of Alaska and the circumpolar north. Students with backgrounds in the natural sciences, social sciences, health professions, human services, business, education and law have successfully entered the field of public health at the graduate level.

Both mid-career students and recent graduates may pursue their careers with minimal disruption while working on the MPH degree, because all required courses are offered via distance format. Students are required to attend one mandatory meeting in Anchorage each year, typically in conjunction with the Alaska Public Health Summit, and are expected to communicate frequently with their MPH academic advisor. In-person oral defense of the capstone thesis in Anchorage is also expected of the student at the end of the MPH program.

This degree requires core courses in health education and behavioral sciences, environmental and occupational health, health management and policy, biostatistics, and epidemiology. It also includes coursework in research methods, program evaluation, circumpolar health issues and management of public health emergencies and disasters, as well as the opportunity to create an individualized emphasis as the foundation for the required capstone project.

MPH Mission Statement

The MPH in Public Health Practice program at the University of Alaska Anchorage enhances health in diverse communities across Alaska, the circumpolar north, the nation, and the world. This is accomplished through excellence in the education of public health practice leaders, scientific investigation of public health issues, and engaging communities in an organized effort to identify, assess, prevent, and mitigate community health challenges.

MPH Program Goals and Program-Level Objectives

Based on national accreditation criteria and quality standards, the program goals are:

A. Service

To provide leadership and service to enhance public health practice at the local, state, national and international levels.

1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.
2. Promote collaboration with a variety of public and private agencies in the rural areas and the surrounding region to meet current and future public health practice needs.
3. Provide leadership to national, regional, and state public health and community health education professional organizations.

B. Teaching and Research

To develop an academic public health program that contributes to and helps train students and support faculty to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.
1. Support a local and global research agenda through enhanced international collaboration and increased graduate student involvement in research.
2. Increase the opportunities for students to participate in and learn from faculty-directed research designed to inform public health decision-making.
3. Facilitate qualitative, quantitative, and mixed-method research.
4. Stimulate innovative, cutting edge, interdisciplinary research (grounded in the ecological model) that will help solve public health problems.
5. Facilitate the publication and dissemination of student and faculty research.
6. Strengthen and support student and faculty capacity for conducting ethical research.

C. Workforce Development

To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.
1. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for workforce capacity building.
2. Conduct continuing education programs that help meet the needs determined in the assessments above.
3. Facilitate student collaboration with faculty to participate in community and continuing education.
4. Periodically evaluate the current program, student/faculty perceptions and experiences.
5. Revise or enhance courses, the program, opportunities, and resources based on an evolving body of knowledge and on results of periodic evaluations.
6. Create and/or enhance mechanisms (media, pamphlets/fliers, meetings, seminars, and others) to provide opportunities for education regarding ongoing and emerging public health issues, especially those based on community concerns.
7. Provide student MPH opportunities in communities to disseminate information and foster action on public health issues.

D. Program Student Learning Outcomes

To prepare public health professionals who can demonstrate attainment of our MPH program competencies.
1. Give, solicit and receive oral, written, graphic and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings. [Competency: Communication]
2. Interact sensitively and professionally with individuals and communities with diverse characteristics. [Competency: Diversity and cultural proficiency]
3. Create and communicate a shared vision to improve the public’s health.
4. Develop and champion solutions to population health challenges.
5. Demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commit to personal and institutional development. [Competency: Professionalism and ethics]
6. Design, develop, implement and evaluate strategies and interventions to improve individual and community health. [Competency: Program planning and assessment]
7. Recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities. [Competency: Systems thinking]
8. Utilize biostatistics in the practice of public health. [Competency: Biostatistics]
9. Design, develop, implement and evaluate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. [Competency: Environmental health]
10. Utilize epidemiological skills for informing scientific, ethical, economic, and public health policy decisions on health issues. [Competency: Epidemiology]
11. Understand the main components and issues of the organization, financing and delivery of health services and public health systems in the US. [Competency: Health policy and management]
12. Understand the role of social, behavioral and community factors in both the onset and solution of public health problems. [Competency: Social and behavioral science]
E. Environment

To create an environment where diverse faculty, students, and staff work collaboratively and respectfully to promote public health.
1. Maintain a diverse student body that reflects the diversity of the region we serve.
2. Maintain a student body with diverse educational and professional backgrounds.
3. Provide a multi-disciplinary, ethnically diverse, and experienced public health faculty and staff.
4. Provide students with contact and involvement with diverse communities and peoples within and outside the MPH program, that provide and/or enhance knowledge and experience.
5. Annually monitor and continually evaluate processes for recruitment and admission into the program.

Professional Program Fee

A professional program fee is required of all students in the MPH program in addition to course tuition fees, lab fees, course material fees, and student activity fees. The professional program fee is a sum equal to 50 percent of resident tuition, and is charged upon enrollment in MPH courses. The fee contributes directly to program support.

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 MPH program:
1. Have earned a baccalaureate degree from a regionally accredited institution in the United States, or a foreign equivalent.
2. Have a GPA of at least 3.00 (B average on a 4.00 scale) in their baccalaureate degree.
3. Submit documentation indicating a grade of 2.00 (C) or higher in an introductory statistics course which covers descriptive and inferential statistics.
4. Provide copies of one or more substantial professional writing samples.
5. Submit an essay explaining how and why obtaining the MPH degree would contribute to the student’s career goals.
6. Completed applications are reviewed twice each year. The Department of Health Sciences deadlines are March 1 for fall admission and October 1 for spring admission. UAA admission must be successfully processed before the Department of Health Sciences will consider an application complete. The UAA process may take as long as four months, so applicants are encouraged to apply to the university early.

Note also that:
1. To the extent that there are limited positions 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.
2. Preference may also be given to applicants with two or more years work experience in the field of public health. Such applicants must submit documentation of their public health-related work experience, and a request for special consideration to the admissions committee.

Academic Progress

In order to maintain satisfactory academic progress toward the degree, a student in the MPH program is expected to complete a minimum of 6 semester credits each academic year, beginning with the first semester of enrollment. For satisfactory academic progress, the 6 semester credits may consist of prerequisite courses or program courses. Failure to comply with the 6 credit minimum each academic year may result in the student being removed from the degree program. See the beginning of this chapter for additional requirements to remain in good standing, and to maintain satisfactory academic progress toward the degree.

Candidacy Requirements

See the section Advancement to Candidacy at the beginning of this chapter.

Graduation Requirements

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

1. Complete the MPH core courses (28 credits total):
   - HS A605 Public Health and Society 3
   - HS A610 Environmental and Occupational Health 3
   - HS A615 Health Services Administration 3
   - HS A624 Circumpolar Health Issues 3
   - HS/NS A625 Biostatistics for Health Professionals 3
   - HS/NS A626 Principles of Epidemiology 3
   - HS/SWK A628 Program Evaluation 3
   - HS A629 Public Health Research Tools and Methods 4
   - HS A630 Public Health Emergencies and Disasters 3

2. Complete three focused public health-related emphasis courses at the 600-level (graduate) with advisor approval 9

3. Complete a Project Practicum (HS A698) or Thesis Practicum (HS A699) 5

4. A total of 42 credits are required for the degree.

Dual Degree, Master of Social Work/Master of Public Health

The Master of Social Work/Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

Admission Requirements

Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 12, page 309-311.

Advising

Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.
Academic Progress

To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

Graduation Requirements

Each degree will be awarded when the requirements for graduation for that degree have been met.

Major Requirements

The dual degree program has been structured so that all the requirements for each program will be fully met. Complete the MPH core courses (33 credits total):

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1. Complete the MSW core courses (37-38 credits total):

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<td>Social Policy for Advanced Generalist Practice</td>
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<td>Practice Skills Lab</td>
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<td>SWK A631</td>
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<td>Direct Practice II</td>
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<td>SWK A634</td>
<td>Organizational Practice</td>
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<td>SWK A635</td>
<td>Advanced Generalist Integrative Seminar</td>
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<td>SWK A636</td>
<td>Community Practice</td>
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<td>SWK A642</td>
<td>Human Behavior in the Social Environment</td>
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<td>Human Diversity in Social Work Practice</td>
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FACULTY

Betty J. Monsour, Associate Professor, Betty.Monsour@uaa.alaska.edu
Gabriel Garcia, Assistant Professor, GGarcia16@uaa.alaska.edu
Liz Hodges Snyder, Assistant Professor, EHodges4@uaa.alaska.edu
Rhonda M. Johnson, Professor/MPH Coordinator, Rhonda.Johnson@uaa.alaska.edu
Jenny Miller, Assistant Professor, VLMiller2@uaa.alaska.edu
Nancy Nix, Assistant Professor, NANix@uaa.alaska.edu
Master of Social Work

The mission of the UAA Master of Social Work program is to prepare advanced generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska. Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

Al students entering the program will have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of 32 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take SWK A632 Direct Practice I (3 credits) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall.

Program Student Learning Outcomes

Students graduating with a Master of Social Work will be able to:

1. Be leaders who assume multiple practice roles to address health and social issues in Alaska.
2. Engage in practice consistent with the values and ethics of the social work profession.
3. Utilize critical thinking to synthesize and apply a broad range of knowledge and skills.
4. Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
5. Differentially intervene with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
6. Develop and conduct research to inform practice.
7. Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.
8. Develop and evaluate social policies that promote social and economic well-being.
9. Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
10. Engage in planned change using theory and evidence based practice processes to provide competent and effective services in Alaska.

Admission Requirements

1. Deadline for application: January 15. This is the only application date for the year.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor’s degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Liberal Arts Requirements for Admissions

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines).
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development).
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines).
4. One university course in oral communication.
5. One university course in written communication.
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-psychosocial determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

Academic Progress

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

Transfer Credits

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

Candidacy for a Master of Social Work Degree

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in SWK A635 Advanced Generalist Integrative Seminar during spring semester of the concentration year of the program.

Graduation Requirements

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Successful completion of research project (SWK A698).
3. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Program Requirements

The following outlines course requirements for the full-time program plan. Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work.

3. Foundation Curriculum: Complete, test out of, or waive the following required courses in the foundation sequence:

<table>
<thead>
<tr>
<th>Fall — Year One</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A630 Practice Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>SWK A631 Foundation Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A632 Direct Practice I*</td>
<td>3</td>
</tr>
<tr>
<td>SWK A642 Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A643 Human Diversity in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A644 Generalist Practicum I</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring — Year One</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A607 Social Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK A624 Foundation Research Methods*</td>
<td>4</td>
</tr>
<tr>
<td>SWK A636 Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A645 Generalist Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level Social Work elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Advanced placement students take SWK A624 and SWK A632 in the summer prior to enrolling in the concentration curriculum.

