Undergraduate Academic Board
Agenda

April 14, 2006
ADM 204
2:00 – 5:00 pm

I. Roll

( ) Grant Baker	( ) Hilary Davies	( ) Roy Poole
( ) Charles Beirnard	( ) Stephen Gillon	( ) John Riley
( ) Brad Bradshaw	( ) Gail Holtzman	( ) Hilary Seitz
( ) Barbara Brown	( ) Kevin Keating	( ) Len Smiley
( ) Gerry Busch	( ) Caedmon Liburd	( ) Cheryl Smith
( ) Ben Curtis	( ) Jack Pauli	( ) USUAA Vacant

II. Approval of the Agenda (pg. 1-4)

III. Approval of Meeting Summary for March 31, 2006 (pg. 5-15)

IV. Administrative Report

V. Chair's Report

VI. Program/Course Action Request – First Reading

A. Kodiak – TECH (packet handed out at 3/13 meeting)

Chg Associate of Applied Science, Technology

Add Undergraduate Certificate, Construction Technology

Add Undergraduate Certificate, Industrial Safety Program Support

Add Undergraduate Certificate, Welding

Chg ET A151 Basic Electricity for the Trades (4 cr) (3+3) **(pg. 16-22)**

Chg HUMS A153 Human Relations (3 cr) (3+0)

Chg HUMS A155 Human Relations in the Workplace (3 cr) (3+0)

Chg MATH A101 Technical Math (3 cr) (3+0)

Chg TECH A101 Introduction to Technological Principles

VII. Program/Course Action Request – Second Reading

A. KPC

Chg Industrial Process Instrumentation Associate of Applied Science Degree

Chg Petroleum Technology Certificate (pg. 23-28)

Chg Mechanical Technology Certificate

Chg Computer Electronics Associate of Applied Science Degree (pg. 29-35)

Chg Process Technology Applied Science Degree

B. KPC - CED

Chg	CED	A150	Basic Japanese Cooking (1 cr) (1+0) (pg. 36-38)

C. CAS - ART

Chg	ART	A498	Individual Research (1-3 cr) (0+2-6) (pg. 39-41)

D. CHSW - CEL

Add	CEL		Add CEL Prefix (pg. 42-43)
Add	CEL		Certificate in Civil Engagement (pg. 44-66)
Add	CEL	A292	Introduction to Civil Engagement (3 cr) (3+0) (pg. 67-72)
Add	CEL	A395	Civic Engagement Internship (3 cr) (1+8-12) (pg. 73-77)
Add	CEL	A450	Civic Engagement Capstone (3 cr) (1+4) (pg. 78-82)

E. CAS - PS

Add	PS	A327	Political Geography (3 cr) (3+0) (3 cr) (pg. 83-86)

F. CAS - INTL

Add	INTL	A101	Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0) (pg. 87-90)

G. CAS – GEOG

Chg	GEOG	A101	Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0) (pg. 91-94)
Chg	GEOG	A323	Economic Geography and the Global Economy (3 cr) (3+0) (pg. 95-98)
Chg	GEOG	A327	Political Geography (3 cr) (3+0) (pg. 99-102)
Add	GEOG	A344	The Slavic World (3 cr) (3+0) (pg. 103-110)
Add	GEOG	A447	The Silk Road: Ideological, Cultural, and Economic Travels Through Central Eurasia (3 cr) (3+0) (pg. 111-115)

H. CTC - CA

Chg	CA	A103	Culinary Skill Development (4 cr) (2+8) (pg. 116-121)
Chg	CA	A104	Sanitation (2 cr) (2+0) (pg. 122-125)
Chg	CA	A105	Principles of Food Science (3 cr) (2+2) (pg. 126-129)
Chg	CA	A107	Culinary Cost Control (2 cr) (2+0) (pg. 130-133)
Chg	CA	A110	Quantity Food Purchasing (2 cr) (2+0) (pg. 134-138)
Chg	CA	A111	Bakery Skill Development (4 cr) (2+8) (pg. 139-144)

	Chg	CA	A114	Beverage Management (3 cr) (3+0) (pg. 145-149)
	Chg	CA	A201	Ala Carte Kitchen (4 cr) (0+10) (pg. 150-154)
	Chg	CA	A202	Advanced Bakery (4 cr) (2+8) (pg. 155-159)
	Chg	CA	A224	Hospitality Service (3 cr) (1+6) (pg. 160-164)
	Chg	CA	A225	Hospitality Concept Design (3 cr) (3+0) (pg. 165-169)
	Chg	CA	A230	Foodservice Management (3 cr) (3+0) (pg. 170-174)

I. COE - EDFN

Add	EDFN	A444	Positive Learning Communities in K-6 Classrooms (1 cr) (1+0)
Chg	EDFN	A478	Issues in Alaska Native Education, K-12 (3 cr) (3+0) (pg. 175-182)

VIII. Program/Course Action Request – First Reading (new courses/programs)

A. COE – EDFN

Del	EDFN	A424	Foundations of Modern Educational Practice (6 cr) (6+0) (pg. 183)

B. CHSW - HUMS

Chg	Bachelor of Human Services (pg. 184-187)		
Chg	HUMS	A295A	Human Services Practicum I (3 cr) (1+9) (pg. 188-194)
Chg	HUMS	A295B	Human Services Practicum II (3 cr) (1+9) (pg. 195-202)
Chg	HUMS	A321	Diversity Issues in Human Service Practice (3 cr) (3+0) (pg. 203-209)
Chg	HUMS	A322	Service Coordination in Human Services Practice (3 cr) (3+0) (pg. 210-217)

C. CAS - LANG

Chg			Languages Program (pg. 218-228)

D. CAS - ART

Chg	Bachelor of Arts in Art (pg. 229-247)		
Chg	Bachelor of Fine Arts in Art (pg. 248-260)		
Chg	Minor in Art (pg. 261-263)		
Add	ART	A360A	History of Non-Western Art I (3 cr) (3+0) (pg. 264-272)
Add	ART	A360B	History of Non-Western Art II (3 cr) (3+0)(pg. 273-281)

E. CBPP - CIS

Chg	CIS	A376A	Management Information Systems (3 cr) (3+0) (pg. 282-289)

F. CTC - CTE

Chg CTE A411 Historical and Philosophical Foundations of Career and Technical Education (pg. 290-296)

G. CAS - INTL

Add BA in International Studies (pg. 297-357)

Add INTL A495 International Studies Internship (3 cr) (0+8) (pg. 358-364)

IX. Old Business

A. Proposed Process for Approval of Delivery of Courses at Levels Above 299 at UAA Community Campuses (pg. 365)

B. Curriculum Handbook changes – Scheduling and offering of courses numbered 001 through 699 (pg. 366)

C. Academic Master Plan

D. Goals and Objectives and Policy Changes

X. New Business

A. Curriculum Handbook Revisions (pg. 367-448)

B. Purge List (pg. 449-457)

XI. Informational Items and Adjournment

A. CTC - CIOS (Placed under Informational Items at the request of the department)

Chg CIOS A156 Web Graphics: Fireworks (1 cr) (1+0 or 0+3) (pg. 458-463)

Chg CIOS A207 Machine Transcription (1 cr) (0+3) (pg. 464-467)

Chg CIOS A208 Medical Transcription (3 cr) (0+9) (pg. 468-471)

Chg CIOS A251A Desktop Publishing Concepts and Applications: InDesign (3 cr) (3+0 or 0+9) (pg. 472-476)

Chg CIOS A259 Preparing Electronic Documents: Adobe Acrobat (1 cr) (1+0 or 0+3) (pg. 477-481)

Chg CIOS A260 Business Communications (3 cr) (3+0) (pg. 482-487)

Chg CIOS A264 Records Management (2 cr) (2+0 or 0+6) (pg. 488-493)

B. Elections

C. Curriculum Log

D. Curriculum Handbook

Undergraduate Academic Board Summary

March 31, 2006
ADM 204
2:00 – 5:00 pm

I. Roll

( ) Grant Baker	(x) Hilary Davies	(x) Roy Poole
(x) Charles Beirnard	( ) Stephen Gillon	(x) John Riley
( ) Brad Bradshaw	(x) Gail Holtzman	(x) Hilary Seitz
( ) Barbara Brown	(x) Kevin Keating	(x) Len Smiley
(x) Gerry Busch	( ) Caedmon Liburd	(x) Cheryl Smith
(x) Ben Curtis	(x) Jack Pauli	( ) USUAA Vacant

II. Approval of the Agenda (pg. 1-4)

Approved.

III. Approval of Meeting Summary for March 17, 2006 (pg. 5-11)

Approved.

IV. Administrative Report

V. Chair's Report

Courses approved from GER:

Gail reviewed courses recommended for approval.

No response for descriptors, will send out another one for Tier 2 descriptors. Sent to CAS to send to Deans for distribution to Chairs.

Made changes to integrative capstone courses, will submit language next time we meet. Made more clear for catalog for students.

Caedmon – meeting being set with UAF/UAS/UAA to meet on GERs.

VI. Program/Course Action Request – First Reading

Courses continued from 3/17 meeting. ***Pages from packet on 3/17.***

A. CHSW - CEL

Add CEL Add CEL Prefix ***(pg. 136)***

Box 6 should be changed to "Civic Engagement & Learning".
Accepted for first reading with changes.

Add CEL Certificate in Civil Engagement ***(pg. 137-145)***

CAR: Box 8: Remove check in credits and title.
CAR: Box 19: Modify second sentence, delete "As a transcripted award". Add the word "transcripted" before the word "Certificate".

Catalog copy: need sample of course listing. Hillary would like to see exact course listings. Tracey to work with Mary on catalog copy.

Under Certificate Graduation Requirements, CEL A450 Capstone Project, delete the words "Or approved alternative". Delete Note under section. Modify first asterisk note to read:

*Courses and sections of courses will be individually approved by the certificate faculty advisor based on whether significant class content focuses on the indicated topic.

Under admission requirements for the Certificate, Civic Engagement, add to the end of the first sentence the following: "and must be forwarded to Degree Services two semesters prior to graduation".

Insert a sample course plan under Graduation Requirements, 3.

Accepted for first reading with changes.

Add CEL A292 Introduction to Civil Engagement (3 cr) (3+0) *(pg. 146-155)*

CAR: Modify course description, delete "This seminar is the foundation course for students earning the Certificate in Civic Engagement, introducing". Add "Introduction to" at beginning of description.
CCG: Modify course description to match changes on CAR.
CCG: Instructional Goals: Modify descriptions on goals, i.e., change the first goal to delete "Students will develop" to "Present" All the goals say that "Students will". They should refer to the instructor, not student.
CCG: Outcomes, delete paragraph before chart that begins "These outcomes are . . ."
CCG: Second outcome, delete "Appreciate".
CCG: Third outcome, delete "Believe in", add "Examine" at beginning of outcome.
CCG: Topical course outline, third bullet, add "area" at end of line.

Remanded to GER subcommittee.

Approved with changes.

Add CEL A395 Civic Engagement Internship (3 cr) (1+8-12) *(pg. 156-165)*

CAR: Course description: Add "s" after "Student" at beginning of first sentence.
CCG: Outcomes: first outcome, list in bullet format: first bullet beginning with "Taking action, second bullet "identifying moral", third bullet starting at "weighing solutions".
CCG: Topical Course Outline: expand course outline sample.

Accepted for first reading with changes.

Add CEL A450 Civic Engagement Capstone (3 cr) (1+4) *(pg. 166-174)*

CAR: Course description: second line, "engagement" misspelled reads "angagement".
CAR: Box 17a: Delete "or approved alternative, and Tier 1 GERs
CAR: Box 17e: Add: "Completion of all GER Tier 1 (basic college-level skills) courses and" before "junior standing or higher".
CCG: Modify course pre-requisites & registration requirements: Delete "or approved alternative, and Tier 1 GERs;" add "Completion of all GER Tier 1 (basic college-level skills) courses and" before "junior standing or higher".

Remanded to GER subcommittee.
Accepted for first reading.

VII. Program/Course Action Request – Second Reading Courses continued from 3/17 meeting. ***Pages from packet on 3/17.***

A. CTC – PER

Add PER A113 Beginning Pilates (1 cr) (.5+1) *(pg. 10)*

Add PER A139 Recreational Latin Dance (1 cr) (.5+1) *(pg. 11-14)*

CCG: Section VI. 2.1, add hyphen between "Cardio" and "respiratory", and add word "system" after "respiratory".

Add PER A232 Intermediate Golf (1 cr) (.5+1) *(pg.15-19)*

Approved as packet.

B. CAS – SOC (*page numbers from 3/17 agenda)*

Chg BA/BS Sociology *(pg. 20-24)*

Approved for second reading

C. CBPP – ECON *(page numbers from 3/17 agenda)*

Chg ECON A201 Principles of Macroeconomics (3 cr) (3+0) *(pg. 25-29)*

GER recommends continuation for GER courses within social sciences.
Approved for second reading.

Chg ECON A202 Principles of Microeconomics (3 cr) (3+0) *(pg. 30)*

GER recommends continuation for GER courses within social sciences.
Approved for second reading.

Chg ECON A488 Seminar in Economic Research (3 cr) (3+0) *(pg. 31-35)*

Approved for recommendation to addition to GER capstone from GER committee.
Approved unanimously.

D. CAS – ART *(page numbers from 3/17 agenda)*

Chg ART A261 History of Western Art I (3 cr) (3+0) *(pg. 36-43)*

Approved by GER subcommittee for Fine Arts and Humanities.
Approved, 2 abstentions.

Chg ART A262 History of Western Art II (3 cr) (3+0) *(pg. 44-51)*

Approved by GER subcommittee for Fine Arts and Humanities.
CCG: Section VI. T. renumber "7" and "8", "2" and "3".

Approved with changes. 2 abstentions.

Chg ART A367 History of Photography (3 cr) (3+0) *(pg. 52-55)*

Approved by GER subcommittee for removal from Fine Arts list.
Approved unanimously.

Add ART A491 Senior Seminar (3 cr) (3+0) *(pg. 56-65)*

CAR: Box 17e: Add "courses" after "Skills)".
CCG: Box 3 and Box 4 need to update per GER recommendations.

Instructional Goals 3 and 4, add "critical thinking, informational literacy" in boxes.

Recommended for Capstone by GER committee.

Approved unanimously.

VIII. Program/Course Action Request – Second Reading (not continued from previous meetings)

A. SOENGR - GEO/GIS

New Catalog Copy (pg. 12-16)

Catalog copy changes: Under Certificate, Geographic Information Systems, Major Requirements, 1. change title for GEO A460 to "Geomatics Design Project".

Under Associate of Applied Science, Geomatics, Major Requirements, 2. delete credits at end of line. Under 3. Change to read "Electives", delete "to total of 60 credits".

Approved catalog copy unanimously, with changes.

Chg BS Degree in Geomatics

Approved unanimously for second reading.

Chg AAS Degree in Geomatics

Approved unanimously for second reading.

Chg Certificate Geographic Information Systems

Approved unanimously for second reading.

Chg GEO A358 Programming for Digital Cartography (3 cr) (2+2) (pg. 17-21)

Approved unanimously for second reading.

Chg GIS A367 GIS and Remote Sensing (3 cr) (2+2) (pg. 22-29)

Approved unanimously for second reading.

Chg GIS A370 GIS and Remote Sensing for Natural Resources (3 cr) (2+2) (pg. 30-36)

Approved unanimously for second reading.

Chg GIS A433 GIS and the Marine Environment (3 cr) (2+2) (pg. 37-42)

Approved unanimously for second reading.

B. KPC – no representative – courses continued to 4/14 meeting

Chg Industrial Process Instrumentation Associate of Applied Science Degree (pg. 43-47)

Chg Petroleum Technology Certificate

Chg Mechanical Technology Certificate

Chg Computer Electronics Associate of Applied Science Degree (pg. 48-53)

Chg Process Technology Applied Science Degree

C. CTC - HPER

Chg Health & Fitness Leadership Minor

Chg Athletic Training Minor

Chg Bachelor of Science in Physical Education

Approved as packet.

D. KPC – CED – continued to 4/14 meeting

Chg CED A150 Basic Japanese Cooking (1 cr) (1+0) (pg. 54-56)

E. KPC – HCA

Chg HCA A105 Certified Nurse Aide (6-8 cr) (4) + (6-8) (pg. 57-63)

Approved unanimously.