4. Concentration Curriculum:

<table>
<thead>
<tr>
<th>Fall — Year Two</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A608 Social Policy for Advanced Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK/HIS A628 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SWK A633 Direct Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK A634 Organizational Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A646 Advanced Generalist Practicum I</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring — Year Two</th>
<th>16 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A635 Advanced Generalist Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SWK A647 Advanced Generalist Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>SWK A698 MSW Research Project</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level Social Work electives</td>
<td>6</td>
</tr>
</tbody>
</table>

5. A minimum of 38 credits is required for the Master of Social Work.
A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. No more than 3 credits at the 400 level may be counted toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

Research Project
All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

Graduate Certificate, Clinical Social Work Practice
The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a licensed clinical social worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes
Students graduating with a Graduate Certificate in Clinical Social Work Practice will be able to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well-being of individuals, families and groups who seek their services.
- Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
- Develop a concept and a plan for their future professional development.

Admission Requirements
Applicants for the Graduate Certificate in Clinical Social Work Practice must:
1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade point average of 3.00 or higher (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

Curriculum Requirements
Total = 15 credits:
1. Required courses (7 credits):
   - SWK A651 Social Work Practice in Addictions and Mental Health 3
   - SWK A663 Clinical Social Work with Children and Adolescents 2
   - SWK A664 Clinical Social Work with Adults 2
2. Plus completion of 8 credits from the following:

SWK A656 Treatment of Families (3)
SWK A665 Comparative Group Work (3)
SWK A667 Clinical Group Therapy (2)
SWK A672 Social Work with Families and Couples (2)

Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Graduate Certificate, Social Work Management

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes

Students graduating with a Graduate Certificate in Social Work Management will be able to:

- Demonstrate the role of leadership and decision-making in social service organizations.
- Apply supervisory management skills at multiple levels within an organization.
- Integrate budget development and fiscal analysis into social services program planning.
- Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations.
- Design and implement financial resource development plans for social programs/social service agencies.

Admission Requirements

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

Curriculum Requirements

Total = 15 credits:

- SWK A634 Organizational Practice 3
- SWK A654 Supervisory Management in Social Work 3
- SWK A659 Leadership and Decision Making in Social Work 3
- SWK A660 Financial Leadership for Social Work Administrators 2
- SWK A661 Marketing in the Social Sector 2
- SWK A662 Financial Resource Development for Social Services 2
Certificate Completion Requirements
Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Dual Degree, Master of Social Work/Master of Public Health

The Master of Social Work/Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

Admission Requirements
Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 12, page 309-311.

Advising
Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.

Academic Progress
To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

Graduation Requirements
Each degree will be awarded when the requirements for graduation for that degree have been met.

Major Requirements
The dual degree program has been structured so that all the requirements for each program will be fully met. Complete the MPH core courses (28 credits total):

- HS A605 Public Health and Society, 3
- HS A610 Environmental and Occupational Health, 3
- HS A615 Health Services Administration, 3
- HS A624 Circumpolar Health Issues, 3
- HS/NS A625 Biostatistics for Health Professionals, 3
- HS/NS A626 Principles of Epidemiology, 3
- HS/SWK A628 Program Evaluation, 3
- HS A629 Public Health Research Tools and Methods, 4
- HS A630 Public Health Emergencies and Disasters, 3
- HS A698 Project Practicum (1-5), 5
  or
- HS A699 Thesis Practicum (1-5)

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1. Complete the MSW core courses (34 credits total):
   - SWK A607 Social Welfare Policy and Services 3
   - SWK A608 Social Policy for Advanced Generalist Practice 3
   - SWK/HS A628 Program Evaluation 3
   - SWK A630 Practice Skills Lab 1
   - SWK A631 Foundation Practice 3
   - SWK A632 Direct Practice I 3
   - SWK A633 Direct Practice II 3
   - SWK A634 Organizational Practice 3
   - SWK A635 Advanced Generalist Integrative Seminar 3
   - SWK A636 Community Practice 3
   - SWK A642 Human Behavior in the Social Environment 3
   - SWK A643 Human Diversity in Social Work Practice 3

2. Complete 9 advisor approved HS or MSW elective credits at the 600-level.

3. Complete 6 practicum credits from the following options: 6-7
   - SWK A644 Generalist Practicum I (3)
   - SWK A645 Generalist Practicum II (3)
   - SWK A646 Advanced Generalist Practicum I (3)
   - SWK A647 Advanced Generalist Practicum II (4)

4. A minimum of 77-78 credits is required for the Master of Social Work and Master of Public Health dual degree.

FACULTY

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Master of Public Health, Public Health Practice

Public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. Public health professionals typically take a community or population focus. Our graduate program prepares public health practitioners who identify and assess needs of populations; plan, implement and evaluate programs to address those needs; and otherwise assure conditions that protect and promote the health of populations. The Master of Public Health (MPH) in Public Health Practice is an interdisciplinary degree designed to provide a broad background to meet the challenges of the diverse and complex field of public health, with a particular focus on the needs of Alaska and the circumpolar north. Students with backgrounds in the natural sciences, social sciences, health professions, human services, business, education and law have successfully entered the field of public health at the graduate level.

Both mid-career students and recent graduates may pursue their careers with minimal disruption while working on the MPH degree, because all required courses are offered via distance format. Students are required to attend one mandatory meeting in Anchorage each year, typically in conjunction with the Alaska Public Health Summit, and are expected to communicate frequently with their MPH academic advisor. In-person oral defense of the capstone thesis in Anchorage is also expected of the student at the end of the MPH program.

This degree requires core courses in health education and behavioral sciences, environmental and occupational health, health management and policy, biostatistics, and epidemiology. It also includes coursework in research methods, program evaluation, circumpolar health issues and management of public health emergencies and disasters, as well as the opportunity to create an individualized emphasis as the foundation for the required capstone project.

MPH Mission Statement

The MPH in Public Health Practice program at the University of Alaska Anchorage enhances health in diverse communities across Alaska, the circumpolar north, the nation, and the world. This is accomplished through excellence in the education of public health practice leaders, scientific investigation of public health issues, and engaging communities in an organized effort to identify, assess, prevent, and mitigate community health challenges.

MPH Program Goals and Program-Level Objectives

Based on national accreditation criteria and quality standards, the program goals are:

A. Service

To provide leadership and service to enhance public health practice at the local, state, national and international levels.

1. Provide expertise to public health agencies and organizations in the surrounding region in order to find innovative solutions to existing public health problems.
2. Promote collaboration with a variety of public and private agencies in the rural areas and the surrounding region to meet current and future public health practice needs.
3. Provide leadership to national, regional, and state public health and community health education professional organizations.

B. Teaching and Research

To develop an academic public health program that contributes to and helps train students and support faculty to participate in conducting and translating the growing body of knowledge to enhance the health of communities and strengthen evidence-based public health practice.
1. Support a local and global research agenda through enhanced international collaboration and increased graduate student involvement in research.
2. Increase the opportunities for students to participate in and learn from faculty-directed research designed to inform public health decision-making.
3. Facilitate qualitative, quantitative, and mixed-method research.
4. Stimulate innovative, cutting edge, interdisciplinary research (grounded in the ecological model) that will help solve public health problems.
5. Facilitate the publication and dissemination of student and faculty research.
6. Strengthen and support student and faculty capacity for conducting ethical research.

C. Workforce Development
To provide an instructional program that enhances public health education practice and strengthens the capacity of the existing public health workforce.
1. Conduct needs and/or asset assessments of communities or professionals in region to determine needs for workforce capacity building.
2. Conduct continuing education programs that help meet the needs determined in the assessments above.
3. Facilitate student collaboration with faculty to participate in community and continuing education.
4. Periodically evaluate the current program, student/faculty perceptions and experiences.
5. Revise or enhance courses, the program, opportunities, and resources based on an evolving body of knowledge and on results of periodic evaluations.
6. Create and/or enhance mechanisms (media, pamphlets/fliers, meetings, seminars, and others) to provide opportunities for education regarding ongoing and emerging public health issues, especially those based on community concerns.
7. Provide student MPH opportunities in communities to disseminate information and foster action on public health issues.

D. Program Student Learning Outcomes
To prepare public health professionals who can demonstrate attainment of our MPH program competencies.
1. Give, solicit and receive oral, written, graphic and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings. [Competency: Communication]
2. Interact sensitively and professionally with individuals and communities with diverse characteristics. [Competency: Diversity and cultural proficiency]
3. Create and communicate a shared vision to improve the public’s health.
4. Develop and champion solutions to population health challenges.
5. Demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commit to personal and institutional development. [Competency: Professionalism and ethics]
6. Design, develop, implement and evaluate strategies and interventions to improve individual and community health. [Competency: Program planning and assessment]
7. Recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations and communities. [Competency: Systems thinking]
8. Utilize biostatistics in the practice of public health. [Competency: Biostatistics]
9. Design, develop, implement and evaluate approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety. [Competency: Environmental health]
10. Utilize epidemiological skills for informing scientific, ethical, economic, and public health policy decisions on health issues. [Competency: Epidemiology]
11. Understand the main components and issues of the organization, financing and delivery of health services and public health systems in the US. [Competency: Health policy and management]
12. Understand the role of social, behavioral and community factors in both the onset and solution of public health problems. [Competency: Social and behavioral science].
E. Environment

To create an environment where diverse faculty, students, and staff work collaboratively and respectfully to promote public health.

1. Maintain a diverse student body that reflects the diversity of the region we serve.
2. Maintain a student body with diverse educational and professional backgrounds.
3. Provide a multi-disciplinary, ethnically diverse, and experienced public health faculty and staff.
4. Provide students with contact and involvement with diverse communities and peoples within and outside the MPH program, that provide and/or enhance knowledge and experience.
5. Annually monitor and continually evaluate processes for recruitment and admission into the program.

Professional Program Fee

A professional program fee is required of all students in the MPH program in addition to course tuition fees, lab fees, course material fees, and student activity fees. The professional program fee is a sum equal to 50 percent of resident tuition, and is charged upon enrollment in MPH courses. The fee contributes directly to program support.

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 MPH program:

1. Have earned a baccalaureate degree from a regionally accredited institution in the United States, or a foreign equivalent.
2. Have a GPA of at least 3.00 (B average on a 4.00 scale) in their baccalaureate degree.
3. Submit documentation indicating a grade of 2.00 (C) or higher in an introductory statistics course which covers descriptive and inferential statistics.
4. Provide copies of one or more substantial professional writing samples.
5. Submit an essay explaining how and why obtaining the MPH degree would contribute to the student’s career goals.
6. Completed applications are reviewed twice each year. The Department of Health Sciences deadlines are March 1 for fall admission and October 1 for spring admission. UAA admission must be successfully processed before the Department of Health Sciences will consider an application complete. The UAA process may take as long as four months, so applicants are encouraged to apply to the university early.

Note also that:

1. To the extent that there are limited positions 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.
2. Preference may also be given to applicants with two or more years work experience in the field of public health. Such applicants must submit documentation of their public health-related work experience, and a request for special consideration to the admissions committee.