F. CAS – BIOL

Add BIOL A452 Human Genome (3 cr) (3+0) (pg. 64-68)

Recommended by GER subcommittee for integrative capstone.

Approved for second reading.

G. CBPP – ACCT

Chg Bachelor of Business Administration, Accounting (pg. 69-70)

Approved unanimously.

Add ACCT A216 Accounting Information Systems I (3 cr) (3+0)

Chg ACCT A316 Accounting Information Systems II (3 cr) (3+0) (pg. 71-73)

Add ACCT A420 Fraud Examination (3 cr) (3+0) (pg. 74-81)

Approved unanimously as packet.

IX. Program/Course Action Request – First Reading (new courses/programs)

A. CAS – PS

Add PS A327 Political Geography (3 cr) (3+0) (3 cr) (pg. 82-88)

CCG: Section II.B. Student Outcomes: Add: "Students will be able to:"
CCG: Section III. Delete "in".
CCG: Section VI. Add "Collective readings".
Approved for first reading.

B. CAS - INTL

Add INTL A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0) (pg. 89-96)

CAR: Course Description: Delete last sentence: "Fulfills GER Social Science Requirement".
CCG: Course Description: Delete last sentence: "Fulfills GER Social Science Requirement".
CCG: Section II.A.2. delete "should" in second sentence.
CCG: Section III. Change "should" to "will" in first sentence.
CCG: Section II.B. add: "Students will be able to".
Approved for first reading.
Remanded to GER subcommittee.

C. CAS – GEOG

Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography (3 cr) (3+0) (pg. 97-104)

CAR: Course Description: Delete last sentence: "Fulfills GER Social Science Requirement".
CCG: Course Description: Delete last sentence: "Fulfills GER Social Science Requirement".
CCG: Section II.A.2. delete "should" in second sentence.
CCG: Section III. Change "should" to "will" in first sentence.
CCG: Section II.B. add: "Students will be able to".
Approved for first reading.
Remanded to GER subcommittee.

Chg GEOG A323 Economic Geography and the Global Economy (3 cr) (3+0) (pg. 105-112)

CAR: Box 16: Course Description: Insert at beginning of last sentence: "Covers".
CAR: Box 17a: Delete "ECON A201 recommended".
CAR: Box 17e: Add: "ECON A201 recommended".
CCG: Section I.g., Change title to "Prerequisites & Registration Restrictions"
CCG: Section I.i. Course Description: Insert at beginning of last sentence: "Covers".
CCG: Section II.A. – Add "Instructor will be able to:"
CCG: Section II.A.1 – 4: Delete word "To" at beginning of each line.
CCG: Section II.B. – Add "Students will be able to".
CCG: Section II.B – Second objective – need hyphens in "vis a vis", should be "vis-à-vis".
CCG: Section V.2.a. Change "post-Ford" to "post-Fordest".
Approved for first reading.

Chg GEOG A327 Political Geography (3 cr) (3+0) (pg. 113-120)

CCG: Section II.B. Add: "Students will be able to:"
CCG: Section III. Delete "in".
CCG: Section VI. Add to end of title – "Collective readings"
Approved for first reading.

Add GEOG A344 The Slavic World (3 cr) (3+0) (pg. 121-129)

Course number change from A343 to A344.
CAR: Box 3: Change from "A343" to "A344".
CAR: Box 16: Course Description, delete "Albanians," and change "members" to "peoples".
CCG: Change title to "GEOG A344".
CCG: Section I.c. change to "A344".
CCG: Section I.i. Course Description, delete "Albanians," and change "members" to "peoples".
CCG: Section II.B. Add "Students will be able to:"
CCG: Section VI. Add to end of title – "Collective readings"
Curriculum Coordination Form: Change Course Prefix and Number to: "GEOG A344"
Library Resource Form: Change Course Prefix and Number to: "GEOG A344"
Resource Implication Form: Change Course Prefix and Number to: "GEOG A344"
Approved for first reading.

Add GEOG A447 The Silk Road: Ideological, Cultural, and Economic Travels Through Central Eurasia (3 cr) (3+0) (pg. 130-138)

CAR: Course Description – Modify course description.
CCG: Match course description on CAR.
CCG: Section II.B. Add: "Students will be able to:"
Approved for first reading.

D. CAS - LANG

Chg Languages Program (pg. 139-147)

Continued.

E. CTC - CA

Chg CA A103 Culinary Skill Development (4 cr) (2+8) (pg. 148-157)

CAR: Box 16: Course Description: Delete Second Sentence that begins with "Topics include . . ."
CCG: Section I. Course Description: Delete Second Sentence that begins with "Topics include . . ."
CCG: Section IX: B. Add "Students will be able to:"
Accepted for first reading with changes.

Chg CA A104 Sanitation (2 cr) (2+0) (pg. 158-164)

CCG: Section VI.2.1 Add: "Preventing" after "&".
CCG: Section IX.B. Add: "Students will be able to:"
Accepted for first reading with changes.

Chg CA A105 Principles of Food Science (3 cr) (2+2) (pg. 165-172)

CAR: Box 16: Modify course description: Delete second sentence.
CCG: I. Course Description, delete second sentence.
Approved for first reading with changes.

Chg CA A107 Culinary Cost Control (2 cr) (2+0) (pg. 173-179)

CAR: Box 8: Check Registration Restrictions box.
CAR: Box 16: Course Description: Add "s" at end of second sentence onto "menu". Delete word "costing at end of second sentence.
CAR: Box 17e: Add "UAA-approved" before "placement"
CCG: Section IV. Change from "Course Prerequisite" to "Registration Restrictions". Add Registration Restrictions: "Grade of C or better in MATH A054, or UAA-approved placement test for MATH A055.
CCG: Section IX.B. Insert: "Students will be able to:"
Approved for first reading with changes.

Chg CA A110 Quantity Food Purchasing (2 cr) (2+0) (pg. 180-188)

CAR: Box 16: Course Description: Insert "and purchasing criteria" after "common criteria" in first sentence. Delete all but first sentence of course description.
CCG: Make same change to Course Description.
CCG: Section IX.B. Insert: "Students will be able to:"
Approved for first reading with changes.

Chg CA A111 Bakery Skill Development (4 cr) (2+8) (pg. 189-198)

CAR: Box 16: Course Description: Delete second sentence.
CAR: Box 17a: Insert "grade" after "Minimum". Insert Parenthesis before "CA A102" and after "CA A110".
CCG: Section I. Course Description: Delete second sentence.
CCG: Section IV. Add "Minimum" before "Grade". Insert Parenthesis before "CA A102" and after "CA A110".
CCG: Section XI: Insert: "Students will be able to:"
CCG: Section XI. Update 4th outcome: beginning: "Identify problem. . ."
Approved for first reading with changes.

Chg CA A114 Beverage Management (3 cr) (3+0) (pg. 199-207)

CAR: Add special note on TAMS training.
CCG: Add special note on TAMS training.
Suggestion from Registrar to cancel existing section for Fall and set up new course after course gets approved.
Approved for first reading with changes.

Chg CA A201 Ala Carte Kitchen (4 cr) (0+10) (pg. 208-216)

CAR: Box 17a: Insert "Minimum" before "Grade", Put in parenthesis "CA A103 and CA A111".
CCG: Section IV: Insert "Minimum" before "Grade", Put in parenthesis "CA A103 and CA A111".
CCG: Section IX: B. Add: "Students will be able to:"
Approved for first reading with changes.

Chg CA A202 Advanced Bakery (4 cr) (2+8) (pg. 217-225)

CAR: Box 17a: Insert "Minimum" before "Grade", Put in parenthesis "CA A103 and CA A111".
CCG: Section IV: Insert "Minimum" before "Grade", Put in parenthesis "CA A103 and CA A111".
CCG: Section IX: B. Add: "Students will be able to:"
Approved for first reading with changes.

Chg CA A224 Hospitality Service (3 cr) (1+6) (pg. 226-234)

CAR: Box 16: Delete "instruction of" in first line of description. Delete all but first line of description.
CAR: Box 17a: Insert "Minimum" before "Grade".
CCG: Section I. Update Course Description to match CAR.
CCG: Section IV. Insert "Minimum" before "Grade".
CCG: Section IX: B. Add: "Students will be able to:"
Approved for first reading with changes.

Chg CA A225 Hospitality Concept Design (3 cr) (3+0) (pg. 235-243)

CAR: Box 8: Mark Course Prerequisites box.
CAR: Box 16: Course Description: Add "s" at end of "perspectives".
CAR: Box 17a: Insert "Minimum" before "Grade", put parenthesis around "CA A111 and CA A103".
CCG: Section I. Course Description, match CAR.
CCG: Section IV. Insert "Minimum" before "Grade", put parenthesis around "CA A111 and CA A103".
CCG: Section IX. B. Insert "Students will be able to:".
Approved for first reading with changes.

Chg CA A230 Foodservice Management (3 cr) (3+0) (pg. 244-252)

CAR: Box 16, Course Description, delete second and third sentence.
CCG: Course Description, delete second and third sentence.
CCG: Section IX: B. Add: "Students will be able to:"
Approved for first reading with changes.

F. COE - EDFN

Add EDFN A444 Positive Learning Communities in K-6 Classrooms (1 cr) (1+0) (pg. 253-258)

Approved for first reading.

Chg EDFN A478 Issues in Alaska Native Education, K-12 (3 cr) (3+0) (pg. 259-266)

CAR: Course Description should match CCG.
Approved for first reading.

X. Old Business

A. Academic Standards and Regulations - Catalog Changes to Chapter 7 (pg. 267-287)

Under Registration, p. 7 of 21, second paragraph, delete “Early” in second sentence.
Under English ACT SAT 1, format table. Add number for English Department. “Call the English Department at 786-4355 if you have any questions on testing”.
Under Mathematics Course ACT (Math) SAT1, format table.
Under Secondary School Student Enrollment Policy, p. 11 of 21, insert “all” before “students”, delete “of all ages”.
Under Catalog Year, p. 13 of 21, add “s” at end of “Certificate” in title for “Certificate and Associate Degrees”.
Add/Drop table on page 15 of 21, Under Late Registration, add “Fee charged for late registration” for Week 1 and Week 2 of semester.
Under Class Attendance, after “a student”, add “being withdrawn from the class or”

Approved for second reading.

Motion to remove second paragraph wording p. 284, 7 for keeping, 3 against, 2 abstain.

B. Undergraduate Programs - Catalog Changes to Chapter 10 (pg. 288-303)

Changes recommended by GER subcommittee:

Integrative Capstone Course Description:

“The GER experience concludes with the Integrative Capstone, which includes courses from across the university that require students to synthesize across GER domains. Integrative Capstone courses must include knowledge integration of GER Basic College-Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of their course design. Integrative Capstone courses should focus on practice, study, and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century.

Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by both accessing, judging, and comparing diverse fields of knowledge and critically evaluating their own views in relation to different fields of knowledge.”

Approved for second reading.

C. Proposed Process for Approval of Delivery of Courses at Levels Above 299 at UAA Community Campuses (pg.304)

Continued to next meeting.

D. Curriculum Handbook changes – Scheduling and offering of courses numbered 001 through 699 (pg. 305)

Continued to next meeting.

E. Academic Master Plan

F. Goals and Objectives and Policy Changes

XI. New Business

A. Elections

Continued.

XII. Informational Items and Adjournment

A. Policy on Student Registration in Multiple Sections – Approved by Provost and Chancellor

B. Curriculum Log

C. Curriculum Handbook

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

1a. School or College	1b. Division	1c. Department
KO Kodiak College	AAPT	TECH

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
ET	A151	NA	4	(3+3)

6. Complete Course/Program Title
Basic Electricity for the Trades

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Update CCG

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats NA Max Credits NA

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
AAS Technology, Kodiak College

14. Coordinate with Affected Units: CTC, MSC, KPC, PWSCC, UAA
Department, School, or College

Initiator Signature Date

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

16. Course Description
An introduction to the principles and concepts of electricity as it applies to the non-electronics major. This course covers basic electricity and electrical theory, reading of blue prints and electrical plans, analysis of building electrical systems, and installation of electrical devices used in industry: switches, receptacles, and appliances with 120-volt through 480-volt systems.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
MATH A055		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
This change enhances the course offerings for the AAS in Technology degree as requested by the local community.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
Kodiak College
University of Alaska Anchorage

Department:	Technology	Date: March 23, 2006
Course Number:	ET A151	
Course Title:	Basic Electricity for the Trades	
Credits:	4	

1. Course Description:

An introduction to the principles and concepts of electricity as it applies to the non-electronics major. This course covers basic electricity and electrical theory, reading of blue prints and electrical plans, analysis of building electrical systems, and installation of electrical devices used in industry: switches, receptacles, and appliances with 120-volt through 480-volt systems.

II. Course Design:

A. This course is designed for entry-level, AAS in Technology degree-seeking students.
B. 4.0 Credits
C. Total Time Involvement: 180 hours
   1) Lecture hours: 45 hours
   2) Lab hours: 45 hours
   3) Out-of-class work: 90 hours
D. Required course for the AAS in Technology.
E. Lab fees are assessed for this course.
F. Course may be taught in any time frame, but not less than four weeks.
G. Course coordination with: CTC, MSC, KPC, PWSCC and Listserve
H. Course level justification: This course introduces a field of knowledge and develops basic skills.

III. Course Activities:

Class sessions will consist of lecture/discussions, demonstrations and lab work.

IV. Course Prerequisites:

Math 055

V. Course Evaluation:

Grades will be A – F

VI. Course Curriculum:

1.0 Safety
- 1.1 Shock Effects and Freeing Victims
- 1.2 Use and Care of Appropriate Protective Equipment
- 1.3 Safety Procedures for Lifting Heavy Objects
- 1.4 HazCom requirements and MSDS's
- 1.5 Fire Prevention and Fire-fighting Techniques
- 1.6 Safe Working Procedures for Electrical Hazards
- 1.7 Safety Procedures Including Lockout/Tagout Procedures
- 1.8 Assured Grounding and Isolation Programs
- 1.9 Confined Space Entry
- 1.10 Respiratory Protection
- 1.11 Fall Protection

2.0 Electrical Terms
- 2.1 Volts
- 2.2 Amperes
- 2.3 Watts
- 2.4 Circuits
- 2.5 Resistance
- 2.6 Ohms
- 2.7 Switches
- 2.8 Direct and Alternating Current

3.0 Fundamentals of Electrical Theory
- 3.1 Basic Physical Concepts
- 3.2 Electrical Units
- 3.3 Power and Ohm's Law Formulas
- 3.4 Grounding Fundamentals
- 3.5 Grounding Electrode System
- 3.6 Bonding
- 3.7 Grounding Electrode Conductor
- 3.8 Ground Faults and Arc-Fault Interrupters

4.0 Basic DC Circuits
- 4.1 Voltage/Current/Resistance Circuits
- 4.2 Ohm's Law
- 4.3 Current Calculations
- 4.4 Voltage Calculations
- 4.5 Resistance Calculations
- 4.6 Resistances in Parallel
- 4.7 Resistances in Series
- 4.8 Division of Power
- 4.9 Resistances in Series-Parallel

- 4.10 Resistance Load in General
- 4.11 Direct-Current Circuit Analysis
- 4.12 Resistors
- 4.13 Cells and Batteries

5.0 Alternating Current
- 5.1 Period and Frequency
- 5.2 Waveforms (Sine, Square, Sawtooth, Irregular)
- 5.3 Frequency Spectrum
- 5.4 Cycles
- 5.5 Phase Difference
- 5.6 Amplitude
- 5.7 Inductance
- 5.8 Capacitance
- 5.9 Phase
- 5.10 Inductive Reactance
- 5.11 Capacitive Reactance
- 5.12 Impedance and Admittance
- 5.13 Power and Resonance
- 5.14 Transformers and Impedance Matching

6.0 Electrical Symbols and Outlets
- 6.1 Electrical Symbols
- 6.2 Fixtures and Outlets
- 6.3 Flush Switches
- 6.4 Junction Boxes and Switch (Device) Boxes
- 6.5 Special-Purpose Outlets
- 6.6 Blueprints and Electrical Plans

7.0 Measuring Devices
- 7.1 Electromagnetic Deflection
- 7.2 Electrostatic Deflection
- 7.3 Thermal Heating
- 7.4 Ammeters
- 7.5 Voltmeters
- 7.6 Ohmmeters
- 7.7 Multi-meters
- 7.8 Wattmeter
- 7.9 Watt-hour Meters
- 7.10 Digital Readout Meters
- 7.11 Other Specialized Meters and Instruments

8.0 Cables, Tubing, and Conduit
- 8.1 Nonmetallic-Sheathed Cable
- 8.2 Underground Feeder and Branch-Circuit Cable

8.3 Metal-Clad Cable
8.4 Service-Entrance Cable
8.5 Electrical Metallic Tubing
8.6 Rigid Plastic Conduit (PVC)
8.7 Surface Raceways
8.8 Voltage Drops

9.0 Lighting Branch Circuits for Bedrooms
9.1 Grouping Outlets
9.2 Baseboard Electrical Heaters and Receptacle Outlets
9.3 Estimating Cable Length
9.4 Selection of Boxes
9.5 Switch Control of Lighting Circuits
9.6 Circuit Design

10.0 Lighting Branch Circuits and Small Appliance Circuit for Kitchens
10.1 Light Circuits
10.2 Fan Outlets
10.3 Small Appliance Branch Circuits
10.4 Split-circuit Receptacles and Multi-wire Circuits
10.5 Small Appliance Branch Circuit Load Calculations
10.6 General Grounding Considerations

11.0 Special Purpose Outlets
11.1 Portable Heating Units
11.2 Water Pumps and Water Heaters
11.3 Dryers and Overhead Garage Door Openers
11.4 Refrigerators, Freezers, Ovens
11.5 Garbage Disposals
11.6 Bathroom Ceiling Heaters and Attic Exhaust Fans
11.7 Electrical Heating and Air Conditioning
11.8 Oil and Gas Heating Systems

12.0 Service Equipment
12.1 Service Drops
12.2 Required Clearance
12.3 Service Entrance Conductors
12.4 Service Riser/Lateral
12.5 Meters and Service Panels
12.6 Multi-Meter Services
12.7 Sub-Panels and Fuse Boxes
12.8 Cable Bundling
12.9 Service and Feeder Calculations
12.10 Multi-wire Circuiting

13.0 Electrical Codes and Standards

13.1 National Electrical Code
13.2 National Fire Protection Association Codes
13.3 Underwriters Laboratory
13.4 Local Codes and Ordinances
13.5 Working with the Building Inspector

VII. Suggested Text:

Bayne, Clair A. (2000). Electricity Principles and Applications. Chicago, IL: Goodheart-Wilcox Publisher

VIII. Bibliography:

Cauldwell, Rex. (2002). Wiring a House (Pros by Pros). Newtown, CT: Taunton Press.

Fletcher, Gregory. (2003). Residential Construction Academy House Wiring. San Francisco, CA. Thomson Delmar Learning

Gibilisco, Stan. (2004). Electricity and Electronics. New York, NY: McGraw Hill.

Gussow, Milton. (2002) Easy Outline of Basic Electricity. New York, NY: McGraw Hill.

Hartwell, Frederick. (2005). Practical Electrical Wiring. New Richmond, WI: Park Publishing.

Kardon, Redwood and Hansen, Douglas. (2004). Code Check Electrical. Newtown, CT: Taunton Press.

Valkenburg, Van. (2005). Basic Electricity. San Diego, CA: Prompt Scientific Publishing.

Winslow, Taylor. (2001). Electrical Blueprint Reading. Carlsbad, CA: Craftsman Book Company.

IX. Instructional Goals, Student Outcomes and Assessment Procedures:

A. Instructional Goal:
To introduce principles and concepts of electricity as it applies to the non-electronic major.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Discuss classroom, lab, and safety procedures.	Class Participation
Define key terms. Identify and describe functions of key electrical components.	Class Participation Written Assignments Written Exam
Calculate and measure voltages, currents and power in D.C. circuit and A.C. resistive circuits.	Class Participation Written Assignments Lab assignments
Calculate and measure voltage, current and power in A.C. circuits with capacitance, resistance, and inductance in the load.	Class Participation Written Assignments Written Exam Lab assignments
Use a variety of measurement equipment to analyze circuit operation.	Class Participation Written Assignments Lab assignments
Identify and use proper cabling, components and practices to design and complete wiring of a building circuit according to standards and codes.	Class Participation Written Assignments Projects and lab assignments
Read and analyze basic wiring schematics and blueprints.	Written assignments and projects
Design, draw and explain basic circuits using standard schematic symbols. Include source, control, protection, shielding, loads and other essential elements.	Written assignments and projects

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

1a. School or College	1b. Division	1c. Department		
KP KPC	B&I			
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
PETR	NA	NA		(+)

6. Complete Course/Program Title: Petroleum Technology Certificate
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

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

14. Coordinate with Affected Units:
Initiator Signature Date

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
Revise the Petroleum Technology Certificate by removing the instrumentation option and simplifying the program name. Change program requirements to include current courses and remove obsolete offerings.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Kenai Peninsula College
University of Alaska Anchorage

CERTIFICATE REQUIREMENT CHANGE

Date: February 8, 2006

Department: Petroleum Technology **College/School**: UAA / KPC

Prepared by: Scott Kraxberger **Phone:** 262-0354

Name of Program: Petroleum Technology Certificate
(Degree Level: **Certificate)**

A. CHANGE IN CERTIFICATE REQUIREMENTS :Brief statement of program/degree changes & objectives

Name Change:

- Remove Instrumentation Option of Petroleum Certificate
  The Instrumentation option is currently being changed to a stand-alone Instrumentation Technology Certificate to match the program offered at UAA / TVC

- Remove the name "Operations Option"
  The instrumentation option is removed and there is now only one option, there does not need to be a subheading to the certificate.

Course Requirement Changes:

- English – allow option of ENGL A111 OR PRPE A108 to satisfy the English requirement – at the certificate level it is appropriate to require the lesser written communication skills as a minimum requirement. However, the ENGL A111 course required for our associate degrees should also meet the requirements.

- MATH: remove MATH A101, replace with MATH A105 – the A105 course provides a more comprehensive coverage of essential concepts, including systems of equations and mathematical functions.

- Petroleum and Process Technology: Remove- PETR A105, PETR A106, PETR A120, PETR A155, PETR A270. Replace with- PRT A101, PRT A130, PRT A160, PRT A230, PRT A231, PRT A250. These revisions remove obsolete courses and update the curriculum to reflect technology changes.

- Electronics: the electronics courses- ET A101/L and ET A126/L have been added as optional choices. Basic electronics knowledge is now considered essential in many petroleum and process industry operations positions

B. CURRENT REQUIREMENTS *(AS IT PRESENTLY APPEARS IN THE UAA CATALOG)*:

PETROLEUM TECHNOLOGY

http://www.kpc.alaska.edu
34820 College Dr., Soldotna, Alaska, 99669, (907) 262-0300

The Petroleum Technology program is offered only through Kenai Peninsula College.

Kenai Peninsula College offers a one-year certificate program in Petroleum Technology. The certificate provides specific training in petro/chemical plant operations or instrumentation.

CERTIFICATE, PETROLEUM TECHNOLOGY

Operations Option

1. Complete the following requirements:

ENGL A111	Methods of Written Comm.	3
MATH A101	Technical Mathematics	3
PETR A105	Petroleum Science I	3
PETR A106	Petroleum Science II	3
	or	
PETR A155	Blueprint Reading	
PETR A120	Surface Oil Field Equip. I	3
PETR/PRT A140	Industrial Process Instr. I	3
PETR/PRT A144	Industrial Process Instr. II	3
PETR A230	Practical Distillation	3
PETR A231	Production Plant Operations	3
PETR A270	Industrial Mechanical Equip.	3

2. A total of 30 credits are required for the certificate.

Instrumentation Option

1. Complete the following requirements:

ENGL A111	Methods of Written Comm.	3
ET A151	Basic Electricity	4
ET A245	Basic Electronics	4
ET A246	Electronic Industrial Instr.	3
	or	
PETR A244	Industrial Process Instr. IV	
MATH A101	Technical Mathematics	3
PETR/PRT A140	Industrial Process Instr. I	3
PETR/PRT A144	Industrial Process Instr. II	3
PETR A155	Blueprint Reading	3
PETR A230	Practical Distillation	3
PETR A240	Industrial Process Instr. III	3

2. A total of 32 credits are required for the certificate.

C. PROPOSED REQUIREMENTS *(AS IT WILL APPEAR WITH THESE CHANGES:*
(Underline new wording ~~strike through~~ old wording and use catalog format)

PETROLEUM TECHNOLOGY

http://www.kpc.alaska.edu
34820 College Dr., Soldotna, Alaska, 99669, (907) 262-0300

The Petroleum Technology program is offered only through Kenai Peninsula College.

Kenai Peninsula College offers a one-year certificate program in Petroleum Technology. The certificate provides specific training in petro/chemical plant operations. ~~or instrumentation.~~

CERTIFICATE, PETROLEUM TECHNOLOGY

~~Operations Option~~

1. Complete the following requirements:

PRPE A108	**Intro. To College Writing**	**3**
	or	
ENGL A111	Methods of Written Communication	
MATH A105	**Intermediate Algebra**	**3**
PETR/PRT A140	**Industrial Process Instr. I**	**3**
PETR/PRT A144	Industrial Process Instr. II	3
PRT A101	**Intro. to Process Technology**	**3**
PRT A130	**Process Technology I: Equip.**	**4**
PRT A160	**Oil & Gas Expl. & Prod. I**	**3**
PRT A230	**Process Tech. II: Systems**	**4**
PRT A231	**Process Tech. III: Operations**	**4**
	or	
ET A101/L	**Basic Electronics: DC Physics (4)**	
	or	
ET A126	**Principles of Logic and Gating**	
PRT A250	**Troubleshooting**	**3**
~~MATH A101~~	~~Technical Mathematics~~	~~3~~
~~PETR A105~~	~~Petroleum Science I~~	~~3~~
~~PETR A106~~	~~Petroleum Science II~~	~~3~~
	~~OR~~	
~~PETR A155~~	~~Blueprint Reading~~	~~3~~
~~PETR A120~~	~~Surface Oil Field Equipment I~~	~~3~~
~~PETR A231~~	~~Production Plant Operations~~	
~~PETR A270~~	~~Industrial Mechanical Equip.~~	~~3~~

2. A total of ~~30~~ **33** credits are required for the certificate.

~~Instrumentation Option~~

~~1. Complete the following requirements:~~

~~ENGL A111~~	~~Methods of Written Comm.~~	~~3~~
~~ET A151~~	~~Basic Electricity~~	~~4~~
~~ET A245~~	~~Basic Electronics~~	~~4~~
~~ET A246~~	~~Electronic Industrial Instr.~~	~~3~~
	~~***OR***~~	
~~PETR A244~~	~~Industrial Process Instr. IV~~	~~3~~
~~MATH A101~~	~~Technical Mathematics~~	~~3~~
~~PETR/PRT A140~~	~~Industrial Process Instr. I~~	~~3~~
~~PETR/PRT A144~~	~~Industrial Process Instr. II~~	~~3~~
~~PETR A155~~	~~Blueprint Reading~~	~~3~~
~~PETR A230~~	~~Practical Distillation~~	~~3~~
~~PETR A240~~	~~Industrial Process Instr. III~~	~~3~~

~~2. A total of 32 credits are required for the certificate.~~

Completed Catalog Copy

PETROLEUM TECHNOLOGY

http://www.kpc.alaska.edu
34820 College Dr., Soldotna, Alaska, 99669, (907) 262-0300,

The Petroleum Technology Certificate is offered only through Kenai Peninsula College.

Kenai Peninsula College offers a one-year certificate program in Petroleum Technology. The certificate provides specific training in petro/chemical plant operations.

CERTIFICATE, PETROLEUM TECHNOLOGY

1. Complete the following requirements:

PRPE A108	Introduction to College Writing	3
	or	
ENGL A111	Methods of Written Communication	
MATH A105	Intermediate Algebra	3
PETR/PRT A140	Industrial Process Instrumentation I	3
PETR/PRT A144	Industrial Process Instrumentation II	3
PRT A101	Introduction to Process Technology	3
PRT A130	Process Technology I: Equipment	4
PRT A160	Oil & Gas Exploration & Production I	3
PRT A230	Process Technology II: Systems	4
PRT A231	Process Tech. III: Operations	4
	or	
ET A101/L	Basic Electronics: DC Physics	
	or	
ET A126	Principles of Logic and Gating	
PRT A250	Troubleshooting	3

2. A total of 33 credits are required for the certificate.

D. OUTCOMES *(Per UAA Proposal Requirements)*

Petroleum Technology Certificate Student Learning Outcomes:

Upon completion, students will have:

1. **an ability to maintain a safe work area** – to enforce safety regulations, to follow safe operating procedures, to maintain effective communications with personnel, and to identify workplace hazards;
2. **an ability to monitor area operations** – to monitor equipment for efficiency and integrity, to identify process problems, and to perform trend analyses;
3. **an ability to maintain process parameters** – to perform process adjustments, to start up process equipment, and to shut down process equipment;
4. **an ability to maintain emergency response preparedness** – to respond to emergencies, to effectively participate in emergency response drills, and to conduct periodic review of emergency response procedures;
5. **an ability to maintain regulatory compliance** – to report recordable incidents, to record discharge reports, to record regulatory data, to maintain current licensing, to participate in internal/external audits, to comply with HAZCOM requirements;
6. **an ability to coordinate maintenance activities** – to generate work requests, to develop safe out procedures, to schedule maintenance activities, to prepare equipment for maintenance activity, and to issue work permits;
7. **an ability to perform administrative activities** – to produce required reports, to record logbook entries, to perform personal evaluations; and,
8. **are prepared for and understand the need for continued professional development,** to participate in job related training, to utilize self-study resources
9. **an ability to demonstrate English skills -** to communicate effectively in entry level technical occupations.

E. FOUR YEAR COURSE OFFERING PLAN *(Per UAA Proposal Requirements)*

Program: Petroleum Technology Certificate
Implementation Date: Fall 2006

	2006	2007		2007	2008		2008	2009		2009	2010	
Course (Prefix and Number)	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
Multiple sections of required classes offered each semester: ENGL A111, ENGL A212, PRPE A108, COMM A111, MATH A105, MATH A107												
PETR/PRT A140	Spann	Spann		Spann	Spann		Spann	Spann		Spann	Spann	
PETR/PRT A144	Houtz	Houtz		Houtz	Houtz		Houtz	Houtz		Houtz	Houtz	
PRT A101	Spann			Spann			Spann			Spann		
PRT A130	ADJ			ADJ			ADJ			ADJ		
PRT A160	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
PRT A230	ADJ			ADJ			ADJ			ADJ	ADJ	
PRT A231		Spann			Spann			Spann			Spann	
PRT A250		Spann			Spann			Spann			Spann	
ET A101	Barabash	Barabash		Barabash	Barabash		Barabash	Barabash		Barabash	Barabash	
ET A126		Barabash			Barabash			Barabash			Barabash	

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

1a. School or College	1b. Division	1c. Department		
KP KPC	B&I			
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
NA	NA	NA		(+)

6. Complete Course/Program Title: Computer Electronics Associate of Applied Science Degree
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other

☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /

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

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

14. Coordinate with Affected Units:

Initiator Signature Date

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
Update program to reflect current course offerings.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

Kenai Peninsula College
UNIVERSITY of ALASKA ANCHORAGE

PROGRAM REQUIREMENT CHANGE

Date: February 9, 2006

Department: Business & Industry **College/School**: UAA / KPC

Prepared by: Scott Kraxberger **Phone**: 262-0354

Name of Program: Computer Electronics
(Degree Level: Associate of Applied Science)

A. CHANGE IN ASSOCIATE OF APPLIED SCIENCE DEGREE REQUIREMENTS

(Brief statement of program changes and objectives)

Change KPC's Computer Electronics Associate of Applied Science Degree to reflect current university course offerings.

Changes: (see attached documents for details)

1. Admission Requirements: Remove existing requirements to allow students to enter the program with lower Math and English levels. These requirements have prevented incoming students from being admitted into the degree program and receiving financial aid. Graduation requirements have not changed.