Academic Progress

In order to maintain satisfactory academic progress toward the degree, a student in the MPH program is expected to complete a minimum of 6 semester credits each academic year, beginning with the first semester of enrollment. For satisfactory academic progress, the 6 semester credits may consist of prerequisite courses or program courses. Failure to comply with the 6 credit minimum each academic year may result in the student being removed from the degree program. See the beginning of this chapter for additional requirements to remain in good standing, and to maintain satisfactory academic progress toward the degree.

Candidacy Requirements

See the section Advancement to Candidacy at the beginning of this chapter.

Graduation Requirements

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

1. Complete the MPH core courses (28 credits total):
   - HS A605 Public Health and Society 3
   - HS A610 Environmental and Occupational Health 3
   - HS A615 Health Services Administration 3
   - HS A624 Circumpolar Health Issues 3
   - HS/NS A625 Biostatistics for Health Professionals 3
   - HS/NS A626 Principles of Epidemiology 3
   - HS/SWK A628 Program Evaluation 3
   - HS A629 Public Health Research Tools and Methods 4
   - HS A630 Public Health Emergencies and Disasters 3

2. Complete three focused public health-related emphasis courses at the 600-level (graduate) with advisor approval 9

3. Complete a Project Practicum (HS A698) or Thesis Practicum (HS A699) 5

4. A total of 42 credits are required for the degree.

Dual Degree, Master of Social Work/Master of Public Health

The Master of Social Work/Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

Admission Requirements

Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 12, page 309-311.

Advising

Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.
**Academic Progress**

To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

**Graduation Requirements**

Each degree will be awarded when the requirements for graduation for that degree have been met.

**Major Requirements**

The dual degree program has been structured so that all the requirements for each program will be fully met. Each program has a set of required courses and electives. Students will be able to substitute some required courses in one program for electives or requirements in the other.

1. Complete the MPH core courses (33 credits total):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS A605</td>
<td>Public Health and Society</td>
<td>3</td>
</tr>
<tr>
<td>HS A610</td>
<td>Environmental and Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>HS A615</td>
<td>Health Services Administration</td>
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<td>HS A624</td>
<td>Circumpolar Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HS/NS A625</td>
<td>Biostatistics for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HS/NS A626</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS/SWK A628</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HS A629</td>
<td>Public Health Research Tools and Methods</td>
<td>4</td>
</tr>
<tr>
<td>HS A630</td>
<td>Public Health Emergencies and Disasters</td>
<td>3</td>
</tr>
<tr>
<td>HS A698</td>
<td>Project Practicum (1-5)</td>
<td>5</td>
</tr>
<tr>
<td>or HS A699</td>
<td>Thesis Practicum (1-5)</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the MSW core courses (37-38 credits total):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A607</td>
<td>Social Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK A608</td>
<td>Social Policy for Advanced Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A630</td>
<td>Practice Skills Lab</td>
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</tr>
<tr>
<td>SWK A631</td>
<td>Foundation Practice</td>
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<td>SWK A632</td>
<td>Direct Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWK A633</td>
<td>Direct Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWK A634</td>
<td>Organizational Practice</td>
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<tr>
<td>SWK A635</td>
<td>Advanced Generalist Integrative Seminar</td>
<td>3</td>
</tr>
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<td>SWK A636</td>
<td>Community Practice</td>
<td>3</td>
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<tr>
<td>SWK A642</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
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<td>SWK A643</td>
<td>Human Diversity in Social Work Practice</td>
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<tr>
<td>SWK A644</td>
<td>Generalist Practicum I (3)</td>
<td>6-7</td>
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<tr>
<td>and SWK A645</td>
<td>Generalist Practicum II (3)</td>
<td></td>
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<tr>
<td>or SWK A646</td>
<td>Advanced Generalist Practicum I (3)</td>
<td></td>
</tr>
<tr>
<td>and SWK A647</td>
<td>Advanced Generalist Practicum II (4)</td>
<td></td>
</tr>
</tbody>
</table>

3. A minimum of 70-71 credits is required for the Master of Social Work and Master of Public Health dual degree.
FACULTY

Betty J. Monsour, Associate Professor, Betty.Monsour@uaa.alaska.edu
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SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

Master of Social Work

The mission of the UAA Master of Social Work program is to prepare advanced generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska. Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state. The MSW program is accredited by the Council on Social Work Education (CSWE). The program is reviewed by CSWE for reaffirmation on a regular basis.

All students entering the program will have an official graduate studies plan tailored to meet their own educational needs. The MSW degree is structured to allow students to participate in full-time, part-time, or distance education plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work. The MSW curriculum has two components: the foundation curriculum and the concentration curriculum. The foundation curriculum is composed of 32 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The foundation curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully test out or complete all courses in the foundation curriculum before proceeding to the concentration curriculum. The concentration curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the concentration curriculum. Students who have earned a Bachelor of Social Work from a CSWE-accredited program within the past five years and who are judged to be ready for advanced graduate studies may be admitted with advanced placement to the concentration curriculum. Students admitted into the advanced placement option are required to take SWK A632 Direct Practice I (3 credits) and SWK A624 Foundation Research Methods (4 credits) in the summer semester and must earn a grade of C or better to proceed to the concentration curriculum in the fall.

Program Student Learning Outcomes

Students graduating with a Master of Social Work will be able to:

1. Be leaders who assume multiple practice roles to address health and social issues in Alaska.
2. Engage in practice consistent with the values and ethics of the social work profession.
3. Utilize critical thinking to synthesize and apply a broad range of knowledge and skills.
4. Demonstrate attunement, sensitivity and respect for people from diverse backgrounds.
5. Differentially intervene with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
6. Develop and conduct research to inform practice.
7. Evaluate and apply knowledge of Human Behavior in the Social Environment in practice.
8. Develop and evaluate social policies that promote social and economic well-being.
9. Integrate contextual knowledge into the development, implementation and evaluation of social work services in Alaska.
10. Engage in planned change using theory and evidence based practice processes to provide competent and effective services in Alaska.

Admission Requirements

1. Deadline for application: January 15. This is the only application date for the year.
2. Submit the complete MSW admissions packet available through the School of Social Work.
3. Submit complete undergraduate transcripts demonstrating successful completion of a bachelor’s degree from an accredited college or university.
4. Submit UAA graduate application for admission with fee.

The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

**Liberal Arts Requirements for Admissions**

The MSW program requires that all incoming students have successfully completed a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The liberal arts baccalaureate should include successful coursework in the following areas:

1. Two university courses in the humanities (history, philosophy, languages, literature, or similar disciplines).
2. Two university courses in the social sciences (political sciences, sociology, anthropology, psychology, or similar disciplines; see note below concerning human development).
3. One university course in the fine arts (music, theater, art appreciation or similar disciplines).
4. One university course in oral communication.
5. One university course in written communication.
6. Two university courses in the natural sciences and/or mathematics (biology, chemistry, physics, geology, astronomy or similar disciplines; algebra, calculus, trigonometry, statistics, or similar disciplines; see notes below concerning human biology and statistics).
7. A minimum of 45 semester credits or 68 quarter credits which in total reflect the courses identified in the above list of liberal arts classes. The remaining earned academic credits can be distributed in any combination of coursework.

As part of the liberal arts preparation, the MSW program has established the following three specific prerequisites to admission: prior coursework in human biology (one course); human development over the entire life span (one course); and applied statistics (one course). The human biology and human development courses provide educational background for understanding the bio-psychosocial determinants of human behavior. The applied statistics course provides exposure to objective knowledge development. A minimum grade of C is required for each of the prerequisite courses.

Admission to the MSW degree program is based on the professional judgment of the social work faculty. Only students eligible to be licensed in the state of Alaska will be admitted to the MSW degree program. Please contact the department for further information.

**Academic Progress**

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a GPA of 3.00 or better on a 4.00 scale, with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students who are unable to earn a grade of C or better in a required MSW course during their initial enrollment may attempt to earn a satisfactory grade one additional time if approved by their advisor and the MSW program coordinator. Students must earn a grade of B or better in all field practicum courses (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

Field placements may become competitive if the number of applicants exceeds the number of spaces. The program and agencies also reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the MSW program does not guarantee acceptance by cooperating social services agencies.

**Transfer Credits**

Up to 9 semester credits from a CSWE-accredited MSW program may be transferred to UAA and counted toward degree completion. Quarter credits will be converted to semester credits by multiplying quarter credits by two-thirds.

**Candidacy for a Master of Social Work Degree**

1. Refer to Advancement to Candidacy criteria found at the beginning of this chapter.
2. Submit the Application for Advancement to Candidacy packet available through the School of Social Work.
3. Successfully complete MSW comprehensive examination, given in SWK A635 Advanced Generalist Integrative Seminar during spring semester of the concentration year of the program.

**Graduation Requirements**

1. See the beginning of this chapter for University Requirements for Graduate Degrees.
2. Successful completion of research project (SWK A698).
3. Successful completion of all required academic coursework specified on the Graduate Studies Plan, with a GPA of 3.00 or better, no course grade lower than a C, and no practicum course grade lower than a B (SWK A639, SWK A644, SWK A645, SWK A646, SWK A647).

**Program Requirements**

The following outlines course requirements for the full-time program plan. Students admitted to the program on a part-time basis or in the distance-delivered program take from 2 to 7 credits each semester, including summer, for two to four years dependent upon prior academic preparation. A copy of the part-time program plan is available from the School of Social Work.

4. **Foundation Curriculum:** Complete, test out of, or waive the following required courses in the foundation sequence:

   **Fall — Year One**
   - SWK A630 Practice Skills Lab 1
   - SWK A631 Foundation Practice 3
   - SWK A632 Direct Practice I* 3
   - SWK A642 Human Behavior in the Social Environment 3
   - SWK A643 Human Diversity in Social Work Practice 3
   - SWK A644 Generalist Practicum I 3

   **Spring — Year One**
   - SWK A607 Social Welfare Policy and Services 3
   - SWK A624 Foundation Research Methods* 4
   - SWK A636 Community Practice 3
   - SWK A645 Generalist Practicum II 3
   - Graduate-level Social Work elective 3

   *Advanced placement students take SWK A624 and SWK A632 in the summer prior to enrolling in the concentration curriculum.

5. **Concentration Curriculum:**

   **Fall — Year Two**
   - SWK A608 Social Policy for Advanced Generalist Practice 3
   - SWK/HS A628 Program Evaluation 3
   - SWK A633 Direct Practice II 3
   - SWK A634 Organizational Practice 3
   - SWK A646 Advanced Generalist Practicum I 3

   **Spring — Year Two**
   - SWK A635 Advanced Generalist Integrative Seminar 3
   - SWK A647 Advanced Generalist Practicum II 4
   - SWK A698 MSW Research Project 3
   - Graduate-level Social Work electives 6

6. A minimum of 38 credits is required for the Master of Social Work.
A total of 6 credits of electives to pursue professional emphasis may be selected from outside the School of Social Work offerings. Only 400- and 600-level courses approved by the MSW faculty advisor and program coordinator may count toward graduate program requirements. Courses at the 500 level are not applicable toward the MSW degree requirements. No more than 3 credits at the 400 level may be counted toward the MSW degree requirements. Contact the School of Social Work for a full list of available electives and scheduled class offerings.

Research Project
All students are required to complete a research project (SWK A698) in the concentration year of study. The project is an opportunity for the student to conduct an original research project or program evaluation under the guidance of a faculty member. Students attend a seminar to facilitate the process. The research process includes formulating the research question, conducting a literature review, designing and conducting the study, analyzing the data, writing the report, and disseminating the results to faculty, fellow students, and the practice community. Students are expected to comply with UAA policies and procedures for the protection of human subjects.

Graduate Certificate, Clinical Social Work Practice
The Graduate Certificate in Clinical Social Work Practice prepares MSW graduates to practice clinical social work using social work principles and methods to assist in the treatment of mental and emotional conditions of individuals, families or groups. The 15 credit graduate certificate uses the MSW program elective sequence as a platform for developing advanced knowledge and skills for clinical social work practice and partially preparing students for licensure as a licensed clinical social worker (LCSW) in Alaska. Courses are offered on a two-year rotation, including evening, weekend and summer intensives. Applications are accepted on an ongoing basis.

Program Student Learning Outcomes
Students graduating with a Graduate Certificate in Clinical Social Work Practice will be able to:

- Practice clinical social work within the legal and ethical standards of the profession.
- Enhance the mental health and well-being of individuals, families and groups who seek their services.
- Engage, assess, diagnose and intervene on behalf of clients guided by practice theories and empirically-supported practice knowledge.
- Maintain professional integrity in all aspects of their practice.
- Recognize practice limitations and seek appropriate clinical supervision and education to increase/enhance professional competence.
- Develop a concept and a plan for their future professional development.

Admission Requirements
Applicants for the Graduate Certificate in Clinical Social Work Practice must:

1. Be in the second semester of the foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the Council on Social Work Education (CSWE);
2. Have a cumulative graduate grade point average of 3.00 or higher (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals; and
4. Be eligible for licensure in Alaska.

Curriculum Requirements
Total = 15 credits:

1. Required courses (7 credits):
   - SWK A651 Social Work Practice in Addictions and Mental Health 3
   - SWK A663 Clinical Social Work with Children and Adolescents 2
   - SWK A664 Clinical Social Work with Adults 2
2. Plus completion of 8 credits from the following: 

- SWK A656 Treatment of Families (3)
- SWK A665 Comparative Group Work (3)
- SWK A667 Clinical Group Therapy (2)
- SWK A672 Social Work with Families and Couples (2)

Up to 3 credits may be taken from other approved graduate level course(s) that help prepare students for clinical social work practice. Alaska Statute 08.95.990(2) defines “clinical social work” as the diagnosis of psychiatric disorders and the use of techniques of applied psychotherapy of a nonmedical nature while practicing social work. Other clinical courses that include content consistent with this definition may be approved in consultation with the clinical certificate advisor.

**Certificate Completion Requirements**

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

**Graduate Certificate, Social Work Management**

The Graduate Certificate in Social Work Management prepares MSW graduates to be managers in social service settings. Students develop advanced knowledge and skills in organizational practice, supervisory management, leadership and decision making, marketing in the social sector, financial resource development, budgeting and fiscal management. The curriculum is based on the Leadership and Management Practice Standards established by the National Network for Social Work Managers. Applications are accepted on an ongoing basis.

**Program Student Learning Outcomes**

Students graduating with a Graduate Certificate in Social Work Management will be able to:

- Demonstrate the role of leadership and decision-making in social service organizations.
- Apply supervisory management skills at multiple levels within an organization.
- Integrate budget development and fiscal analysis into social services program planning.
- Utilize social sector marketing concepts to enhance the mission of their respective programs and organizations.
- Design and implement financial resource development plans for social programs/social service agencies.

**Admission Requirements**

Applicants for the Graduate Certificate in Social Work Management must:

1. Be in the second semester of their foundation year of the UAA MSW program or have completed an MSW degree from a program accredited by the CSWE;
2. Have a cumulative graduate GPA of 3.00 (B average on a 4.00 scale);
3. Provide a written summary of social work practice experience and career goals.

**Curriculum Requirements**

Total = 15 credits:

- SWK A634 Organizational Practice 3
- SWK A654 Supervisory Management in Social Work 3
- SWK A659 Leadership and Decision Making in Social Work 3
- SWK A660 Financial Leadership for Social Work Administrators 2
- SWK A661 Marketing in the Social Sector 2
- SWK A662 Financial Resource Development for Social Services 2
Certificate Completion Requirements

Admitted students are required to complete the curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better.

Dual Degree, Master of Social Work/Master of Public Health

The Master of Social Work/ Master of Public Health (MSW/MPH) dual degree program provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world.

An advantage of the dual MSW/MPH option is that by mutual agreement between the two programs, some courses will count toward graduation requirements in both programs. Thus the time to complete both degrees, and the total number of credits required, may be reduced. The time to complete both degrees, for a full-time student would be approximately 3 years (9 semesters). If both degrees were pursued sequentially the minimum time to the degrees would be 4 years (12 semesters). Similarly, the total number of credits to acquire the dual degrees is projected to be fewer than 80; independently the total number of credits for sequentially obtaining the degrees would be 105.

Admission Requirements

Students must apply separately and meet the admission requirements of both the MSW and MPH programs. For admission requirements to the Master of Public Health Program see chapter 12, page 303-304. For admission requirements to the Master of Social Work Program see chapter 12, page 309-311.

Advising

Each student will have two academic advisors, one for each degree program. Students will have two Graduate Studies Plans (GSPs), one for each degree program. The graduate studies plan will vary based on full or part-time status and the semester of entry into the MSW or MPH degree program.

Academic Progress

To maintain satisfactory academic progress toward the dual degrees, a student is expected to be in good standing in both academic programs. See the beginning of this chapter for additional requirements.

Graduation Requirements

Each degree will be awarded when the requirements for graduation for that degree have been met.

Major Requirements

The dual degree program has been structured so that all the requirements for each program will be fully met. Each program has a set of required courses and electives. Students will be able to substitute some required courses in one program for electives or requirements in the other.

1. Complete the MPH core courses (28 credits total):

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS A605</td>
<td>Public Health and Society</td>
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<tr>
<td>HS A610</td>
<td>Environmental and Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>HS A615</td>
<td>Health Services Administration</td>
<td>3</td>
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<tr>
<td>HS A624</td>
<td>Circumpolar Health Issues</td>
<td>3</td>
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<tr>
<td>HS/NS A625</td>
<td>Biostatistics for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HS/NS A626</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS/SWK A628</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HS A629</td>
<td>Public Health Research Tools and Methods</td>
<td>4</td>
</tr>
<tr>
<td>HS A630</td>
<td>Public Health Emergencies and Disasters</td>
<td>3</td>
</tr>
<tr>
<td>HS A698</td>
<td>Project Practicum (1-5)</td>
<td>5</td>
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</table>
or
HS A699 Thesis Practicum (1-5)

2. Complete the MSW core courses (34 credits total):
   SWK A607 Social Welfare Policy and Services 3
   SWK A608 Social Policy for Advanced Generalist Practice 3
   SWK/HS A628 Program Evaluation 3
   SWK A630 Practice Skills Lab 1
   SWK A631 Foundation Practice 3
   SWK A632 Direct Practice I 3
   SWK A633 Direct Practice II 3
   SWK A634 Organizational Practice 3
   SWK A635 Advanced Generalist Integrative Seminar 3
   SWK A636 Community Practice 3
   SWK A642 Human Behavior in the Social Environment 3
   SWK A643 Human Diversity in Social Work Practice 3

3. Complete 9 advisor approved HS or MSW elective credits at the 600-level.

4. Complete 6 practicum credits from the following options: 6-7
   SWK A644 Generalist Practicum I (3)
   and
   SWK A645 Generalist Practicum II (3)
   or
   SWK A646 Advanced Generalist Practicum I (3)
   and
   SWK A647 Advanced Generalist Practicum II (4)

5. A minimum of 77-78 credits is required for the Master of Social Work and Master of Public Health dual degree.

FACULTY

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Kathi Trawver, Associate Professor/BSW Program Coordinator, ktrawver@uaa.alaska.edu
March 2, 2014

To: Arlene Schmuland, GAB Chair

Dear Arlene,

The College of Engineering Civil Engineering Department is proposing to change course prefix for its courses in Arctic Engineering Program from CE (Civil Engineering) to AE. We also propose to replace the CE A686 Civil Engineering Project with AE A686 Arctic Engineering Project.

These changes entail 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 Arctic Engineering Project

Sincerely,

Hannele Zubeck, PE, Ph.D.,
Professor and Chair, UAA Arctic Engineering Program
1. School or College
   EN SOENGR

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

   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: Spring/2015 To: 99/9999

6a. Coordination with Affected Units
   Department, School, or College: Civil Engineering
   Initiator Name (typed): Hannele Zubeck
   Date: ______________
   Initiator Signed Initials: __________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.ualaska.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 Arctic Engineering (AE) prefix.

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

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

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Civil Engineering

2. Course Prefix
AE

3. Course Number
A603

4. Previous Course Prefix & Number
CE A603

5a. Credits/CEUs
3

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

6. Complete Course Title
Arctic Engineering

Abbreviated Title for Transcript (30 character)
Arctic Engineering

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

8. Type of Action:
☐ Add ☒ Change ☐ Delete

If a change, mark appropriate boxes:
☒ Prefix ☐ Credits ☐ Course Number ☐ Contact Hours ☐ Repeat Status
☒ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites
☒ Title ☐ Registration Restrictions ☐ Test Score Prerequisites ☐ Co-requisites
☒ Other Restrictions ☐ Registration Restrictions ☐ Other Restrictions ☐ (please specify)

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with
AE A403

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.

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

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)
N/A

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
Graduate standing with a baccalaureate 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) Date

[Approved/Disapproved boxes for Dean/Director of School/College, Undergraduate/Graduate Academic Board Chairperson, Provost/Designee]
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
Facility 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:

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

8. Use psychrometric chart and calculate moisture migration in structures.

9. Evaluate the effects of arctic conditions to electrical engineering projects.

10. Author papers acceptable for publication.

Homework assignments, exams and term paper.

Homework assignments, exams and term paper.

Homework assignments, exams and term paper.