2. Add alternative courses for oral communication requirement: COMM A235 and COMM A241.

3. Remove MATH A101 from the MATH requirements list. The remaining choices: MATH A105 and MATH A107 serve the needs of Computer Electronics students more effectively.

4. Remove PHYS A116, which is no longer offered at KPC, and add other choices in the Physics and Chemistry areas.

5. Adjust the computer programming (CS) course requirements to remove discontinued courses: CS A105, CS A107, and add other programming course choices: CS A110, CS A111, CS A201. See the attached course changes list from the Mathematical Sciences Dept.

6. Remove obsolete ET A242A/A242B course and replace with CNT A170- Computer Network Fundamentals.

7. Remove ET A245 (a semiconductor theory course) as a requirement, since application of semiconductor amplifiers is covered in ET A102. Replace the ET A245 requirement with an advisor approved technical elective from ET, CS or CNT areas

B. CURRENT REQUIREMENTS *(As it presently appears in UAA catalog)*:

Computer Electronics Associate of Applied Science Degree

34820 College Dr. Soldotna, Alaska, 99669, (907) 262-0300
Note: The Computer Electronics program is offered only at Kenai Peninsula College (KPC).

This two-year degree program trains students in maintenance and repair of digital / computer equipment including computer circuitry, hands-on maintenance, electronic fundamentals and programming. Students are prepared for employment as computer technicians, field service representatives, and other jobs requiring electronic skills. For more information contact Scott Kraxberger at 262-0345.

ADMISSION REQUIREMENTS

1. Placement at the MATH A100 entry-level or above
2. Placement for reading at the ENGL A110 level or above
3. Students placing below these math and reading levels on an approved placement test must see a faculty advisor in computer electronics prior to registering for computer electronics courses.

GENERAL UNIVERSITY REQUIREMENTS
Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.

1. Communication Requirements:

ENGL A111	Methods of Written Communication	3
ENGL A212	Technical Writing	3
COMM A111	Fundamentals of Oral Communication	3

2. General Requirements:

MATH A101	Technical Math	3
MATH A105	Intermediate Algebra	3
PHYS A123/L	Basic Physics I	4
and		
PHYS A124/L	Basic Physics II	4
or		
PHYS A115/L	Physical Science I for Technicians	4
and		
PHYS A116	Physical Science II for Technicians	4

MAJOR REQUIREMENTS

1. Complete the following required courses:

CIS A110	Computer Concepts in Business	3
CS A105	FORTRAN Programming	3
or		
CS A107	Pascal Programming	3
or		
CS A207	C Programming	3
ET A101	Basic Electronics, DC Physics	4
ET A102	Basic Electronics, AC Physics	4
ET A126	Principles of Logic & Gating	4
ET A175	Technical Introduction to Microcomputers	3
ET A240	Application of Integrated Circuits	3
ET A241	Microcomputer Interfacing	3
ET A242A/B	Computer Peripheral Devices	4
ET A245	Basic Electronics	4

2. Electives 2
3. A total of 60 credits is required for the degree.

PROPOSED REQUIREMENTS *(As it will appear with these changes):*

(Underline (and bold) new wording ~~strike through~~ old wording and use catalog format)

Computer Electronics Associate of Applied Science Degree

34820 College Dr. Soldotna, Alaska, 99669, (907) 262-0300, **add: [http://www.kpc.alaska.edu/]**
~~*Note:*~~ *The Computer Electronics program is offered ~~only~~ at Kenai Peninsula College (KPC).*

This two-year degree program trains students in maintenance and repair of digital / computer equipment including computer circuitry, hands-on maintenance, electronic fundamentals and programming. Students are prepared for employment as computer technicians, field service representatives, and other jobs requiring electronic skills. ~~For more information contact Scott Kraxberger at 262-0345.~~

~~ADMISSION REQUIREMENTS~~

1. ~~Placement at the MATH A100~~ **A105** ~~entry-level or above~~
2. ~~Placement for reading at the ENGL A110~~ **PRPE A108** ~~level or above~~
3. ~~Students placing below these math and reading levels on an approved placement test must see a faculty advisor in computer electronics prior to registering for computer electronics courses.~~

GENERAL UNIVERSITY REQUIREMENTS
Complete the General University Requirements for Associate Degrees. ~~located at the beginning of this chapter.~~

1. Oral Communication Requirements: 3

COMM A111	Fundamentals of Oral Communication (3)
COMM A235	**Small Group Communication** (3)
COMM A241	**Public Speaking** (3)

2. Written Communication Requirements: 6

ENGL A111	Methods of Written Communication (3)
ENGL A212	Technical Writing (3)

3. General Requirements:

Math Courses: 7

MATH A105	Intermediate Algebra (3)
MATH A107	**College Algebra** (4)
~~MATH A101~~	~~Technical Math~~ (3)

Physical Science Courses: 4

PHYS A115/L	Physical Science I for Technicians (4)
PHYS A123/L	Basic Physics I (4)

Natural Science Courses: 4

PHYS A124/L	Basic Physics II (4)
CHEM A103/L	**Survey of Chemistry** (4)
CHEM A105/L	**General Chemistry I** (4)
~~PHYS A116~~	~~Physical Science II for Technicians~~ (4)

MAJOR REQUIREMENTS

1. Complete the following required courses:

CIS A110	Computer Concepts in Business	3
ET A101	Basic Electronics, DC Physics	4
ET A102	Basic Electronics, AC Physics	4
ET A126	Principles of Logic & Gating	4
ET A175	Technical Introduction to Microcomputers	3
ET A240	Application of Integrated Circuits	3
ET A241	Microcomputer Interfacing	3

CNT A170 CISCO Academy Network Fundamentals 4
~~ET A242A/B Computer Peripheral Devices~~ (4)
~~ET A245 Basic Electronics~~ (4)

2. **Complete 3 credits from the following 3**
~~CS A105 FORTRAN Programming~~ (3)
~~CS A107 Pascal Programming~~ (3)
CS A207 C Programming (3)
CS A109 Computer Programming: (Languages vary) (3)
CS A110 Java Programming (3)
CS A111 Visual Basic.NET (3)
CS A201 Programming Concepts (3)

3. Applied Technology Electives 3-5
Computer Science, Computer Network Technology, or Electronics

4. Electives 1-4

A total of 60 credits is required for the degree.

Catalog copy

Computer Electronics Associate of Applied Science Degree

34820 College Dr. Soldotna, Alaska, 99669, (907) 262-0300, http://www.kpc.alaska.edu/

The Computer Electronics program is offered at Kenai Peninsula College (KPC).

This two-year degree program trains students in maintenance and repair of digital / computer equipment including computer circuitry, hands-on maintenance, electronic fundamentals and programming. Students are prepared for employment as computer technicians, field service representatives, and other jobs requiring electronic skills.

GENERAL UNIVERSITY REQUIREMENTS
Complete the General University Requirements for Associate Degrees.

1. Oral Communication Requirements: 3
COMM A111 Fundamentals of Oral Communication (3)
COMM A235 Small Group Communication (3)
COMM A241 Public Speaking (3)

2. Written Communication Requirements: 6
ENGL A111 Methods of Written Communication (3)
ENGL A212 Technical Writing (3)

3. General Requirements:
Math Courses: 7
MATH A105 Intermediate Algebra (3)
MATH A107 College Algebra (4)

Complete one of the following 4 credit courses: 4
PHYS A115/L Physical Science I for Technicians (4)

PHYS A123/L Basic Physics I (4)

Complete one of the following 4 credit courses: 4
PHYS A124/L Basic Physics II (4)
CHEM A103/L Survey of Chemistry (4)
CHEM A105/L General Chemistry I (4)

MAJOR REQUIREMENTS

1. Complete the following required courses:
   - CIS A110 Computer Concepts in Business 3
   - CNT A170 CISCO Academy Network Fundamentals 4
   - ET A101 Basic Electronics, DC Physics 4
   - ET A102 Basic Electronics, AC Physics 4
   - ET A126 Principles of Logic & Gating 4
   - ET A175 Technical Introduction to Microcomputers 3
   - ET A240 Application of Integrated Circuits 3
   - ET A241 Microcomputer Interfacing 3

2. Complete 3 credits from the following 3
   - CS A109 Computer Programming: (Languages vary) (3)
   - CS A110 Java Programming (3)
   - CS A111 Visual Basic.NET (3)
   - CS A201 Programming Concepts I (3)
   - CS A207 C Programming (3)

3. Applied Technology Electives 3-5
   Computer Science, Computer Network Technology, or Electronics

4. Electives 1-4

A total of 60 credits is required for the degree.

C. OUTCOMES *(Per UAA Proposal Requirements)*

Computer Electronics Associate of Applied Science Degree – Student Outcomes:

The Students will be able to:

1. use all tools common to electronic repair, including hand tools, meters, oscilloscopes and logic probes
2. troubleshoot both analog and digital electronics
3. program at assembly or high-level languages
4. enter and print data in a spreadsheet program and enter and edit text using a word processor
5. interface microcontrollers used in embedded systems

D. FOUR YEAR COURSE OFFERING PLAN *(Per UAA Proposal Requirements)*

Program: Computer Electronics Associate of Applied Science Degree

Implementation Date: Fall 2006

	2006	2007		2007	2008		2008	2009		2009	2010	
Course (Prefix and Number)	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
Multiple sections of required classes offered each semester: ENGL A111, ENGL A212, PRPE A108, COMM A111, MATH A105, MATH A107												
PHYS A115	Veh	Veh		Veh	Veh		Veh	Veh		Veh	Veh	
PHYS A123/L	Veh	Veh		Veh	Veh		Veh	Veh		Veh	Veh	
PHYS A124/L		ADJ			ADJ			ADJ			ADJ	
CHEM A103/L	Veh	Veh		Veh	Veh		Veh	Veh		Veh	Veh	
CHEM A105/L	Houtz			Houtz			Houtz			Houtz		
CIS A110	Sonberg	Sonberg		Sonberg	Sonberg		Sonberg	Sonberg		Sonberg	Sonberg	
CNT A170	ADJ			ADJ			ADJ			ADJ		
ET A101 / L		Barabash			Barabash			Barabash			Barabash	
ET A102 / L	Barabash			Barabash			Barabash			Barabash		
ET A126 / L		Barabash			Barabash			Barabash			Barabash	
ET A175		Kraxberger			Kraxberger			Kraxberger			Kraxberger	
ET A240	Barabash			Barabash			Barabash			Barabash	Barabash	
ET A241		Barabash			Barabash			Barabash			Barabash	
CS A109	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
CS A110	Kraxberger				Kraxberger					Kraxberger		
CS A111	Kraxberger				Kraxberger					Kraxberger		
CS A201	ADJ			ADJ			ADJ			ADJ		
CS A207		Kraxberger					Kraxberger				Kraxberger	

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

1a. School or College	1b. Division	1c. Department
Kenai	A&S	CED

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CED	A150	CED A194	1	(1+0)

6. Complete Course/Program Title
Basic Japanese Cooking

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☒ Course Number
☒ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status no Limit Max Hours

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with

☐ Stacked with Cross-Listed Coordination Signature

13. Coordinate with Affected Units: na
Department, School, or College

Initiator Signature Date

14. List any programs or college requirements that require this course
na

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

16. Course Description
An introduction to the foods, utensils, and techniques used in Japanese cooking.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
none		

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	

18. ☒ Mark if course has fees

19. Justification for Action
Popularity of this community interest course justifies making it permanent.

Initiator (faculty only) Date

Approved / Disapproved: Department Chairperson Date

Approved / Disapproved: Curriculum Committee Chairperson Date

Disapproved: Dean/Director of School/College Date

Approved / Disapproved: Undergraduate or Graduate Academic Board Chairperson Date

Approved / Disapproved: Provost or Designee Date

KENAI PENNINSULA COLLEGE
BASIC JAPANESE COOKING

I. DATE: 02-08-06

II. C.A.R. INFORMATION:

COLLEGE: KPC Arts & Sciences

COURSE SUBJECT: CED

COURSE NUMBER: A150

CREDITS: 1

CONTACT HOURS: 1+0

COURSE PROGRAM TITLE: Basic Japanese Cooking

GRADING BASIS: Pass/No Pass

COURSE DESCRIPTION: An introduction to the foods, utensils, and techniques used in Japanese Cooking.

COURSE PREREQUISITE: None

RESTRICTIONS: None

FEE: Yes

III. COURSE DESIGN:

A. INSTRUCTIONAL GOALS: Instructor will

1. Familiarize students with basic methods, materials & techniques of Japanese cooking.
2. Familiarize students with a variety of Japanese foods.

B. OUTCOMES: Student will

1. Select the the appropriate ingredients & tools to complete a specific meal.
2. Demonstrate proper cooking techniques.

2. GUIDELINES for EVALUATION:

This course will be graded on a Pass/ No Pass basis as follows:

Attendance & Participation	50%
Cooking Completed	50%

3. COURSE LEVEL JUSTIFICATION:

Introductory course in response to community interests

4. TOPICAL COURSE OUTLINE: Weekly lessons will present the ingredients, tools and techniques for creating these dishes:

1. California rolls
2. Chirashi sushi/ inari sushi
3. Gyoza (pot stickers)/ soup
4. Corocke (potato & meat patty)
5. Sukiyaki (Japanese casserole)
6. Tempura
7. Miso soup & fried rice
8. Teriyaki Salmon/ chicken

5. SUGGESTED TEXTS: No text

6. BIBLIOGRAPHY

Moriyama**,** Yukiko. *Quick & Easy Japanese Cuisine for Everyone.* JOIE, Inc. Tokyo: Everbest Printing, 2002 (Distributor: USA, Kodansha American, Inc.)

Moriyama**,** Yukiko. *Quick & Easy Sushi Cookbook.* JOIE, Inc. Tokyo: Everbest Printing, 2002. (Distributor: USA, Kodansha American, Inc.)

Moriyama**,** Yukiko. *Quick & Easy Tofu Cookbook*. JOIE, Inc. Tokyo: Everbest Printing, 2002. (Distributor: USA, Kodansha American, Inc.)

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

1a. School or College	1b. Division	1c. Department
CAS	AFAR	Art

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
Art	A498		1-3	(0+2-6)

6. Complete Course/Program Title
Individual Research

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

- ☐ Add
- ☒ Change
- ☐ Delete

- ☐ Prefix
- ☒ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other

- ☐ Course Number
- ☒ Contact Hours
- ☒ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Corequisites
- ☒ Registration Restrictions

9. Repeat Status Yes Limit 1 Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

13. Coordinate with Affected Units:
Department, School, or College _____ Initiator Signature Date

14. List any programs or college requirements that require this course
Course applies to the BA in Art and BFA in Art degrees (selective).

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

16. Course Description
Individual art research focusing on professional development, conceptual growth and awareness, critical thinking, and advanced technical proficiency in any of the major disciplines.
Special Notes: A total of (6) six credits may be applied toward an art degree. Registration restriction.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)

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

17e. Registration Restriction(s) (non-codable)
Instructor permission and Minimum of 6 credits upper division studio coursework in selected studio area and approval of area coordinator.

18. ☒ Mark if course has fees

19. Justification for Action
Reduces credits to 1-3 to encourage students to take courses in a broader studio range.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2005

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Title:	Individual Research
C.	Course Subject/Number:	ART A498
D.	Credit Hours:	1.0 - 3.0 Credits
E.	Contact Time:	0+2-6 Contact Time
F.	Grading Information:	A-F
G.	Course Description:	Individual art research focusing on professional development, conceptual growth and awareness, critical thinking, and advanced technical proficiency.
	Special Notes:	A total of (6) six credits may be applied to an art degree.
H.	Status of course relative to degree or certificate program	Applies to BA in Art and BFA in Art Degrees
I.	Lab Fees:	YES
J.	Coordination:	
K.	Registration Restrictions:	Instructor Permission and Minimum of 6 credits upper division studio coursework in selected studio area and approval of area coordinator.

III. Course Activities

Individualized course, activities to be determined prior to registration.

IV. Evaluation

Evaluation procedures will be determined as directed by project proposal and will be outlined on problem statement.

V. Course Level Justification

Advanced level course requiring significant pre-preparation in intermediate and advanced level courses in same content area.