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

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

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Civil Engineering

2. Course Prefix
AE

3. Course Number
A403

4. Previous Course Prefix & Number
CE A403

5a. Credits/CEUs
3

5b. Contact Hours
(Lecture + Lab)
(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 ☐ Change ☐ Delete

If a change, mark appropriate boxes:
☒ Prefix ☐ Credits ☐ Course Number ☐ Contact Hours ☐ Repeat Status
☒ Grade Basis ☐ Cross-Listed/Stacked ☐ Course 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
From: Spring/2015 To: 99/9999

12. ☐ Cross Listed with

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impact</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS of Civil Engineering</td>
<td>254</td>
<td></td>
<td>1/24/2014</td>
<td>Osama Abaza</td>
</tr>
<tr>
<td>BS of Construction Management</td>
<td>223</td>
<td></td>
<td>2/4/2014</td>
<td>Jeffrey Callahan</td>
</tr>
<tr>
<td>BS of Engineering, EE/ME</td>
<td>260, 261</td>
<td></td>
<td>12/6/2013</td>
<td>Jens Munk/Jeff Hoffman</td>
</tr>
</tbody>
</table>

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)
N/A

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
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) Hannele Zubeck
Initiator (TYPE NAME) __________________________ Date ________________

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

☒ Approved ☐ Disapproved Department Chairperson Date ________________

☒ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date ________________

☐ Approved ☒ Disapproved Provost or Designee Date ________________

☒ Approved ☐ Disapproved Curriculum Committee Chairperson Date ________________

☒ Approved ☐ Disapproved Provost or Designee Date ________________

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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:

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

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

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

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Civil Engineering

2. Course Prefix
AE

3. Course Number
A681

4. Previous Course Prefix & Number
CE A681

5a. Credits/CEUs
3

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

6. Complete Course Title
Frozen Ground Engineering

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

8. Type of Action:
☐ Add
☐ Change
☐ Delete

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date

semester/year

From: Spring/2015
To: 99/9999

12. Cross Listed with

Stacked with

Cross-Listed/Stacked Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MS of Arctic Engineering</td>
<td>336</td>
<td>1/24/2014</td>
<td>Hannele Zubeck</td>
</tr>
<tr>
<td>2. MS of Civil Engineering</td>
<td>NA</td>
<td>1/24/2014</td>
<td>Osama Abaza</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
N/A

16b. Test Score(s)
N/A

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

16d. Other Restriction(s)

☐ College
☐ Major
☐ Class
☒ Level

16e. Registration Restriction(s) (non-codable)
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)
Hannele Zubeck
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved

Date

Dean/Director of School/College

Date

Undergraduate/Graduate Academic

Date

Board Chairperson

Date

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:

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

VIII. Suggested Text

IX. **Bibliography and Resources**

### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td>No Division Code</td>
<td>Civil Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>A682</td>
<td>CE A682</td>
<td>3</td>
<td>(Lecture + Lab)</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

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

7. Type of Course

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

8. Type of Action:  
- [ ] Add  
- [X] Change  
- [ ] Delete

If a change, mark appropriate boxes:

- [X] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [X] Course Description  
- [ ] Cross-Listed/Stacked  
- [ ] Co-requisites  
- [ ] Test Score Prerequisites  
- [X] Registration Restrictions  
- [ ] Other Restrictions  
- [ ] College  
- [ ] Major  
- [X] Level  
- [ ] (please specify)

9. Repeat Status

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

10. Grading Basis

- [X] 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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordinating Chair/Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic Engineering MS Program</td>
<td>337</td>
<td>1/24/2014 Hannele Zubeck</td>
</tr>
<tr>
<td>Civil Engineering MS Program</td>
<td>NA</td>
<td>1/24/2014 Osama Abaza</td>
</tr>
</tbody>
</table>

13c. Coordination with Library Liaison

**Date:** 2/4/2014

14. General Education Requirement

- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Humanities  
- [ ] Integrative Capstone  
- [ ] Fine Arts  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] (mark appropriate box)

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)

NA

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

- [ ] College  
- [ ] Major  
- [ ] Class  
- [X] 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.  
- [X] 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.

<table>
<thead>
<tr>
<th>Initiator Name (faculty only)</th>
<th>Initiator Signed Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannele Zubeck</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark if course has fees  CoEng fee</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Dean/Director of School/College</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark if course is a selected topic course</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Department Chairperson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark if course has fees  CoEng fee</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Undergraduate/Graduate Academic</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Mark if course is a selected topic course</th>
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<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Provost or Designee</td>
<td></td>
</tr>
</tbody>
</table>

---

Course Action Request: University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course  
Instructor Name (typed): Hannele Zubeck  
Initiator Signed Initials:  
Date:  

Mark if course has fees  CoEng fee  
Mark if course is a selected topic course  
Justification for Action  
For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.
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:

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


IX. Bibliography and Resources

**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td>No Division Code</td>
<td>Civil Engineering</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>AE</td>
<td>A683</td>
<td>CE A683</td>
<td>3</td>
<td>(Lecture + Lab)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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</thead>
<tbody>
<tr>
<td>Arctic Hydrology and Hydraulic Engineering</td>
</tr>
<tr>
<td>Arctic Hydrology/Hydraulic Eng</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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<table>
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<th>7. Type of Course</th>
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<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
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<thead>
<tr>
<th>8. Type of Action:</th>
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<tr>
<td>☑ Add</td>
</tr>
<tr>
<td>☐ Change</td>
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<tr>
<td>☐ Delete</td>
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</tbody>
</table>

If a change, mark appropriate boxes:

- ☑ Prefix
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☑ Grading Basis
- ☑ Cross-Listed/Stacked
- ☑ Course Description
- ☐ Course Prerequisites
- ☐ Other Restrictions
- ☑ Level
- ☑ College
- ☑ Major
- ☐ Other (please specify)

<table>
<thead>
<tr>
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<th># of Repeats</th>
<th>Max Credits</th>
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<table>
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<th>10. Grading Basis</th>
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<tr>
<td>☑ A-F</td>
</tr>
<tr>
<td>☐ P/NP</td>
</tr>
<tr>
<td>☐ NG</td>
</tr>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>semester/year</td>
</tr>
<tr>
<td>From: Spring/2015 To: 99/9999</td>
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<tr>
<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>☐ Stacked with</td>
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<tr>
<td>Cross-Listed Coordination Signature</td>
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<table>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
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<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. Arctic Engineering MS Program</td>
<td>337</td>
<td>1/24/2014</td>
<td>Hannele Zubeck</td>
</tr>
<tr>
<td>2. AEST MS Program</td>
<td>335</td>
<td>1/24/2014</td>
<td>Rob Lang</td>
</tr>
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<td>3.</td>
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<table>
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<tr>
<th>13b. Coordination Email</th>
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<tbody>
<tr>
<td>Date: 2/4/2014</td>
</tr>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<tr>
<td>Date: 2/4/2014</td>
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<tr>
<td>Mark appropriate box:</td>
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<tr>
<td>☐ Oral Communication</td>
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<tr>
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<td>☐ Humanities</td>
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<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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</thead>
<tbody>
<tr>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<th>16d. Other Restriction(s)</th>
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<tr>
<td>☑ Level</td>
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<td>Initiator Signed Initials: ___________</td>
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<td>☐ Major</td>
</tr>
<tr>
<td>☑ Class</td>
</tr>
<tr>
<td>☑ Level</td>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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</tbody>
</table>

**Initiator (faculty only)**

Hannele Zubeck

Initiator (TYPE NAME)

| ☑ Approved |
| Date |

| ☐ Disapproved |
| Date |

**Dean/Director of School/College**

| ☐ Approved |
| Date |

| ☐ Disapproved |
| Date |

**Department Chairperson**

| ☐ Approved |
| Date |

| ☐ Disapproved |
| Date |

**Curriculum Committee Chairperson**

| ☐ Approved |
| Date |

| ☐ Disapproved |
| Date |

**Provost or Designee**

| ☐ Approved |
| Date |

| ☐ Disapproved |
| Date |

**Curriculum Committee Chairperson**

| ☐ Approved |
| Date |

| ☐ Disapproved |
| Date |
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

<table>
<thead>
<tr>
<th></th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize natural conditions and engineering challenges that are unique to rivers and streams in cold regions.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>2. Interpret associated specialized language and units of measure.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>3. Locate, interpret, and apply public information about cold regions hydrology and related physical conditions.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
</tbody>
</table>
| 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:


### IX. Bibliography and Resources

### Course Action Request

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

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<tr>
<td>AE</td>
<td>A684</td>
<td>CE A684</td>
<td>3</td>
<td>(3+0)</td>
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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  
☐ Change  
☐ Delete

If a change, mark appropriate boxes:  
☑ Prefix  
☐ Credits  
☐ Title  
☐ Grading Basis  
☐ Course Description  
☐ Cross-Listed/Stacked  
☐ Test Score Prerequisites  
☐ Co-requisites  
☐ Other Restrictions  
☐ 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.

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<td>1/24/2014</td>
<td>Osama Abaza</td>
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**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)**  
NA

16b. **Test Score(s)**  
N/A

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

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

16e. **Registration Restriction(s) (non-codable)**  
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)**  
Hannele Zubeck  
Initiator Signed Initials:  
Date:

**Initiator (TYPE NAME)**  
Hannele Zubeck  
Initiator (TYPE NAME):  
Date:

**Approved**  
☑ Dean/Director of School/College  
Date:

**Disapproved**  
☐ Dean/Director of School/College  
Date:

**Approved**  
☑ Undergraduate/Graduate Academic  
Date:

**Disapproved**  
☐ Undergraduate/Graduate Academic  
Date:

**Approved**  
☑ Board Chairperson  
Date:

**Disapproved**  
☐ Board Chairperson  
Date:

**Approved**  
☑ Provost or Designee  
Date:

**Disapproved**  
☐ Provost or Designee  
Date:
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.

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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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>2. Identify and summarize governing processes associated with freezing and thawing phenomena.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>3. Locate, interpret, and apply public information about cold regions physical conditions and engineering variables.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>4. Determine foundation and support conditions and common designs for water and wastewater infrastructure, including piles, post and pad, and frozen foundation designs.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>5. Author papers acceptable for publication.</td>
<td>Term paper.</td>
</tr>
</tbody>
</table>

VIII. Suggested Text:

IX. Bibliography and Resources

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

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Civil Engineering

2. Course Prefix
AE

3. Course Number
A685

4. Previous Course Prefix & Number
ME A685

5a. Credits/CEUs
3

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

6. Complete Course Title
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
☐ Change
☐ 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)

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.

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)
NA

16b. Test Score(s)
N/A

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

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

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

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)
Hannele Zubeck
Initiator (TYPE NAME)

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

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Undergraduate/Graduate Academic
Board Chairperson
Date

Approved
Disapproved
Provost or Designee
Date

Approved
Disapproved
Department Chairperson
Date

Approved
Disapproved
Curriculum Committee Chairperson
Date

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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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine and summarize the mathematical and physical properties governing heat and mass transfer in cold climates.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>2. Interpret and apply associated specialized language and units of measure.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>3. Gather specialized scientific and engineering public information about cold regions physical conditions.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>4. Apply fundamental physical principles in solving common cold regions engineering problems.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>5. Predict temperature variations in soils based upon</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>6. Determine temperature profiles in structure walls, roof, and foundations.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7. Predict moisture content and mass flow rates in structures.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>8. Determine soil freeze and thaw rates associated with buried pipelines and utilidors.</td>
<td>Homework assignments, exams and term paper.</td>
</tr>
<tr>
<td>9. Author papers acceptable for publication.</td>
<td>Term paper.</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


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

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

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Civil Engineering

2. Course Prefix
AE

3. Course Number
A686

4. Previous Course Prefix & Number

5a. Credits/CEUs
3

5b. Contact Hours
(Lecture + Lab)
(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 ☒ Contact Hours ☐ Repeat Status
☒ Course Number ☐ Grading Basis ☒ Cross-Listed/Stacked ☐ Course Description
☒ Test Score Prerequisites ☒ Co-requisites ☒ Registration Restrictions
☒ Other Restrictions ☒ Class ☒ Level ☒ College ☒ Major
☒ Other (please specify)

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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Arctic Engineering</td>
<td>337</td>
<td>1/24/2014</td>
<td>Hannele Zubeck</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): 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)
N/A

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
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) Hannele Zubeck
Initiator (TYPE NAME) _______________________

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

Approved ☐ Disapproved ☐ Date
Undergraduate/Graduate Academic Board Chairperson

Approved ☐ Disapproved ☐ Date
Provost or Designee

Approved ☐ Disapproved ☐ Date
Curriculum Committee Chairperson

Approved ☐ Disapproved ☐ Date
Department Chairperson

Approved ☐ Disapproved ☐ Date

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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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formulate engineering research proposals.</td>
<td>Project proposal</td>
</tr>
<tr>
<td>2. Formulate appropriate research methodology.</td>
<td>Proposal and report</td>
</tr>
<tr>
<td>3. Conduct literature reviews and collect information pertinent to the research topics.</td>
<td>Project report</td>
</tr>
<tr>
<td>4. Comprehend the clarity, accuracy, precision, relevance, depth, logic, significance and fairness required for engineering research reports.</td>
<td>Project report</td>
</tr>
<tr>
<td>5. Author professional engineering reports.</td>
<td>Project report</td>
</tr>
</tbody>
</table>

VIII. Suggested Text: NA
IX. Bibliography and Resources

1. Cold Regions Engineering, Proceedings, ASCE, Reston, VA.
5. Journal of Cold Regions Engineering, ASCE Press, Reston, VA.
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>EN SOENGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>No Division Code</td>
</tr>
<tr>
<td>1c. Department</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>AE</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A689</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>CE A689</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>3</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>Cold Regions Pavement Design</td>
</tr>
<tr>
<td></td>
<td>Cold Regions Pavement Design</td>
</tr>
<tr>
<td>7. Type of Course</td>
<td>Academic</td>
</tr>
<tr>
<td>8. Type of Action:</td>
<td>Add</td>
</tr>
<tr>
<td>9. Repeat Status No</td>
<td># of Repeats</td>
</tr>
<tr>
<td></td>
<td>Max Credits</td>
</tr>
<tr>
<td>10. Grading Basis</td>
<td>A-F</td>
</tr>
<tr>
<td></td>
<td>P/NP</td>
</tr>
<tr>
<td></td>
<td>NG</td>
</tr>
<tr>
<td>11. Implementation Date</td>
<td>semester/year</td>
</tr>
<tr>
<td></td>
<td>From: Spring/2015</td>
</tr>
<tr>
<td></td>
<td>To: 99/9999</td>
</tr>
<tr>
<td>12. Cross Listed with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td></td>
</tr>
<tr>
<td>13b. Coordination Email</td>
<td>Date: 2/4/2014</td>
</tr>
<tr>
<td></td>
<td>submitted to Faculty Listserv:</td>
</tr>
<tr>
<td>13c. Coordination with Library Liaison</td>
<td>Date: 2/4/2014</td>
</tr>
<tr>
<td>14. General Education Requirement</td>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Humanities</td>
<td>Integrative Capstone</td>
</tr>
<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td>Topics include design, maintenance and rehabilitation of pavement structures in cold regions where frost, snow and ice threaten expected service life.</td>
</tr>
<tr>
<td>16a. Course Prerequisite(s) (list prefix and number)</td>
<td>NA</td>
</tr>
<tr>
<td>16b. Test Score(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>16c. Co-requisite(s) (concurent enrollment required)</td>
<td>N/A</td>
</tr>
<tr>
<td>16d. Other Restriction(s)</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
<td>Level</td>
</tr>
<tr>
<td>16e. Registration Restriction(s) (non-codable)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>17. Mark if course has fees CoEng fee</td>
<td></td>
</tr>
<tr>
<td>18. Mark if course is a selected topic course</td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td>For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.</td>
</tr>
</tbody>
</table>

| Initiator (faculty only) | Hannele Zubeck |
| Initiator (TYPE NAME)    | |
| Approved                 | Date |
| Disapproved              | Dean/Director of School/College |
| Approved                 | Date |
| Disapproved              | Undergraduate/Graduate Academic |
| Approved                 | Board Chairperson |
| Disapproved              | Provost or Designee |
| Approved                 | 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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze factors affecting pavement design in cold regions.</td>
<td>Homework assignments, exams, term paper.</td>
</tr>
<tr>
<td>2. Analyze failure modes of pavements under the effects of traffic, environmental stresses and the combination of the two.</td>
<td>Homework assignments, exams, term paper.</td>
</tr>
<tr>
<td>3. Manage site investigations and material testing.</td>
<td>Homework assignments, exams, term paper.</td>
</tr>
<tr>
<td>4. Evaluate alternatives for design and maintenance techniques, strategies and their financial impacts.</td>
<td>Homework assignments, exams, term paper.</td>
</tr>
<tr>
<td>5. Manage and perform pavement designs in cold regions.</td>
<td>Homework assignments, exams, term paper.</td>
</tr>
<tr>
<td>6. Author papers acceptable for publication.</td>
<td>Term paper.</td>
</tr>
</tbody>
</table>
VIII. Suggested Text


IX. Bibliography and Resources

DATE: February 26, 2014

TO: Governance; Graduate Academic Board

CC: Anissa Hauser, UAA Program Coordinator

FROM: James M. Fitterling, Ph.D., UAA Program Director

RE: Ph.D. Program in Clinical-Community Psychology Catalog Program Changes

1. This cover memo is being sent to explain the four sets of proposed changes to the Catalog Copy identified in the accompanying document:
   
   a. Improvements to our program application process whereby applications are submitted only to UAA rather than duplicate submissions to UAF and UAA.
   
   b. Move the application deadline from February 1 to January 15, consistent with other Ph.D. programs in clinical psychology.
   
   c. Addition of the requirement of a conditional pass on the student’s dissertation proposal defense before applying to PSY A686 predoctoral internship and a full pass on the dissertation proposal defense for approval to apply for predoctoral internship. This criterion is consistent with other Ph.D. programs in clinical psychology, will make our doctoral students more competitive for placement in predoctoral psychology internship programs, and minimize the risk that students will not complete their dissertation requirement and thereby graduate from our program.
   
   d. Update of current core and affiliate faculty in the Ph.D. program.

2. If you have any questions or concerns regarding these proposed changes, please do not hesitate to contact me.
# Program/PREFIX Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

## 2. Complete Program Title/PREFIX

**PhD Program in Clinical-Community Psychology**

## 3. Type of Program

Choose one from the appropriate drop down menu:

- Undergraduate: **CHOOSE ONE**
- Graduate: **DOCTORAL PROGRAM**

This program is a Gainful Employment Program:

- ☐ Yes
- ☒ No

## 4. Type of Action:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>☒ Change</td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

## 5. Implementation Date (semester/year)

- From: **Fall 2014**
- To: **99/99**

## 6a. Coordination with Affected Units

**Department, School, or College:** Psychology at UAA and UAF

**Initiator Name (typed):** James Fitterling

**Initiator Signed Initials:**

**Date:**

## 6b. Coordination Email submitted to Faculty Listserv ([uua-faculty@lists.uaa.alaska.edu](mailto:uua-faculty@lists.uaa.alaska.edu))

**Date:** February 17, 2014

## 6c. Coordination with Library Liaison

**Date:** Not required

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

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

## 8. Justification for Action

Updating Catalog copy regarding the admission procedures and advancement to internship for the Joint PhD Program.

---

**Initiator (faculty only)**

**Initiator (TYPE NAME):**

**Date:**

**Approved**

**Dean/Director of School/College**

**Date:**

**Disapproved**

**Undergraduate/Graduate Academic**

**Date:**

**Approved**

**Board Chair**

**Date:**

**Disapproved**

**Provost or Designee**

**Date:**

**Approved**

**Disapproved**

**Department Chair**

**Date:**

**Disapproved**

**College/School Curriculum Committee Chair**

**Date:**

---

111
PhD, Clinical-Community Psychology

ayphd@uaa.alaska.edu
http://psyphd.alaska.edu

The PhD program in Clinical-Community Psychology is accredited by the American Psychological Association as a clinical psychology program.

The PhD program in Clinical-Community Psychology with Rural, Indigenous Emphasis is a program jointly delivered and administered by the Departments of Psychology at the University of Alaska Anchorage and the University of Alaska Fairbanks. The degree is awarded jointly by UAA and UAF. Students can complete the entire degree program in residence at UAA. All program courses are co-taught across campuses via video conference and all program components are delivered by faculty at both campuses.

The student experience is equivalent regardless of students' city of residence (Fairbanks or Anchorage). The program focus includes clinical, community and cultural psychology with a focus on rural, indigenous issues and an applied emphasis on the integration of research and practice. As a UAA-UAF partnership, the program integrates the strengths and resources of both campuses to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology.

The program ensures that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and will be adequately prepared for licensure as psychologists.

Program Student Learning Outcomes

Students graduating with a Ph.D. in Clinical-Community Psychology will be able to:

- Demonstrate culturally grounded knowledge and skills in scientific inquiry.
- Demonstrate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.
- Demonstrate culturally grounded knowledge and skills in rural clinical-community practice.
- Demonstrate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.
- Demonstrate culturally grounded knowledge and skills relevant to social and healthcare solutions.
- Possess the competency to facilitate policy and social change.

Application

Students apply to the joint PhD program in Clinical-Community Psychology through the UAA Office of Admissions. All applicant materials are collected and evaluated by the joint UAA-UAF PhD admissions committee, which makes admissions recommendations to the dean of the UAA or UAF Graduate School, depending on a selected applicant's campus of residence.

Applicants may specify a preference for either campus as a location for their studies. For more information about the application process, visit the program website.

Admission Requirements

1. Application deadline: Received by January 15 for fall admission. This is the only opportunity for program admission each year.
2. Compliance with the requirements for admission to graduate studies as detailed in the UAA and UAF catalogs.
3. Minimum of a bachelor’s degree (BS or BA or BEd); major in psychology or related field preferred. All requirements for bachelor’s degree must be completed by June 30 prior to matriculation.
4. Minimum undergraduate grade point average of 3.00.
5. Minimum 3.00 grade point average in major and in all psychology courses.
6. Coursework in the areas of abnormal psychology, statistics, research methods and one of the following: personality, clinical psychology, social psychology or community psychology. All prerequisite coursework must be completed by June 30 prior to matriculation.
7. Letter of intent describing the applicant’s interest and purpose in studying clinical-community psychology, the reasons why a PhD in Clinical-Community Psychology through the joint UAA-UAF program is sought at this point in the applicant’s professional development, and demonstrating an understanding of relevant professional ethics.
8. Professional vita, including documentation regarding academic, research, and professional experiences; special projects and activities; and recognitions or honors.
9. Three professional letters of reference (preferably curriculum or research advisors, major course instructors with whom the student had contact in more than one course, and/or supervisors).
10. Disclosure statement, located at http://psyphd.alaska.edu/forms/annualdisclosure.pdf, must accompany the application to the program. Lifetime criminal background check must be submitted by students invited to a personal interview at least two weeks prior to the interview. Additional information on the FBI criminal background check is located at http://psyphd.alaska.edu/admissions.htm.