VI. Outline

As determined by proposal and approved by instructor

VII. Instruction Goals and Defined Outcomes

A. Instructional Goals. The Instructor Will:
To be outlined on Proposal

B. Defined Outcomes. Student will be able to:
To be outlined on Proposal

VIII. Suggested Text: Instructor will select text appropriate to proposal goals.

IX. Bibliography and Resources: As required by proposal goals.

30 January 2006

TO: College of Health & Social Welfare Curriculum Committee
FROM: Tracey K. Burke, Social Work

RE: Civic Engagement Certificate Program

This proposal for a **Civic Engagement Certificate** requests your review of:

(a) the certificate program, its catalog copy, and related summaries;

(b) a new course prefix (CEL);

(c) CARs and CCGs for three new courses:

- CEL 292 Introduction to Civic Engagement,
- CEL 395 Civic Engagement Internship, &
- CEL 450 Civic Engagement Capstone.

I also include a Board of Regents summary, coordination forms, example course plans, four-year course offering plan, fee request forms, resource implication forms, library resource forms, and example MOA and risk management templates.

In conjunction with Nancy Andes, Center for Community Engagement & Learning, and Tom Miller, Vice Provost, I have consulted with the Faculty Senate, the Faculty Senate Executive Board, the Office of Academic Affairs, Community Partnerships, and CHSW Dean's Office regarding the substance and feasibility of this proposal. We have attended to several issues raised regarding proper faculty review of curriculum and administrative housing of this new academic program.

As part of a first-level curricular review, the Center for Community Engagement & Learning Dream Team, consisting of UAA faculty, administrators, and community partners, reviewed this proposal on January 26, 2006, and made suggested revisions. I have incorporated their suggestions for your review.

I look forward to meeting with you and discussing this proposal.

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

1a. School or College	1b. Division	1c. Department		
HW CHSW				
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
CEL				(+)

6. Complete Course/Program Title
Civic Engagement and Learning

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☐ Program

(mark appropriate boxes)

☒ Add
☐ Change
☐ Delete

☒ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

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

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

14. Coordinate with Affected Units:
Department, School, or College
Initiator Signature Date

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
As part of putting forth materials for a new undergraduate Certificate program, we are requesting approval of a new prefix for Certificate-specific courses within the CHSW.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department		
HW CHSW				
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
CEL			30	(+)

6. Complete Course/Program Title
Certificate in Civic Engagement
Cert. in Civic Engagement
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

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

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

14. Coordinate with Affected Units: Social Work, Human Services, Public Affairs, Philosophy, Psychology, Sociology, Nursing, Biology, History, Political Science, Languages, English
Department, School, or College

Initiator Signature Date

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

16. Course Description
The Certificate in Civic Engagement prepares undergraduates and people with bachelor's degrees to become active, effective, ethical citizens in their professional and personal lives. Students from any major degree program develop the reflective, analytic, and practical skills to link curricular and co-curricular learning to civic engagement outside the academy through service-learning classes, internships, and community-engaged scholarship and creative activity. The Certificate is intended for motivated students committed to action for the greater good.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

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

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

18. ☐ Mark if course has fees

19. Justification for Action
The Certificate will enhance students' ability to create a coherent academic program out of the existing array of community service learning classes, supplemented by a new foundation class, an individual service-learning internship, and a capstone experience. The transcripted Certificate will bestow permanent, formal recognition upon students who make a significant commitment to reflective community engagement while in college.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Certificate, Civic Engagement

The Certificate in Civic Engagement prepares undergraduates and people with bachelor's degrees to become active, effective, ethical citizens in their professional and personal lives. Students from any major degree program develop the reflective, analytic, and practical skills to link curricular and co-curricular learning to civic engagement outside the academy through service-learning classes, internships, and community-engaged scholarship and creative activity. The Certificate is intended for motivated students committed to action for the greater good.

Certificate Learning Outcomes & Competencies:

Students who earn the Certificate in Civic Engagement will gain competencies in three domains: academic, personal, and civic.

Academically, students will achieve the outcomes of their majors and will be able to:

- relate service and professional ethics to civic engagement frameworks;
- translate theoretical perspectives and frameworks of their disciplinary majors into actions solving concrete public problems affecting Alaskan, U.S. and international communities, with substantive emphases on ethics, poverty and sustainability;
- apply critical thinking skills and empirical evidence to make judgments regarding public problems outside the classroom.

Personally, students will be able to:

- develop moral dispositions of judgment, civic participation and public commitments related to their personal values;
- enter unfamiliar situations with confidence and participate effectively;
- identify the disciplinary, societal, and cultural values that shape their own and others' responses to poverty and sustainability;
- assume responsibility for enacting public uses of their education and civic engagement in their anticipated vocational and personal trajectories.

Civically, students will be able to:

- utilize communication and problem-solving skills in addressing public problems at multiple levels;
- evaluate the places, interests and competing demands of others in the community and consider ethical implications to resolving them;
- demonstrate commitment to resolving public problems beyond their college careers and to fostering others' involvement;
- transform civic imaginations to enhance abilities of individuals, groups, and communities to embrace a vision for the future;
- assume leadership roles in groups and organizations capable of taking action on matters of common concern.

Admissions Requirements

A student must satisfy the Admission to Certificate Requirements in Chapter 7, "Academic Standards and Regulations."

A student must be enrolled in a major or pre-major baccalaureate degree program or have completed a baccalaureate degree.

A student must submit a plan of study demonstrating integration of the Certificate with her/his major course of study, formulated in conjunction with Certificate and departmental advisors. The Plan is submitted to the Certificate Faculty Advisor through the Center for Community Engagement & Learning and must be forwarded to Degree Services at least two semesters prior to graduation.

Graduation Requirements

1. Meet all general University requirements for undergraduate Certificates.

2. Concurrent completion of a baccalaureate degree program or completed baccalaureate degree.

3. Completion of the following according to an approved program plan (30 credits total):

    a. CEL A292 Introduction to Civic Engagement 3
    b. Course with poverty or environmental sustainability as a substantive focus* 3
       A course that has a community-based learning component is preferred.
    c. Course with community-building or public policy as a substantive focus* 3
       A course that has a community-based learning component is preferred.
    d. Community-based Learning Courses** 9
       1 lower division (100-299)
       2 upper-division (300-499)
       1 course must include an emphasis on ethics.*
    e. CEL A395 Civic Engagement Internship*** 6-9
       Or approved alternative
    f. CEL A450 Capstone Project*** 3-6
       Or approved alternative

    * Courses/sections of courses will be individually approved by the Certificate Faculty Advisor based on whether significant class content focuses on the indicated topic. It is possible that a given course will be approved for some students and not others, depending on individual students' program plans.

    ** Courses/sections of courses that have a community-based learning component will be indicated in the semester class schedule. Community-based, service-learning is defined as a course or competency-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs; (b) reflect on the service activity in such a way as to gain further understanding of course content and a broader appreciation of the discipline; and (c) gain an enhanced sense of civic responsibility. These attributes will be reviewed by faculty and applied to course

sections within Banner and appearing in the course schedule on a semester-by-semester basis. In addition, students are advised to inquire with departments and instructors as to whether other courses/sections include community-based learning in a given term.

*** Internship and Capstone credits should total 12; distribution may vary in consultation with the Certificate Faculty Advisor.

4. Certificate Portfolio

Sample course plans linking Certificate and major-degree programs

Bold-faced courses (or, historically, certain sections of courses) within descriptions of majors satisfy Certificate requirements.

Social Work

Liberal arts & sciences required for major:
ANTH 200 Natives of Alaska or 202 Cultural Anthropology
BA 151 Introduction to Business or ECON 201 Principles of Macroeconomics
BIOL 102 Introductory Biology or 111 Human Anatomy & Physiology I or 112 Human Anatomy & Physiology II or 115 Fundamentals of Biology I or **116 Fundamentals of Biology II**
ENGL 311 Advanced Composition or 312 Advanced Technical Writing or 313 Professional Writing and Editing or 414 Research Writing
ENGL 120 Critical/Creative Thinking or PHIL 101 Introduction to Logic or 201 Introduction to Philosophy or **301 Ethics** or 421 Philosophy of the Sciences
SOC 101 **Introduction to Sociology**
PSY 150 Life Span Development

Departmental requirements:
SWK/HUMS 106 Intro to Social Welfare (poverty & income support policy; US history focus)
SWK 206 Intro to Social Work
SWK 243 Cultural Diversity & Community Service or SWK 343 Human Behavior: Diversity & Discrimination
SWK 330 Practice I
SWK 331 Practice II (organizations & communities)
SWK 342 Human Behavior in the Social Environment
SWK 406 Social Welfare: Policies & Issues
SWK 424 Research
SWK 430 Practice III
SWK 431 Practice IV
SWK 461B Practicum I
SWK 462B Practicum II

Selected departmental electives:
SWK 463 Senior honors research project

Additional Certificate requirements (2-3 classes):
CEL 292 Introduction to Civic Engagement
2 upper-division CSL courses (only 1 if PHL 301 has CSL component)
Internship experience (SWK 461B-462B) must include civic engagement outcomes
Capstone experience (SWK 463) must include civic engagement outcomes

Elementary Education

Liberal Studies Area:
GER Oral Communication (1 class)
GER Written Communication (2 classes)
PE 145 Principles of Health & Physical Activity
PHIL/LSIC 231 Truth, Beauty, Goodness
LSIC 331 Power, Authority, Governance
LSIC 332 Science, Technology, Culture
LSIS 101 Discoveries in Science
LSIS 102 Origins: Earth-Solar System-Life
LSIS 201 Life on Earth
LSIS 202 Concepts and Processes: Natural Sciences
MATH 205 Communicating Mathematical Ideas
AS 252 Elementary Statistics or 253 Applied Statistics for the Sciences
MATH 107 College Algebra or 108 Trigonometry or 109 Precalculus or 200 Calculus I or 201 Calculus II
HUM 211 Introduction to Humanities I
HUM 212 Introduction to Humanities II
ENGL 201 Masterpieces of World Literature I or 202 Masterpieces of World Literature II
GER Fine Arts (1 class)
2 semesters of a language other than English (or documented 4 years of a language in high school or demonstrated fluency)
ANTH 250 Rise of Civilization
HIST 355 Major Themes in U.S. History
HIST 341 History of Alaska or ANTH 200 Natives of Alaska
LSSS 111 Cultural Foundations of Human Behavior
LSSS 311 People, Places, Ecosystems
LSSS 312 Individuals, Groups, Institutions
PSY 245 Child Development + lab or ESDE 212 Human Development and Learning + lab

Departmental requirements:
ED 300 Philosophical & Social Context of American Education
ED 301 Foundations of Literacy and Language Development
ED 302 Foundations of Educational Technology
ED 303 Foundations of Teaching and Learning
EDSE 482 Inclusive Classrooms for All Children
ED 425 Teaching Reading in Elementary Schools
ED 426 Teaching Mathematics in Elementary Schools
ED 427 Teaching Social Studies in Elementary Schools
ED 428 Teaching Science in Elementary Schools
ED 429 Teaching Health Education in Elementary Schools
ED 430 Teaching Language Arts in Elementary Schools
ED 431 Creative Expression: Music, Art, Drama for Elementary Teachers
ED 432 Physical Education for Elementary Teachers
ED 495A Internship I
ED 495B Internship II

Additional Certificate requirements: (Classes)
CEL 292 Introduction to Civic Engagement
Poverty/ethics/sustainability course

1 upper-division CSL class
CEL 498 Capstone Project
Internship (ED 495A-B) must include civic engagement outcomes

History

CAS requirements:
ANTH 250 Rise of Civilization
HIST 101 & 102 Western Civilization I-II
HIST 131 or 132 History of the U.S. I-II or **PS 101 Introduction to American Government**
ENGL 121 Introduction to Literature, 301or 302 Literature of Britain I-II, 305 Topics in National Literatures, 306 or 307 Literature of the United States I-II
AKNS 101-102 Alaska Native Languages I-II or ART 261-262 History of World Art I-II or ENGL 201-202 Masterpieces of World Literature I-II or MUS 221-222 History of Music I-II or PHIL 211-212 History of Philosophy I-II or PHIL 313B-314 Eastern Philosophy & Religion & Western Religion or PS 332-333 History of Political Philosophy I-II or THR 311-312 Representative Plays I-II or THR 411-412 History of the Theatre I-II (or two semesters of a language other than English)
ENGL 120 or PHIL 101 Introduction to Logic or 201 Introduction to Philosophy or **301 Ethics** or 421 Philosophy of the Sciences
ANTH 101 Introduction to Anthropology or COMM 101 Introduction to Human Communication or ECON 201 Principles of Macroeconomics or JPC 101 Introduction to Mass Communication or PS 102 Introduction to Political Science or PSY 111 General Psychology or SOC 101 Introduction to Sociology or **SWK/HUMS 106** Introduction to Social Welfare

Department requirements:
HIST 101 Western Civilization I
HIST 102 Western Civilization II
HIST 131 History of U.S. I
HIST 132 History of the U.S. II
HIST 377 Historiography
HIST 477 Senior Seminar
2 of possible 7 courses in non-Western history
5 upper-division electives, could include **HIST 497** Independent Study

Additional Certificate courses: (up to 7 extra classes but probably fewer)
CEL 292 Introduction to Civic Engagement
2 upper-division CSL classes (1 if PHIL 301 has CSL component)
CEL 395 Civic Engagement Internship

Biology

Required support courses:
AS 253 Applied Statistics for the Sciences or AS 307 Probability
AS 308 Intermediate Statistics
CHEM 105 & 106 General Chemistry I-II with lab
CHEM 321 & 322 Organic Chemistry I-II
MATH 200-201 Calculus I-II
PHYS 123 & 124 Basic Physics with lab or 211 & 212 General Physics with lab

Biology core courses:
BIOL 115 & 116 Fundamentals of Biology I-II
BIOL 242 Fundamentals of Cell Biology
BIOL 252 Principles of Genetics
BIOL 271 Principles of Ecology
BIOL 308 Principles of Evolution
BIOL 310 Principles of Physiology
BIOL 340 General Microbiology
BIOL 492 Undergraduate Seminar

Plus 11-12 credits from electives list, with tracks in Cellular & Molecular Biology and Organismal, Ecology, and Evolutionary Biology
BIOL 373 Evironmental Biology
BIOL 441 Animal Behavior
BIOL 450 Microbial Biology
BIOL 497 Independent Study in Biology or 498 Individual Research

Additional Certificate courses: (2-4 Courses)
CEL 292 Introduction to Civic Engagement
Community/public policy course [but some Environmental Studies courses fit]
Lower-division CSL course [should be able to meet as part of GERs]
CEL 395 Internship
BIOL 497/498 must include CEL outcomes

Computer Information Systems (Business Administration, MIS)

Business Core requirements:
ACCT 201 Principles of Financial Accounting
ACCT 202 Principles of managerial Accounting
BA 273 Introduction to Statistics for Business & Economics
CIS 110 Computer Concepts in Business
ECON 201 Principles of Macroeconomics
ECON 202 Principles of Microeconomics
ENGL 212 Technical Writing
MATH 107 College Algebra or 172 Applied Finite Mathematics
MATH 200 Calculus I or 272 Applied Calculus

Additional requirements:

BA 300 Organizational Theory and Behavior
BA 325 Corporate Finance
BA 343 Principles of Marketing
BA 377 Operations Management
BA 488 Environment of Business
CIS 305 Managerial Presentations
CIS 376 Management Information Systems

Major requirements:
CIS 185 Introduction to Programming Business Applications
CIS 201 Programming Business Applications
CIS 310 Analysis of Business Systems
CIS 330 Database Management Systems
CIS 345 Managing Data Communications & Computer Networks
CIS 410 Project Management
CIS 489 Systems Design, Development & Implementation
4 electives – which could include **ACCT 453 Internal Auditing, BA 463 Promotion Management, BA 489 Entrepreneurship & New Business Planning,**

Additional Certificate classes: (7 but GERs likely to help)
CEL 292 Introduction to Civic Engagement
Poverty or sustainability class [ECON 201 or 202 might fill]
Community or public policy class
1 lower-division CSL class
1 upper-division CSL class
CEL 395 Internship
CEL 498 Capstone

Certificate in Civic Engagement
Program Plan

Student Name: _____ Student ID #: _____

Mailing Address: _____ Phone number: _____ Email: _____

Major: _____ Major Advisor: _____ Phone number: _____ Email: _____

Fac. Initial	**Certificate Requirement**	**Required Credits: 30**	**Class (title, number, section)**	**Credits Earned:**	**Instructor**	**Semester Taken**
	Foundation class	3	Introduction to Civic Engagement CEL A292-			
	Poverty/ Sustainability	3				
	Community/ Public policy	3				
	Community-based learning course (lower division)	3				
	Community-based learning course (upper division)	3				
	Community-based learning course (upper division)	3				
	Internship	6-9				
	Capstone	3-6				

Note: Certificate Faculty Advisor must approve all courses, as indicated by initials to left.