Graduation Requirements

1. Complete the university requirements for graduate degrees as outlined in the UAA or UAF catalog, depending on the student’s campus of residence.
2. Complete the program and additional requirements listed below.

Program Requirements

Students must complete 26 required courses (for a total of 70 credits), 18 credits of dissertation, 18 credits of predoctoral internship, and 9 credits of electives. Students must accumulate a minimum 115 credits to graduate and must have completed all required coursework. Students entering the program with a master’s degree in psychology or related field must complete at least two years of full-time coursework, 18 credits of dissertation, and one year of predoctoral internship, all as approved by the student’s advisory committee.

1. Cultural experience: During their time in the PhD program, students must participate in a cultural experience as defined by program faculty. The actual experience will vary from year to year, but includes direct exposure to Alaska Native and other cultural worldviews, values and life experiences through contact with cultural elders and advisors. The goal of the cultural experience is to provide an opportunity to interact directly with cultures in a non-classroom setting.
2. Complete the following required courses.

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<td>PSY A658</td>
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<td>3</td>
</tr>
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<td>PSY A672</td>
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</table>
There are two conditional dissertation committees, the Clinical Competency committee, and the Community Competency committee. Before the dissertation can be defended, it must be approved by the Clinical Competency committee, and the Community Competency committee.

4. A total of 115 credits is required for the degree.

**Additional Requirements**

**Clinical Competency**
Clinical competency is demonstrated through preparation of a clinical portfolio that will be evaluated by an ad hoc committee. Criteria for the clinical portfolio are clearly defined and samples will be provided for students. Students must demonstrate clinical competency before applying to Advance to Predoctoral Internship and must pass the clinical competency and community competency before starting PSY A686 Predoctoral Internship.

**Community Competency**
Community competency is demonstrated through preparation of a Community portfolio that will be evaluated by an ad hoc committee. Criteria for the portfolio will be clearly defined and samples will be provided for students. Students must pass both the clinical competency and community competency before starting PSY A686 Predoctoral Internship.

**Research Competency**
Research competency is demonstrated through preparation of a research portfolio that will be evaluated by an ad hoc committee. Criteria for the research portfolio will be clearly defined and samples will be provided for students.

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Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA-UAF PhD committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with the student to date, submitted paperwork and the student’s progress through the program. Feedback from the review will be provided to the student by her or his advisor. To advance to candidacy, students must also have received at least a conditional pass on their comprehensive exam. The program defines the comprehensive exam as being met through passing the required competency portfolios. Passing one portfolio qualifies the student for a conditional pass on the comprehensive exam, which is sufficient for advancement to candidacy. All portfolios must be passed for the comprehensive exam to be fully passed.

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Before commencing data collection for a dissertation project, students must defend their proposal to their dissertation committee. The defense must be based on a written dissertation proposal to be distributed to the dissertation committee after approval by the dissertation chair. The defense will be an oral presentation to the committee by the student and will not be a public meeting. For data-collection based dissertations, the proposal must also be approved by the UAA or UAF Institutional Review Board before data collection can commence.

**Doctoral Dissertation**
A doctoral dissertation must be carried out successfully and approved by a doctoral dissertation committee. The dissertation committee will consist of at least four members. It is recommended that the dissertation chair be on the same campus as the student. There must be at least one committee member from each psychology department at UAF and UAA. Content areas can vary widely, but must be related to clinical, community, or cross-cultural issues and applicable in Alaska settings.

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Students must pass the clinical portfolio and at least conditionally pass their dissertation proposal defense before applying to advance to PSY A686 Predoctoral Internship. In addition to passing the clinical portfolio and conditionally passing the dissertation proposal
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A full-time, one-year predoctoral internship is required. This internship should meet the criteria laid out by the American Psychological Association; selection of an Association of Psychology Postdoctoral and Internship Centers (APPIC)-approved internship is encouraged. Placements in Alaska are preferred, but not required.

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Strict compliance with APA ethical guidelines is required throughout participation in the degree program. Violations can result in immediate dismissal from the program and failure to graduate. Completion of an annual disclosure statement is also required. Affirmative answers may result in dismissal from the program and failure to graduate. The disclosure statement may be viewed at http://psyphd.alaska.edu.

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Patricia Sandberg, Professor/PSC Director, prsandberg@uaa.alaska.edu  
Joshua Swift, Assistant Professor/Intern Coordinator, jkswift@uaa.alaska.edu
PhD, Clinical-Community Psychology
appyhd@uaa.alaska.edu
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3. Electives 9

4. A total of 115 credits is required for the degree.

**Additional Requirements**

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Before commencing data collection for a dissertation project, students must defend their proposal to their dissertation committee. The defense must be based on a written dissertation proposal to be distributed to the dissertation committee after approval by the dissertation chair. The defense will be an oral presentation to the committee by the student and will not be a public meeting. For data-collection based dissertations, the proposal must also be approved by the UAA or UAF Institutional Review Board before data collection can commence.

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<td>PSY A672</td>
<td>Practicum Placement - Community I (1-3)</td>
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<tr>
<td>PSY A679</td>
<td>Multicultural Psychological Assessment I</td>
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<td>Substances of Abuse in Alaska</td>
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<td>PSY A682</td>
<td>Clinical Interventions for Substance Abuse</td>
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<tr>
<td>PSY A683</td>
<td>Substance Abuse Assessment and Treatment Planning</td>
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<tr>
<td>PSY A699D</td>
<td>Dissertation (1-9)</td>
<td>18</td>
</tr>
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**Advancement to Internship**

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Patricia Sandberg, Associate Professor/PSC Director, prsandberg@uaa.alaska.edu
Joshua Swift, Assistant Professor/Intern Coordinator, jkswift@uaa.alaska.edu
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>Introduction to Strategies of Behavior Change</td>
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<tr>
<td>Strategies of Behavior Change</td>
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<td>☐ CEU</td>
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<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
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<tr>
<td>1. Courtesy</td>
<td>March 7, 2014</td>
<td>Claudia Lampman</td>
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Initiator Name (typed): Veronica Howard  
Initiator Signed Initials: __________  
Date: __________________

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<tr>
<th>13b. Coordination Email</th>
<th>Date: March 7, 2014</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: March 7, 2014</th>
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<td>Written Communication</td>
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<td>Quantitative Skills</td>
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Special note: PSY A600 cannot be taken for credit if PSY A400 was previously taken for credit.

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<td>☐ Class</td>
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<p>| 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). |</p>
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<td></td>
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<td>Undergraduate/Graduate Academic Board Chair</td>
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<td>Provost or Designee</td>
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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: Introduction to 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 introduction to 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: 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 coordination of a class topic discussion 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 behavior analysts.
B. Student Learning Outcomes.

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<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
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<tr>
<td>Correctly design interventions using behavioral research methods, collect data, graph, and analyze the effects of interventions.</td>
<td>Graded in-class activities, quizzes, and/or tests.</td>
</tr>
<tr>
<td>Define and describe advanced principles and basic strategies of behavior change (e.g., reinforcement, punishment, shaping, fading, programming, Premack principle).</td>
<td>Graded in-class activities, quizzes, and/or tests.</td>
</tr>
<tr>
<td>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)</td>
<td>Graded in-class activities, quizzes, and/or tests as well as developing discussion topics based on primary sources and leading a lecture on a class topic.</td>
</tr>
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<td>Discriminate between ethical and non-ethical conduct by behavior analytic service providers.</td>
<td>Graded in-class activities, case studies, quizzes, and/or tests.</td>
</tr>
<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
</tr>
</tbody>
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V. 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:


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

VI. Suggested Texts


VII. Bibliography and Resources


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**

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<td>PSY</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>A445</td>
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6. **Complete Course Title**  
Strategies of Behavior Change

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

8. Type of Action:  
- [X] Add  
- [ ] Change  
- [ ] Delete

If a change, mark appropriate boxes:  
- [ ] Prefix  
- [ ] Credits  
- [ ] Title  
- [ ] Grading Basis  
- [X] Course Description  
- [X] Cross-Listed/Stacked  
- [ ] Text Score Prerequisites  
- [ ] Course Prerequisites  
- [ ] Co-requisites  
- [ ] Registration Restrictions  
- [ ] Other Restrictions  
- [ ] Other update CCG (please specify)

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

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

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

12. [ ] Cross Listed with  
- [X] Stacked with PSY A600  
- Cross-Listed Coordination

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.  
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Initiator Name (typed): Veronica Howard  
Initiator Signed Initials:  
Date: __________________

13b. Coordination Email  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto: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.
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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.
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B. Student Learning Outcomes.

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   a. Differential reinforcement
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6. Complete Course Title  
Introduction to the Behavioral Treatment of Autism Spectrum Disorder  
Intro to Beh Tx of Autism ASD  
Abbreviated Title for Transcript (30 characters)

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

8. Type of Action:  
☑ Add or ☐ Change or ☐ Delete

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 A447  
  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](http://www.uaa.alaska.edu/governance).

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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](mailto: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)  

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)  
Graduate standing

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).
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<th>Date</th>
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I. Initiation Date: January 22, 2014

II. Curriculum Action Request
1. College: College of Arts and Sciences
2. Course Title: Introduction to the 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

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.
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.

<table>
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<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
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<tbody>
<tr>
<td>Explain the etiology and diagnostic criteria of Autism Spectrum Disorder.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
</tr>
<tr>
<td>Describe the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.</td>
<td>Graded in-class activities, quizzes, and/or tests as well as developing discussion topics based on primary sources and leading a lecture on a class topic.</td>
</tr>
<tr>
<td>Describe, develop, and demonstrate behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.</td>
<td>Graded in-class role play, case studies, class presentations, and as well as developing discussion topics based on primary sources.</td>
</tr>
<tr>
<td>Describe how to effectively work with families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.</td>
<td>Graded in-class activities, written paper, and/or exams.</td>
</tr>
<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
</tr>
</tbody>
</table>

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


VII. Bibliography and Resources


*Seminal works in the field.
### Course Action Request

#### University of Alaska Anchorage

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

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**6. Complete Course Title**

Behavioral Treatment of Autism Spectrum Disorder

Behavioral Treatment of ASD

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

**7. Type of Course**

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

**8. Type of Action:**

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Text Score Prerequisites
- [ ] Other Restrictions
  - College
  - Level
  - Major

- [ ] Other (please specify)

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

**10. Grading Basis**

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

**11. Implementation Date semester/year**

- From: Fall/2014
- To: Fall/9999

**12. Cross Listed with**

- [ ] Stacked with PSY A647

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](http://www.uaa.alaska.edu/governance).