_____ _____

(Student signature) (date) (Certificate Faculty Advisor signature) (date)

_____ _____

(CCEL Director signature) (date) (CHSW Dean signature) (date)

Certificate in Civic Engagement
Program Plan

Student Name: ___**George Student**_____ Student ID #: _____

Mailing Address: _____ Phone number: _____ Email: _____

Major: **Biological Sciences-Ecology**_Major Advisor: _____ Phone number: _____ Email: _____

Fac. Initial	**Certificate Requirement**	**Required Credits: 30**	**Class (title, number, section)**	**Credits Earned:**30	**Instructor**	**Semester Taken**
	Foundation class	3	Introduction to Civic Engagement CEL A292-001 (SS GER?)	3	Andes	Fall '07
	Poverty/ Sustainability	3	Earth as an Ecosystem: Intro to Environ Studies ENVI A202-001 (NS GER)	3	Smith	Fall '08
	Community/ Public policy	3	Environmental Economics and Policy ENVI A210-001	3	Colt	Spri '09
	Community-based learning course (lower division)	3	Technical Writing ENGL A212-010 (written communication GER)	3	Sears	Spri '08
	Community-based learning course (upper division)	3	Conservation Biology BIOL A373-001	3	Causey	Spri '09
	Community-based learning course (upper division)	3	Service Learning in Applied Ethics PHIL A495-001	3	Buller	Fall '08
	Internship	6-9	Civic Engagement Internship CEL A395-001	9	Andes	Sum '09
	Capstone	3-6	Civic Engagement Capstone CEL 450-001 (GER Capstone?)	3	Andes	Fall '09

Note: Certificate Faculty Advisor must approve all courses, as indicated by initials to left.

_____ _____

(Student signature) (date) (Certificate Faculty Advisor signature) (date)

_____ _____

(CCEL Director signature) (date) (CHSW Dean signature) (date)

Certificate in Civic Engagement
Program Plan

Student Name: _____**Jane Student**_____ Student ID #: _____

Mailing Address: _____ Phone number: _____ Email: _____

Major: _**Social Work**_____ Major Advisor: _____ Phone number: _____ Email: _____

Fac. Initial	**Certificate Requirement**	**Required Credits: 30**	**Class (title, number, section)**	**Credits Earned:**33	**Instructor**	**Semester Taken**
	Foundation class	3	Introduction to Civic Engagement CEL A292-001 (SS GER?)	3	Hirschberg	Spri '07
	Poverty/ Sustainability	3	Introduction to Social Welfare SWK/HUMS A106-002 (SS GER)	3	Cunningham	Fall '06
	Community/ Public policy	3	Small and Rural Communities SOC A222-001 (SS GER)	3	Araji	Spri '08
	Community-based learning course (lower division)	3	Diversity & Community Service SWK A243-001 (SS GER)	3	Henry	Spri '07
	Community-based learning course (upper division)	3	Introduction to Ethics (recommended for major) PHIL A301-002 (HUM GER)	3	Buller	Fall '07
	Community-based learning course (upper division)	3	Selected Topics on Disabilities PSY A456-001	3	Smith	Spri '08
	Internship	6-9	SW Generalist Practicum (alt. req. for major) SWK A461B-001-A462B-001	12	Emerman	Fall '08- Spri '09
	Capstone	3-6	SW Senior Honors Research Project (alt elect, req for dept honors; not capstone but SW majors must take dept. capstone) SWK A463-001	3	Burke	Fall '08

Note: Certificate Faculty Advisor must approve all courses, as indicated by initials to left.

_____ _____

(Student signature) (date) (Certificate Faculty Advisor signature) (date)

_____ _____

(CCEL Director signature) (date) (CHSW Dean signature) (date)

Four Year Course Offering Plan

Program:

Implementation Date:

Instruction: For each course and semester, enter one of the following:

a. The name of the existing full-time faculty member, regular or term, expected to teach the course.

b. NFTF for those courses expected to be delivered by new full-time faculty.

c. ADJ for those courses expected to be delivered by adjunct faculty

		2006-07			2007-08			2008-09			2009-10		
Course (Prefix and Number)	**Credits**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
CEL 292	*3*	*Burke*			*NPTF*			*NPTF*			*NPTF*		
CEL 395	*6 to 9*			*Andes*			*Andes*			*Andes*			*Andes*
CEL 450	*9 to 12*				*NPTF*	*NPTF*		*NPTF*	*NPTF*		*NPTF*	*NPTF*	
			NPTF =	New Part	Time Fac.								

Example Memorandum of Agreement and Risk Management Templates

Assumptions for the suggested documents:

1. These documents are for placements involving students engaged in responsible, fairly independent experiences, i.e. the more advanced Bonners and Cert students (all over age 17) in internships and capstones. They're not designed for generic Community Service Learning (CSL) classes and limited-commitment activities (though we might recommend that CSL instructors and agency partners use the second for their own risk management discussions).

2. We need 2 documents for 2 different purposes. First, the MOA: a variation on the official, generic Affiliation Agreement. This lays out institutional legal responsibilities as much as possible; intended for CCEL/UAA and agency administrators and their lawyers. And second, a risk management planning guide (discussion points) for the individuals immediately involved, i.e. student, faculty instructor/Heather, and agency supervisor. Acknowledging the Affiliation's "bottom lines," this document & discussion assists with brainstorming possible risks and planning strategies to avoid or deal with them in a way that is specific to *this* experience. Intended to provoke thought rather than rules.

3. A 3rd document is not addressed here but is recommended, a Service-Learning Agreement. This is where the goals, expectations, tasks, etc of the project are described. Many of the points about the overall experience, rather than risk to people, would be addressed here.

MEMORANDUM OF AGREEMENT

between

University of Alaska Anchorage
Center for Community Engagement & Learning
3211 Providence Drive
Anchorage, Alaska 99508
Nancy Andes, Director
"CCEL"

And (organization's name, program, address, authorized representative's name and title)

_____

_____

_____

_____

_____

"Partner Agency"

The University of Alaska Anchorage through the CCEL is committed to fostering students' community service and civic engagement. Towards this end, the collaborating Partner Agency hereby agrees to permit the CCEL to place students participating in its Bonner Leaders Program and/or enrolled in its Certificate for Civic Engagement in its facility for a supervised, service-learning experience subject to the following provisions:

A. CCEL'S RESPONSIBILITIES

1. CCEL will act in conformity with all applicable state and federal laws and regulations.

2. CCEL will explain to the Partner Agency the purpose of the Bonner Leaders Program and/or the Certificate in Civic Engagement, the educational level of and types of performance expected from the students, and will, where possible, adapt the program and specific courses to the procedures used by the Partner Agency.

3. CCEL will select and place students for a service-learning experience and will provide relevant student and course/program information to the Partner Agency at least two weeks prior to each placement.

4. CCEL will provide a qualified instructor or staff member to review each student's progress toward accomplishing course/program objectives and will solicit the assistance of the Partner Agency in evaluating each student's progress.

5. CCEL will require participating students to abide by the rules of dress and conduct and other reasonable regulations of the Partner Agency and to exercise the highest degree of care when interacting with Partner Agency's clients and when using Partner Agency's supplies and equipment.

6. Upon Partner Agency request, CCEL will assist students in demonstrating prior experience, professional liability insurance, immunizations, and/or background check information.

7. CCEL will require that for each placement, the instructor/program staff member and the student will meet with the designated Partner Agency supervisor to discuss specific risks and management strategies before the student begins working.

8. CCEL will encourage students to carry Accident Insurance and/or personal medical insurance for the duration of the placement. For experiences involving student travel to rural or international locations, accident insurance will be required.

B. PARTNER AGENCY'S RESPONSIBILITIES

1. Partner Agency will accept up to ____ (number) student(s) for concurrent placement in its program(s). A student's service-learning work schedule will be established between the individual student and Partner Agency supervisor in consultation with the CCEL instructor/staff member.

2. Partner Agency will allow the CCEL instructor/staff member a period of orientation in its facility prior to the placement of students, and will include the instructor/staff member in those meetings of the Partner Agency's staff which pertain to the student's service-learning experience.

3. For each placement, Partner Agency will designate a member of its staff to supervise the student, providing the necessary release time; and it will require that the supervisor meet with the CCEL instructor/program staff member and the student to discuss specific risks and management strategies before the student begins working.

4. Partner Agency will permit participating CCEL students, instructors, and staff members reasonable use of the dressing areas, restrooms, and dining or cafeteria areas of its facility.

5. Upon reasonable and proper notice, Partner Agency will allow legitimate educational accrediting bodies to examine the facility in conjunction with their review of CCEL's program.

6. Partner Agency will prohibit students from transporting clients in Agency or personal vehicles except when Partner Agency is willing to accept any and all responsibility for claims arising from untoward incidents.

7. Unless Partner Agency elects in writing to make a student a full-fledged employee and pay the student at least the minimum wages required by law, the student is not considered an employee of Partner Agency, and partner Agency agrees:

    a. To not promise any student a job prior to the completion of the service-learning experience.

    b. To not pay wages or other compensation for work done during the service-learning experience.

    c. To not displace any employee as a result of the placement of a student at the worksite.

    d. To maintain adequate staff so that students are not expected, except in emergency situations, to meet partner Agency's service demands.

C. GENERAL PROVISIONS

1. There will be no monetary reimbursement from either party to the other for the mutual benefits received under this agreement, nor will any student be reimbursed for services performed incidental to this agreement.

2. Each party agrees to indemnify and hold harmless the other party for any claims or judgments arising from the alleged negligence or wrongful acts of the party or any of its agents or employees, and to defend such claims at its own expense.

3. This agreement shall become effective on the date it is signed and shall remain in effect indefinitely. This agreement may be terminated by either party by providing written notice to the other party, and it may be revised with the written concurrence of both parties.

The parties, by and through their duly authorized representatives, indicate their willingness to be bound by the foregoing provisions by signing below:

_____	University of Alaska Anchorage
(organization name)	CCEL
_____	_____
(representative's signature)	Nancy Andes, CCEL Director
_____	_____
(representative's printed name, title)	(date)
_____	
(date)	

Risk Management and Community Service Learning
Questions & Discussion Points

A Memorandum of Agreement has already been established between the **University of Alaska Anchorage's Center for Community Engagement & Learning** (CCEL) and

_____ (Partner Agency). The MOA addresses the legal responsibilities of both parties when CCEL students are placed at Partner Agency for Community Service Learning activities. The following questions, and the discussion they are intended to provoke, should make the MOA much livelier and more meaningful to the specific service learning experience. The goal is not to create more paperwork or procedural hassle, but rather to increase awareness of risks and opportunities, and thus to enhance the experience for everyone.

Three individuals should collectively consider the questions: the student, the CCEL instructor/staff member, and the Partner Agency's designated student supervisor. Others may be invited to participate in the discussion as agreed by those three individuals. While each participant is encouraged to take notes, the CCEL requires only that this form be signed, indicating that the discussion has indeed taken place.

Risk is defined as any threat to the student's and group's ability to accomplish the goals of the service learning experience. Risk of harm – injury or discomfort – to project participants is of most concern.

For each of the possible risks identified through the questions below, the group is encouraged to consider this evaluative rubric:

High frequency Low cost	High frequency High cost
Low frequency Low cost	Low frequency High cost

Items that fall into the upper-right quadrant are likely to require the most planning.

I have discussed these points with the other individuals directly involved in the service learning experience.

_____ (student)

_____ (CCEL instructor/staff member)

_____ (Partner Agency supervisor).

_____ (other discussion participant)

_____ (date of discussion)

Discussion points to help identify and assess risk of injury or discomfort:

Project Objectives

- why is the project important
- who will benefit
- is the project important to the mission of the organization

Project activities

- what will be done
- how will it be done
- what could go wrong
- can the risks be minimized
- are the risks acceptable

Project workers

- who will staff the project with the student
- what are their qualifications
- will anyone face risks of injury or discomfort
- will anyone work with vulnerable individuals
- will those individuals face risk of injury or discomfort
- is there sufficient staffing to achieve the project objectives

Project location

- where will the project take place
- where is the closest hospital or emergency care facility
- do cell phones work in the area; how are emergency communications accessed if necessary
- are there risks associated with the project location
- how will risks be controlled

Project schedule

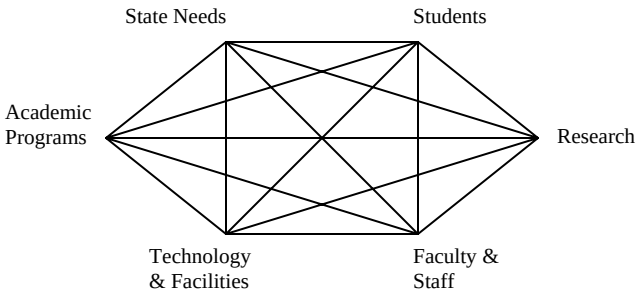
- when will the project be conducted
- is there sufficient time to plan to conduct the project safely; should changes be made to the project design
- are climactic conditions a factor in the success of the project
- what contingency plans should be made based on climactic conditions

Project participants

- will the project involved the general public
- what risks will participants or the general public face
- how will these risks be controlled

Financial risks

- does the university or the partner agency have insurance for the insurable risks associated with the project
- is additional insurance necessary
- if insurance is not an option, how will financial risks be covered



University of Alaska New Program Approval

Board of Regents Summary Form

MAU: University of Alaska Anchorage

Title and brief description: *Certificate in Civic Engagement* prepares undergraduate and post-baccalaureate students to become active, effective, ethical citizens in their professional and personal lives.

Target Admission date: Fall, 2006

****

How does the program relate to the **Academic Mission** of the University of Alaska?

The proposed Certificate program provides a coherent academic pathway for enacting Community Engagement, one of UAA's four core priorities (UAA Academic Plan draft 12, 4/5/05).

This proposal was initiated by Dr. Nancy Andes, Director of UAA's Center for Community Engagement & Learning, and Dr. Tracey Burke, a member of the Center's Dream Team (advisory board), in consultation with the full Dream Team. The Board of Regents created the Center in 2000 with the purpose of fostering the development of numerous community-based service-learning courses and research. In Spring, 2005, UAA's Chancellor created the new division, Community Partnerships, of which the Center is a part. Through these efforts, UAA has invested in strong collaborative relationships with many business, community-based, and civic organizations.

The structure of the proposed Certificate at UAA will enhance students' ability to build on this institutional foundation to plan a meaningful academic journey from the existing array of community-based classes, supplemented by a new foundation class, an individual service-learning internship, and a capstone experience. The Certificate is designed to complement students' disciplinary majors and augment students' desire and capacity for service and civic engagement. Some existing service-learning classes are already approved as GERs, such that these classes should serve dual purposes for students and reduce the number of extra classes they need. The new Certificate introductory course and Capstone are designed to fulfill GER requirements as well.

UAA recently received national recognition as one of 81 universities that exemplify excellence in civically engaging students. Now UAA joins other schools across the country in developing a curricular civic engagement program. Schools with certificates or minors include: UCLA, Portland State University, the College of New Jersey, and Washington & Lee College. Other variants include graduate programs, colleges and departments, and community-engaged research

programs at Tufts, University of Pennsylvania, University of Minnesota, Loyola University of Chicago, Stanford University, Bates College, and Middlesex County College.

The development of this proposal was supported in part by a grant from the Bonner Foundation Civic Engagement Project, Fund for the Improvement of Post-Secondary Education, U.S. Department of Education.

Describe the **State Needs** being met by this program.

As the Kellogg Commission on the Future of State and Land-grant Universities highlighted, one important role of public universities is to provide "access to as much education as possible, for as many students as possible." The American Association of State Colleges and Universities also has highlighted the importance of an engaged university as more accessible to the public, more responsive to public needs, and connected to communities through partnerships. This certificate program brings students, faculty, and communities together promoting a common good. Its aim is to create a learning environment that supports those with the highest financial need while working toward solutions to the state's more complex problems.

Engaged citizens, able to analyze public issues and propose thoughtful, viable solutions to problems, are crucial to a functioning democracy. As the largest unit of Alaska's public university system, UAA educates many of Alaska's future leaders and voters. Educating and socializing students to be engaged citizens benefits all Alaskans. The Certificate is an important tool in educating citizens in that it expands students' areas of concerns beyond their disciplines to the larger community and creates a cohort of students who can support each other as they explore civic habits for the public good.

More concretely, a variety of Anchorage-based and statewide community organizations will benefit from the growing concern and expertise of UAA students and their faculty instructors and mentors. Given UAA's location, most service-learning classes partner with the Anchorage community. However, Certificate students are encouraged to do their internships and capstone projects in rural areas of the state or in international locations. Thus, not only do communities in outlying areas profit by their collaboration with UAA, but students gain a greater knowledge of Alaska and its challenges while contributing to solutions.

What are the **Student** opportunities and outcomes? The **enrollment** projections?

Students who earn the Certificate in Civic Engagement in tandem with a disciplinary degree will achieve **outcomes** in three domains: academic, personal, and civic.

Academically, students will achieve the outcomes of their majors and will be able to:

- relate service and professional ethics to civic engagement frameworks;
- translate theoretical perspectives and frameworks of their disciplinary majors into actions solving concrete public problems affecting Alaskan, U.S. and international communities, with substantive emphases on ethics, poverty and sustainability;

- apply critical thinking skills and empirical evidence to make judgments regarding public problems outside the classroom.

Personally, students will be able to:

- develop moral dispositions of judgment, civic participation and public commitments related to their personal values;
- be willing to enter unfamiliar situations with confidence and participate effectively;
- identify the disciplinary, societal, and cultural values that shape their own and others' responses to poverty and sustainability;
- assume responsibility for enacting public uses of their education and civic engagement in their anticipated vocational and personal trajectories.

Civically, students will be able to:

- utilize communication and problem-solving skills in addressing public problems at multiple levels;
- evaluate the places, interests and competing demands of others in the community and consider ethical implications to resolving them;
- demonstrate commitment to resolving public problems beyond their college careers and to fostering others' involvement;
- transform civic imaginations to enhance abilities of individuals, groups, and communities to embrace a vision for the future;
- assume leadership roles in groups and organizations capable of taking action on matters of common concern.

Enrollment is expected to start at approximately 10 students in Year One with an increase of 2-3 students per year with a total enrollment of 18-22 new students per year four years after the initiation of the Certificate program.

Describe the **Research** opportunities, if applicable.

There is a growing trend in research towards more and better inclusion of local communities in research, both as participants and as stakeholders in research design and findings. Several of the community-based courses from which Certificate students might choose include community-based research projects. Furthermore, an option for students' capstone projects is to design and implement a community-based research project, most likely drawing on their internship experience.

At another level, there is a growing scholarly/pedagogical literature on service learning and civic engagement, and ongoing evaluation of the Certificate itself will provide a fruitful area for UAA faculty publications.

Identify any additional **Faculty and Staff** requirements as well as any existing expertise and resources that will be applied.

A half-time, tri-partite, tenured/tenure-track faculty position is desired to support the Certificate teaching and advising responsibilities as well as related research and service activities. Having a dedicated, permanent faculty member will increase the quality and continuity of the program and reflects the range of scholarly commitments desired. Furthermore, colleges at UAA have been increasingly reluctant to accept adjunct replacements for regular faculty's participation in interdisciplinary programs on a course-by-course basis, due both to inadequate reimbursement for full salary and benefit costs and to the level of specialization required for some upper-level offerings.

It is anticipated that there are faculty currently at UAA who would be interested in a dual appointment with the Certificate (housed in the College of Health & Social Welfare, in partnership with the Center) and their home discipline.

Estimated costs for this half-position and other Certificate program expenses are below:

Program Expenses	**Estimated Cost ($)**
1. .**5 FTE faculty** salary & benefits (9-months for Assistant/beginning Associate Professor	32,000-38,000
2. **Student stipends** for 8-week full-time summer internships $1,500 per person * 10 students	15,000
3. **Student travel** for summer service internships in rural Alaska covering housing, host family stipends, food, domestic transportation, cross-cultural training, community placement $3,400 per person * 5 students	17,000
4. **Supplies**	2,000
Total expenses	66,000-72,000
Tuition cost recovery	11,500
Net new costs for Certificate	54,500-60,500

The above estimate of tuition cost-recovery is based on an entering cohort of 10 students; amounts are expected to increase as time passes. The new costs of the program will come from an internal re-allocation of UAA resources. The CHSW & Center are going through the UAA PBAC process during the Spring, 2005.

Identify the impacts on existing **Technology & Facilities** as well as projected needs.

Impacts on technology and facilities will be modest, in no case demanding additional resources. First, 1-2 classrooms will be necessary each semester. Second, Distance Delivery technology will be used where possible to support students in internships in remote areas. This will include tele-conferencing, possible video conferencing, and Blackboard.

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

1a. School or College	1b. Division	1c. Department		
HW CHSW				
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
CEL	A292		3	(3+0)

6. Complete Course/Program Title
Introduction to Civic Engagement
Intro Civic Engagement
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
Certificate in Civic Engagement

14. Coordinate with Affected Units: Social Work, Human Services, Public Affairs, Philosophy, Psychology, Sociology, Nursing, History, Political Science, Languages, Biology, English
Department, School, or College
Initiator Signature Date

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

16. Course Description
Introduces students to community engagement principles, issues of poverty and environmental sustainability, ethics, and to the local community through intensive readings, community-exposure activities, and reflections. Serves as a social sciences GER.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	

18. ☐ Mark if course has fees

19. Justification for Action
This class provides the intellectual and experiential platform for students pursuing the Certificate in Civic Engagement.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Center for Community Engagement and Learning
CEL A292 Introduction to Civic Engagement
Course Content Guide

Date of Initiation: Spring, 2005

Course Information

School/College: Health & Social Welfare
Course Subject: Civic Engagement
Course Number: CEL A292
Number of Credits: 3
Contact Hours: 3+0 contact hours
Title: Introduction to Civic Engagement
Grading Basis: A - F
Course Description: Introduces students to community engagement principles, issues of poverty and sustainability, ethics, and the local community through intensive readings, community-exposure activities, and reflections. Serves as a social sciences GER.
Course pre-requisites, co-requisites, registration requirements: none
Course fee: no

Instructional Goals, Outcomes, and Evaluation Methods

Instructional Goals:

Instructor will propose working definitions of key concepts related to civic engagement, such as community, citizenship, democracy, participation, service, and social justice.

Instructor will introduce selected social issues/problem areas and identify values, methods, and evidence relevant to pursuing an engaged approach to learning.

Instructor will facilitate an environment conducive to students forming a learning community and actively supporting each other in civic engagement efforts.

Instructor will orient students to intellectual and experiential stances from which to build a coherent program of civic engagement in conjunction with their chosen major degree programs.

Student Outcomes and Evaluation Methods:

Outcomes: Students will…	**Evaluation Methods: …as demonstrated by…**
Understand and summarize key themes regarding the Certificate's 2 over-arching content areas, poverty and environmental sustainability, with emphasis on how they manifest and are being addressed in Alaska	-Active participation in class discussions and activities -Reflection papers collectively addressing personal, academic, and civic issues raised in class or the community exposure activities
Recognize diversity as not only about difference but also about power	-Active participation in class discussions and activities -Reflection papers (see above) -Paper on student-identified "model citizen" including: rationale for identifying this individual, description of her/his activities in the community with emphasis on political [in broadest sense] engagement as well as service, and analysis of the origins of his/her commitments
Critically examine the impact they as citizens can have even as they recognize the limitations of individual efforts	-Active participation in class discussions and activities -Reflection papers (see above) -Paper on student-identified "model citizen" (see above)
Determine competing interests and stakes in concrete situations	-Active participation in class discussions and activities -Reflection papers (see above)
Identify ethical dilemmas in concrete situations and weigh solutions using an accepted framework	-Active participation in class discussions and activities -Reflection papers (see above)
Articulate working theories of civic engagement to be refined later in Certificate & disciplinary studies	-Active participation in class discussions and activities -Reflection papers (see above) -Paper on student-identified "model citizen" (see above)
Identify their own core values and commitments, and analyze their origins	Values autobiography
Relate their core academic interests with civic interests and plan the steps needed to pursue them in tandem	Final reflection paper (will also serve as a foundation for the Certificate plan of study)

All written materials will be included in the students' Certificate portfolios

Course Level Justification:

This class provides students conceptual, methodological, and affective foundations for later community-engaged learning and research experiences. Numbering it as a 200-level course signals that academic expectations are higher than for a 100-level; for example, readings will be selected from original sources, and active participation in class discussion is required for success.

Although preparatory to more intensive community-based learning, students' activity in the community is limited. This class intends to ground discussion in scholarly literature and current evidence while expanding students' intrinsic motivations for civic engagement.

Topical Course Outline

- Introduction: what is civic engagement?
- Poverty: how it manifests and how it is addressed; emphasis on Alaska and Anchorage area
- Environmental sustainability: goals and strategies; emphasis on Alaska and Anchorage area
- Ethics: frameworks for evaluation and decision-making
- Diversity and oppression & privilege; some emphasis on rural Alaska as "4th World"

Pedagogical approach will weave field trips to community agencies, guest speakers, and attention to key concepts throughout the semester.

Suggested texts:

Selections from the items listed in the bibliography

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

1a. School or College	1b. Division	1c. Department		
HW CHSW				
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
CEL	A395		3	(1+8-12)

6. Complete Course/Program Title
Civic Engagement Internship

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status Yes # of Repeats 2 Max Credits 9

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
Certificate in Civic Engagement

14. Coordinate with Affected Units: Social Work, Human Services, Public Affairs, Philosophy, Psychology, Sociology, Nursing, Biology, English, Political Science, History, Languages
Department, School, or College

Initiator Signature Date

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

16. Course Description
Internship in which student gains intensive experience applying principles of civic engagement and major-disciplinary knowledge & skills to a community-identified problem. Students are encouraged to do their internships in rural Alaskan or international communities. Special note: Students may substitute a major-departmental internship if specified civic engagement instructional goals are achieved, the minimum number of hours are realized, and the Certificate Faculty Advisor approves.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CEL A292		

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

17e. Registration Restriction(s) (non-codable)
formal enrollment in Certificate program

18. ☒ Mark if course has fees $20 for required student accident insurance

19. Justification for Action
This class provides students the opportunity to apply in an intensive setting the lessons they have been addressing abstractly in class and applying in more modest ways through service-learning experiences.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
Center for Community Engagement and Learning
CEL A395 Civic Engagement Internship
Course Content Guide

Date of Initiation: Spring, 2006

Course Information

School/College: Health & Social Welfare
Course Subject: Civic Engagement
Course Number: CEL A395
Number of Credits: 6-9 (internship and capstone together must total 12)
Contact Hours: 1+8-12
Title: Civic Engagement Internship
Grading Basis: A - F
Course Description: Internship in which student gains intensive experience applying principles of civic engagement and major-disciplinary knowledge & skills to a community-identified problem. Students are encouraged to do their internships in rural Alaskan or international communities.
Special note: Students may substitute a major-departmental internship if specified civic engagement instructional goals are achieved, the minimum number of hours are realized, and the Certificate Faculty Advisor approves.
Course pre-requisites & registration requirements: CEL A292, enrollment in Certificate for Civic Engagement
Co-requisites: none
Course fee: $20 for required student accident insurance

Instructional Goals, Outcomes, and Evaluation Methods

Instructional Goals:
Faculty instructor and on-site community partner supervisor will:

Model and evaluate student's own leadership skills, including independent problem-setting and -solving, in a professional setting.

Propose more refined definitions of key concepts.

Highlight the moral issues and socio-political stances of the community and students' home disciplines.

Demonstrate the diverse ways in which organizations' and communities' particular challenges and resources impact their capacity to accomplish collective goals.

Student Outcomes and Evaluation Methods

Outcomes: **Students will show…**	**Evaluation Methods:** **…as demonstrated by…**
Professionalism and Ethical Practice by: * taking action with reliability, quality, and collaboration; * identifying moral and ethical dilemmas in concrete situations; and * weighing solutions using publicly defendable standards.	-Fieldwork evaluations -Reflection papers -Final synthetic paper Evaluated by community partner and UAA faculty as related to students' responsibilities & job tasks with the community
Leadership in Community by: * demonstrating effectiveness in problem-setting and -solving while * engendering trust and respect, * determining competing interests, resources, and stakes, and * using civic participation involvement.	-Reflection papers -Final synthetic paper -Final product for the community, if applicable Evaluated by community partner and UAA faculty
Civic Judgment by: * demonstrating ability for constructive intra-personal development and * analyzing how students' own core values/commitments/ideas apply to the actual life and history of a community.	-Reflection papers addressing academic, personal, and civic issues raised by internship experiences -Final synthetic paper Evaluated by UAA faculty
Writing with Praxis by: * identifying learning goals and * compiling a portfolio of professional, aesthetic, and academic products completed throughout the term.	-All written materials and creative documentation -Final product for the community, if applicable Evaluated by community partner and UAA faculty
Research in Civic Engagement by: * completing associated readings and analysis regarding the democratic process, community building, and public policy.	Evaluated by UAA faculty using such tools as: -Organizational analysis -Map of community assets & challenges

Course Level Justification

This internship provides students an opportunity to bring together in an applied situation the various knowledge, skills, and commitments developed through the Certificate classes with knowledge and skills gained through their major studies. Although some readings will be assigned, the internship itself is the major text, from which assignments will be provided by the faculty and community partner. Students will be in the field for at least 320 hours (8 weeks x 40 hours), most likely during the summer. It is anticipated that many students will ground their capstone projects in this experience.

Topical Course Outline

Specific readings and assignments will be arranged by and for individual students in consultation with the Certificate Faculty Instructor and community partner.

All students will progress through these stages of the internship:

- orientation (conducted at UAA); topics include:
  - overview of community asset mapping and organizational analysis
  - culturally appropriate ways of joining with a new community
  - risk management
  - practical guidelines for communicating with UAA-based Instructor from a distance
- orientation to the organization, community, and role, including identification of learning goals (conducted at internship site)
- fulfilling responsibilities of the internship as agreed among student, supervisor, and instructor
- leaving the community in an intentional fashion

Suggested texts:

Specific readings will be determined based on the internship project.

Bibliography

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

1a. School or College	1b. Division	1c. Department		
HW CHSW				
2. Course Prefix	**3. Course Number**	**4. Previous Course Prefix & Number**	**5a. Credits/CEU**	**5b. Contact Hours (Lecture + Lab)**
CEL	A450		3	(1+4)

6. Complete Course/Program Title
Civic Engagement Capstone

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

- ☒ Add
- ☐ Change
- ☐ Delete
- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
  - ☐ Other
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status Yes # of Repeats 1 Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
Certificate in Civic Engagement

14. Coordinate with Affected Units: Social Work, Human Services, Public Affairs, Philosophy, Psychology, Sociology, Nursing, Political Science, History, Languages, Biology, English
Department, School, or College

_____ Initiator Signature Date

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

16. Course Description
Integration of Certificate, major, and GER coursework through an individual project. Special note: Students may substitute another integrative capstone class if specified civic engagement outcomes and project criteria are achieved. Substitution requires prior approval of a project proposal by the Certificate Faculty Advisor.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CEL A292, CEL A395		

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

17e. Registration Restriction(s) (non-codable)
formal enrollment in Certificate program; completion of GER Tier I (basic college-level skills) courses

18. ☐ Mark if course has fees

19. Justification for Action
This class provides students the opportunity to integrate and extend previously gained knowledge, skills, and values.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

University of Alaska Anchorage
Center for Community Engagement and Learning
CEL A450 Civic Engagement & GER Capstone
Course Content Guide

Date of Initiation: Spring, 2006

Course Information

School/College: Health and Social Welfare
Course Subject: Civic Engagement
Course Number: CEL A450
Number of Credits: 3 credits
Contact Hours: 1 + 4
Title: Civic Engagement Capstone
Grading Basis: A - F
Course Description: Integration of Certificate, major, and GER coursework through an individual project.
Special Note: Students may substitute another integrative capstone class if specified civic engagement outcomes and project criteria are achieved. Substitution requires prior approval of a project proposal by the Certificate Faculty Advisor.
Course pre-requisites: CEL A292 and CEL A395
Registration restrictions: formal enrollment in Certificate for Civic Engagement, completion of GER Tier 1 (basic college-level skills) courses
Co-requisites: none
Course fee: none

Instructional Goals, Outcomes, and Evaluation Methods:

Faculty instructor and community partner supervisor will:

Provide guidance and mentorship as students design and complete individual projects – for example, community-based research projects – that incorporate and extend previously gained knowledge, skills, and values from Certificate experiences, their majors, and GERs.