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**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)*


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)**

- [ ] Mark if course is a selected topic course

**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.
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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 advanced 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.
   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.

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<td>Specify and demonstrate common behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.</td>
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<td>Describe how to effectively work with families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.</td>
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VI. Topical Course Outline


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      iii. Functional Assessment of behavior
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   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
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   b. Behavior analytic treatment
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   f. Designing effective treatment
      i. Setting considerations
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6. Ethical Behavior
   a. Appropriate conduct of the treatment professional
   b. Operating within the scope of competence

VII. Suggested Texts


**VIII. Bibliography and Resources**


*Seminal works in the field.*
**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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**6. Complete Course Title**
Introduction to Interventions for Challenging Behavior
Intro to Challenging Behavior

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

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

**8. Type of Action:**
- [X] Add
- [ ] Change
- [ ] Delete

*If a change, mark appropriate boxes:*
- [ ] Prefix
- [ ] Credits
- [ ] Grade
- [ ] Basis
- [ ] Title
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Course Number
- [ ] Cross-Listed/Stacked
- [ ] Co-requisites
- [ ] Course Prerequisites
- [ ] Registration Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other

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

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

**11. Implementation Date**  
- [ ] Semester/year

- From: Spring/2015  
- To: Fall/9999

**12. Cross Listed with**
- [ ] PSY A455

**13a. Impacted Courses or Programs:**

- [ ] List any programs or college requirements that require this course.
- [ ] Submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

**13b. Coordination Email**
- [ ] Date: March 7, 2014
- [ ] Submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**
- [ ] Date: March 7, 2014

**14. General Education Requirement**

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

An introduction to 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 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).
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<td>Undergraduate/Graduate Academic</td>
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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: Introduction to 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 introduction to 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: 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.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the biopsychosocial factors that contribute to challenging behavior.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
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<tr>
<td>Describe and design behavioral interventions to manage problem behavior associated with disorders.</td>
<td>Graded in-class activities, quizzes, and/or tests as well as developing discussion topics based on primary sources and leading a lecture on a class topic.</td>
</tr>
<tr>
<td>Specify disorders that produce challenging behavior including etiology and associated behavior patterns.</td>
<td>Graded in-class activities, written papers, class presentations, quizzes, and/or exams</td>
</tr>
<tr>
<td>Describe how to effectively work with families and teams to improve client outcomes.</td>
<td>Graded in-class activities, written paper, and/or exams</td>
</tr>
<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
</tr>
</tbody>
</table>

V. 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  

VI. Suggested Texts  

VII. Bibliography and Resources  


*Seminal article in the field.*
<table>
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<th>Course Action Request</th>
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<tbody>
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<td>Proposal to Initiate, Add, Change, or Delete a Course</td>
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### Course Details

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<td>PSY</td>
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<th>5b. Contact Hours</th>
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<tr>
<td>PSY</td>
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<td>Interventions for Challenging Behavior</td>
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### Course Information

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<th>11. Implementation Date</th>
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<td>semester/year</td>
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### Course Prerequisites

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<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<th>16d. Registration Restriction(s) (non-codable)</th>
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<th>17. Mark if course has fees</th>
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<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
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### 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.

### Course Prerequisites

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### Course Action Request

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<td>☑ Integrative Capstone</td>
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### Course Coordination

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<th>13a. Impacted Courses or Programs:</th>
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### Course Approval

<table>
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<th>Initiator Name (typed): Veronica Howard</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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### Course Justification

Course content is being revised to emphasize evidence-based behavioral treatment to be used as an upper division selective in the Behavior Analysis concentration.
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<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
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<th>Provost or Designee</th>
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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.

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<td>Describe how to effectively work with families and teams to improve client outcomes.</td>
<td>Graded in-class activities, written paper, and/or exams</td>
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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)
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3. Assessment procedures
   a. Indirect assessment (e.g., screening tools, client/caregiver interview)
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   d. Functional Analysis

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   d. Self-injury
   e. Aggression
5. Evidence-based behavior management approaches
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      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


VIII. Bibliography and Resources


*Seminal article in the field.*
### Course Action Request

**University of Alaska Anchorage**

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

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<td>AS CAS</td>
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<td>PSY</td>
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<td>N/A</td>
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6. **Complete Course Title**

**Intro to OBM**

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

**Type of Course**

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

8. **Type of Action:**

- Add
- Change
- Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Grade Basis
- Title
- Course Description
- Test Score Prerequisites
- Other Restrictions
- College
- Major
- Class
- Level
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions

9. **Repeat Status No**

<table>
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<th>Max Credits</th>
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10. Grading Basis

- A-F
- P/NP
- NG

11. **Implementation Date**

- From: Fall/2014
- To: Fall/9999

12. Cross Listed with

- PSY A467

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

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
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</tbody>
</table>

Initiator Name (typed): Veronica Howard

Initiator Signed Initials: _________

Date: __________________

13b. **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 introduction to 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 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 pursuing degrees in helping related professions (e.g., psychology, social work, human services).
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168
I. **Initiation Date:** January 22, 2014

II. **Curriculum Action Request**
1. **College:** College of Arts and Sciences
2. **Course Title:** Introduction to 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 introduction to behavior analytic strategies used to manage and improve employee performance in the workplace. Topics 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 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.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify similarities and differences between performance management, behavioral systems analysis, and behavior-based safety.</td>
<td>Graded in-class activities, quizzes, and/or exams.</td>
</tr>
<tr>
<td>Describe and design effective training programs.</td>
<td>Graded in-class activities, quizzes, development of discussion topics based on primary sources, and/or exams.</td>
</tr>
<tr>
<td>Describe how outcomes are measured in organizational behavior management (OBM) interventions.</td>
<td>Graded in-class activities, quizzes, development of discussion topics based on primary sources, and/or exams.</td>
</tr>
<tr>
<td>Describe what implementation science is and how it can inform interventions that will sustain in the working environment.</td>
<td>Graded in-class activities, quizzes, development of discussion topics based on primary sources, and/or exams.</td>
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<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
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</tbody>
</table>

V. 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

VI. Suggested Texts


VII. Bibliography and Resources


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

1a. School or College
AS CAS

1b. Division
ASSC Division of Social Science

1c. Department
PSY

2. Course Prefix
PSY

3. Course Number
A467

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

5b. Contact Hours (Lecture + Lab)
(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
☐ Change
☐ Delete

If a change, mark appropriate boxes:
☒ Prefix
☐ Credits
☐ Title
☐ Contact Hours
☐ Repeat Status
☐ Grading Basis
☐ Cross-Listed/Stacked
☐ Course Description
☐ Co-requisites
☐ Test Score Prerequisites
☐ Registration Restrictions
☐ Other Restrictions
☐ Other
(please specify)

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

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

12. ☒ Cross Listed with
Stacked
PSY A667
Cross-Listed Coordination

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

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.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronica Howard</td>
<td></td>
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<th>Date</th>
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<th>Disapproved</th>
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<tr>
<td></td>
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</tbody>
</table>
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.

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

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


VIII. Bibliography and Resources


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

1a. School or College  
AS CAS

1b. Division  
ASSC Division of Social Science

1c. Department  
PSY

2. Course Prefix  
PSY

3. Course Number  
A678

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3.0

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

6. Complete Course Title  
Applications of Behavior Analysis  
Applications of Beh Analysis  
Abbreviated Title for Transcript (30 character)  
Applications of Behavior Analysis

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

8. Type of Action:  
☒ Add  ☐ Change  ☐ Delete

If a change, mark appropriate boxes:

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

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

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

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

12. ☐ Cross Listed with

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>Courtesy</td>
<td>March 7, 2014</td>
<td>Claudia Lampman</td>
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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)

Explores 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 A600

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

16c. Other Restriction(s)

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<th>Class</th>
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<th>College</th>
<th>Major</th>
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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)  
Initiator (TYPE NAME)

☑ Approved  
Date

☑ Disapproved  
Dean/Director of School/College  
Date

☑ Approved  
Undergraduate/Graduate Academic Board Chair  
Date

☑ Disapproved  
Provost or Designee  
Date
I. Initiation Date: January 22, 2014

II. Curriculum Action Request
   1. College: College of Arts and Sciences
   2. Course Title: 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: Explores 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 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 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 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.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the philosophical assumptions of behavior analysis.</td>
<td>Graded in-class activities, quizzes, and/or tests.</td>
</tr>
<tr>
<td>Describe the role of the behavior analyst as a scientist-practitioner and explain the importance of science in clinical practice.</td>
<td>Graded in-class activities, quizzes, case studies, written papers, and/or tests.</td>
</tr>
<tr>
<td>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.</td>
<td>Graded in-class activities, quizzes, written papers, and/or tests as well as developing discussion topics based on primary sources and leading a lecture on a class topic.</td>
</tr>
<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
</tr>
</tbody>
</table>

V. 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
VI. **Suggested Texts**
Selected readings to be provided by the instructor.

VII. **Bibliography and Resources**


*Seminal works in the field
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>PSY</td>
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</tbody>
</table>

<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PSY</td>
<td>A478</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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</table>

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
- [ ] Other (please specify)

9. **Repeat Status No**

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
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</thead>
</table>

10. **Grading Basis**

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

11. **Implementation Date**

From: Fall/2014 To: Fall/9999

12. **Cross Listed with**

- [ ] Stacked with PSY A678

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](http://www.uaa.alaska.edu/governance).

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<tr>
<td>1. Courtesy</td>
<td>December 1, 2013</td>
<td>Claudia Lampman</td>
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</table>

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](mailto: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)*

Explores 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.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>[ ] Approved</th>
<th>Disapproved</th>
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<tbody>
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<td>Veronica Howard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator:** [TYPE NAME]

[ ] Approved

[ ] Disapproved

1. **Dean/Director of School/College**

2. **Undergraduate/Graduate Academic**

3. **Board Chair**

4. **Provost or Designee**

Date: __________________________

Date: __________________________

Date: __________________________

Date: __________________________

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: Explores 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.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
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<tr>
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<td>Graded in-class activities, quizzes, and/or tests.</td>
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<tr>
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<td>Graded in-class activities, quizzes, class presentations, written papers, and/or tests.</td>
</tr>
</tbody>
</table>

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**


*Seminal works in the field
<table>
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<th>SUBJECT PREFIX</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>BANNER COLLEGE CODE</th>
<th>COURSE EFFECTIVE</th>
<th>LAST TERM OFFERED</th>
<th>Course carried over by request from the 2013-14 purge list?</th>
<th>COURSE IMPACTS</th>
<th>PROGRAM IMPACTS</th>
<th>COMMENTS</th>
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<td>200901</td>
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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.