Highlight the importance of history and processes of democracy, social class, and sustainability within the public and civic issues pertinent to the project.

Suggest relevant information and resources for conducting the project.

Provide orienting questions and facilitate discussions during class meetings and for reflection papers to promote students' integration of knowledge and skills regarding civic commitments with the moral & ethical virtues of their home disciplines.

Outcomes: On successful completion of the civic engagement capstone project, students will be able to:

1. Recognize historical, aesthetic, organizational, or cultural dynamics that impact civic engagement;
2. Review, analyze, and adopt critical perspectives for understanding civic engagement, poverty, and environmental sustainability;
3. Determine, interpret, and resolve competing interests and stakes in a concrete public problem-solving situation, particularly pertaining to a local community;
4. Discern vocational and personal pathways regarding moral and ethical dilemmas found in a variety of concrete situations, and weigh solutions using a meaningful and coherent framework;
5. Adapt and demonstrate a variety of civic engagement leadership skills including problem-setting and –solving;
6. Determine and analyze the complexities in building civic commitments and deliver resources building community capacity.

Evaluation Methods: (for ALL outcomes)

1. Active participation in class meetings
2. Reflection papers addressing academic, personal, and civic issues raised by project engagement
3. Evaluation from faculty advisor and community mentor
4. Final product (e.g., report, paper or creative activity)

All written materials will be included in the students' Certificate portfolios.

Course Level Justification:

This capstone provides students an opportunity to bring together in a situation of their own design the various knowledges, skills, and commitments developed through the Certificate experiences, their major studies, and GERs. It is anticipated that many students will ground their capstone projects in previous community-service learning internships.

An Integrative Civic Engagement Capstone Project:

1. has innovative, effective, or ethical impacts with significance to a community-identified need applied through a collaborative off-campus project;

2. presents depth of expertise and preparation regarding the problem in the context of scholarly, professional, *and* community-based models, perspectives, methodologies, and orientations;
3. demonstrates appropriateness of chosen goals and methods;
4. includes the student's participation in the community through leadership in and scholarly contributions with organizations working to address civic engagement, poverty, or sustainability interests and beliefs;
5. has sufficient scope to clearly demonstrate advanced knowledge and skills in civic engagement and the student's undergraduate program of study;
6. produces a project report or portfolio presented publicly in scholarly, professional, or community audiences; and
7. requires a level of effort consistent with three or six semester hours of credit.

Topical Course Outline

Students are expected to work independently on their projects, completing upwards of 50 field work hours, consisting of approximately 30 hours on-site plus 20-30 hours off-site work over the semester. Students will meet with faculty and community mentors regularly.

In addition, all students taking this class will meet five times during the semester. Class meetings will revolve around focusing questions which will be provided to students several days beforehand based on their projects. A typical range of topics and questions includes:

- Public Service
- Purposes of Community Service
- The Human Condition & Community Contexts
- Research as Service
- The Scholar in Public Service

Suggested texts:

Readings will be based on that term's student projects.

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Chrislip, D.D. (2002). *The collaborative leadership fieldbook: A guide for citizens and civic leaders.* San Francisco: Jossey-Bass.

Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.

Driskell, D. (2002). *Creating better cities with children and youth: A manual for participation*. Paris: UNESCO.

Gerston, L.N. (2002). *Public policymaking in a democratic society: A guide to civic engagement*. New York: ME Sharpe.

Greenwood, D. & Levin, M. (1998). *Introduction to action research: Social research for social change*. Thousand Oaks, CA: Sage.

Huber, M.T. & Hutchings, P. (2004). *Integrative learning: Mapping the terrain*. Washington, DC: Association of American Colleges & Universities and The Carnegie Foundation for the Advancement of Teaching.

Longo, N., Williams, J., & Zlotkowski, E. (In Press). *Students as colleagues: Expanding the circle of service-learning leadership*. Providence, RI: Campus Compact.

Palmer, P.J. (1999). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.

Strand, K., Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community-based research and higher education: Principles and practices*. San Francisco: Jossey-Bass.

Stringer, E.T. (2004). *Action research in education.*. Upper Saddle River, NJ: Pearson Prentice Hall.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC	Political Science

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
PS	A327		3	(3+0)

6. Complete Course/Program Title
Political Geography

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☒ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☒ Cross Listed with GEOG A327
☐ Stacked with _____ Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges
Department, School, or College

_____ Initiator Signature Date

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

16. Course Description
Study of the spatial forms and processes of political phenomena. Concepts, models, and current literature related to territories such as nation-states and congressional districts, the formation and dissolution of empires, geopolitics, and international conflict are examined.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
GEOG A101 or INTL A101 or PS A102		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
This course needed a content update as part of a broader geography curriculum review. Course number change made to conform with new numbering system in geography offerings and to allow cross-listing with GEOG A327.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

PS A327
Course Content Guide

Date: 17 February 2006

I. Course Information:

a. College of Arts and Sciences
b. PS
c. A327
d. 3 credits, 3 + 0 contact
e. Political Geography
f. A-F
g. GEOG A101 or INTL A101 or PS A102
h. No lab fee
i. Study of the spatial forms and processes of political phenomena. Concepts, models, and current literature related to territories such as nation-states and congressional districts, the formation and dissolution of empires, geopolitics, and international conflict are examined.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to a spatial perspective of the political world, emphasizing the importance of territory in global and regional conflict and the significance of territorial institutions in social relations.
2. Discuss how geographical features and patterns interact with political processes to create a constantly evolving political landscape
3. Introduce students to the geographical processes that have led to cultural, economic and political landscapes of the present day

B. Student Outcomes – Students will be able to:

Outcomes	Assessment
Categorize spatial components of the political world	Exams and Quizzes
Evaluate and analyze the interplay between territory and political activities	Essays and Projects
Analyze contemporary events at the local, regional, and global scales through the principles of political geography	Term Research Paper

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods including examinations, essays and research projects.

IV. Course Level Justification

This course requires a familiarity with international political and economic systems expected of students at an upper-division level. Relatively advanced readings will be used. Writing expectations are high.

V. Topic Course Outline

1. Geographic Space and the Nation-State
    a. Spatial Morphology
    b. Spatial Partitioning /Administrative Areas
    c. Territorial Jurisdictions: Land, Sea, Air
    d. Self-Determination
    e. Territorial Conflict
    f. International Bodies
2. Territorial Institutions
    a. Institutional Arrangement
    b. Institutional Change
    c. Social Effects of Institutions
    d. Social Practices in Institutions
    e. Case Studies
3. Globalizing Processes and Hegemonic Cycles
4. Political Economy

VI. Suggested Texts

Instructors will use a standard text such as Muir, R. (1997). *Political Geography, a New Introduction* New York: John Wiley & Sons, Inc. or collected readings.

VII. Bibliography and Source Materials – Collective Readings

Agnew, J. (2002). *Making Political Geography (Human Geography in the Making)*, London: Arnold Publishers.

Barton, J.R. (1997). *A Political Geography of Latin America*, Oxford, UK: Routledge.

Capelotti, P.J. (2000). *The Svalbard Archipelago: American Military and Political Geographies of Spitsbergen and Other Norwegian Polar Territories, 1941-1950*, Jefferson, NC: McFarland & Company.

Cohen, S.B. (2003). *Geopolitics of the World System*, Lanham MD: Rowman and Littlefield.

Cox, K.R. (2002). *Political Geography: Territory, State, and Society*, Oxford, UK: Blackwell.

Dijkink, G. & Knippenberg, H. (2001). *The Territorial Factor: Political Geography in a Globalising World*, Amsterdam: Amsterdam University Press.

Drysdale, A. & Blake, G.H. (1995). *The Middle East and North Africa: A Political Geography*, New York: Oxford University Press.

Fahrer, C. and Glassner, I (2003). *Political Geography*. New York: Wiley

Isin, E. (1992). *Cities Without Citizens*. Montreal: Black Rose Books.

Jones, M.; Jones, R.; Woods, M. (2004). *Introduction to Political Geography: Space, Place and Politics*, Oxford, UK: Routledge.

Muir, R. (1997). *Political Geography, a New Introduction*, New York: John Wiley & Sons, Inc.

O'Brien, P., ed. (2002). *Atlas of World History, Concise Edition*, New York: Oxford University Press.

Schwartz, H.M. (1994). *States Versus Markets: History, Geography, and the Development of the International Political Economy*, New York: St. Martin's Press.

Taylor, P. & Flint, C. (1999). *Political Geography: World, Economy, Nation, State and Locality (4th Edition)*, Upper Saddle River, NJ: Prentice Hall.

Woliver, L.R. (2002). *The Political Geographies of Pregnancy*, Champaign, IL: University of Illinois Press.

Wypijeski, J. (2004). *Blue Skies and Broken Hearts: A Tour Across the Political Geography of Star Wars*, London : Verso.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC	Anthropology and Geography

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
INTL	A101		3	(3+0)

6. Complete Course/Program Title
Local Places/Global Regions: An Introduction to Geography
(Intro to Geography)
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☒ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☒ Cross Listed with GEOG A101
☐ Stacked with _____ Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges
Department, School, or College
_____ Initiator Signature Date

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

16. Course Description
Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

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

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

18. ☐ Mark if course has fees

19. Justification for Action
This course needed a content update as part of a broader geography curriculum review (See GEOG A101). New cross-listed course a reflection of the strong international content of this course and clear links between geographic and international understanding. This course plays critical link in broadening international understanding at the university and serving as a foundational course in international curriculum.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

INTL A101
Course Content Guide

Date: 17 February 2006

I. **Course Information**

a. College of Arts and Sciences
b. INTL
c. A101
d. 3 credits, 3 + 0 contact
e. Local Places/Global Regions: An Introduction to Geography
f. A-F
g. No prerequisite
h. None
i. Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to many of the world's regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.
2. Engage students through building a general understanding of the physical and human geography of key regions of the world. Topics include regional environments and environmental issues, population movements and settlements, cultural attributes, geographic/political issues and social and economic development.
3. Expose students to key global issues such as globalization and global interdependence, global warming, population growth, terrorism, nationalism, language loss, colonialism and post-colonialism, and how these issues impact individuals and local places.
4. Develop in students an appreciation of the world's cultural complexity, the necessity to understand cultural diversity and the challenges globalization presents to this complexity.
5. Introduce students to some of the fundamentals of interpreting geographic/social science data as depicted by maps, charts, and graphs.

B. Student Outcomes – Students will be able to:

Outcomes	Assessment Methods
Students will be able to investigate the discipline of geography and identify how geographic modes of inquiry help us to understand the world.	Exams Quizzes
Students will be able to describe the key human and physical features of the world's major regions and recognize the cultural diversity of the global geographic experience.	Exams and Quizzes Projects and Presentations
Students will be able to identify and describe key global and international issues (including globalization and cultural diversity) and explore how they impact and/or transform modern life and individual lives.	Exams and Quizzes Projects and Presentations
Students will be able to read tables, graphs, and maps as different modes of information depiction, while addressing their usage in various contexts.	Exams Quizzes

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing. Individual and group presentations are also recommended. Examination is mandatory in GEOG A101.

IV. Course Level Justification

This is an introductory course intended to introduce students to the basics of geography and international studies.

V. Topic Course Outline

1. Introduction to the Disciplines of Geography and International Studies.
2. Key Concepts in Global Human Geography: Population, Cultural Patterns, Political Units, Globalization and Global Interdependence, Economic and Social Development
3. Key Concepts in Global Environmental Geography: Physical Systems, Natural Hazards, Global Climate Change, Agriculture and Agricultural Change
4. Survey of World's Regions and Places (through key concepts and an emphasis on the impact of global issues on the world's peoples)

VI. Suggested Texts

There are a wide variety of texts available on the market, but instructors should generally choose a contemporary world, regional geography text such as Marston, et al. *World Regions in Global Context*, Prentice Hall, 2005. A newspaper or magazine such as *The Economist* of *The Christian Science Monitor* that stresses current, international affairs is also recommended.

VIII. Bibliography

Below is a sample of possible resources:

Agnew, John A. 1998. *Geopolitics: Re-Visioning World Politics*. London: Routledge.

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London: Verso.

Anderson, Sarah and John Cavanagh. 1999. *Field Guide to the Global Economy*. New York: New Press.

Blaikie, Piers, et al. 1994. *At Risk: Natural Hazards, People's Vulnerability, and Disasters.* London: Routledge.

Brown, Lester. 1996. *Tough Choices: Facing the Challenge of Food Scarcity.* New york: W.W. Norton.

Bush, Mark. 2000. *Ecology of a Changing Planet.* Upper Saddle River, NJ: Prentice Hall.

Christopherson, Robert. 2002. *Geosystems: An Introduction to Physical Geography,* 4th ed. Upper Saddle River, NJ: Prentice Hall.

Gelbspan, Ross. 1997. *The Heat Is On: The High Stakes Battle Over Earth's Threatened Climate.* Reading, MA: Addison Wesley.

Katzner, Kenneth. 1995. *The Languages of the World*. London: Routledge.

Manning, Richard. 2000. *Food's Frontier: The Next Green Revolution*. New York: North point Press.

McFalls, Joseph, Jr. 1995. *Population: A Lively Introduction*. Washington, DC: Population Reference Bureau.

Riley, Nancy. 1997. *Gender, Power and Population Change*. Washington, DC: Population Reference Bureau.

Schaeffer, Robert. 1997. *Understanding Globalization: The Social Consequences of Political, Economic and Environmental Change.* Lanham, MD: Rowman & Littlefield.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC	Anthropology and Geography

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
GEOG	A101		3	(3+0)

6. Complete Course/Program Title
Local Places/Global Regions: An Introduction to Geography
(Intro to Geography)
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☒ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☒ Cross Listed with INTL A101
☐ Stacked with _____ Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges
Department, School, or College
_____ Initiator Signature Date

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

16. Course Description
Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

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

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

18. ☐ Mark if course has fees

19. Justification for Action
This course needed a content update as part of a broader geography curriculum review. Course cross-listed with INTL A101reflecting strong international content of this course and clear links between geographic and international understanding. This course plays critical link in broadening international understanding at the university and serving as a foundational course in international curriculum.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

GEOG A101
Course Content Guide

Date: 17 February 2006

I. **Course Information**

a. College of Arts and Sciences
b. GEOG
c. A101
d. 3 credits, 3 + 0 contact
e. Local Places/Global Regions: An Introduction to Geography
f. A-F
g. No prerequisite
h. None
i. Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems. Fulfills GER Social Science Requirement.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to many of the world's regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.
2. Engage students through building a general understanding of the physical and human geography of key regions of the world. Topics include regional environments and environmental issues, population movements and settlements, cultural attributes, geographic/political issues and social and economic development.
3. Expose students to key global issues such as globalization and global interdependence, global warming, population growth, terrorism, nationalism, language loss, colonialism and post-colonialism, and how these issues impact individuals and local places.
4. Develop in students an appreciation of the world's cultural complexity, the necessity to understand cultural diversity and the challenges globalization presents to this complexity.
5. Introduce students to some of the fundamentals of interpreting geographic/social science data as depicted by maps, charts, and graphs.

B. Student Outcomes – Students will be able to:

Outcomes	Assessment Methods
Students will be able to investigate the discipline of geography and identify how geographic modes of inquiry help us to understand the world.	Exams Quizzes
Students will be able to describe the key human and physical features of the world's major regions and recognize the cultural diversity of the global geographic experience.	Exams and Quizzes Projects and Presentations
Students will be able to identify and describe key global and international issues (including globalization and cultural diversity) and explore how they impact and/or transform modern life and individual lives.	Exams and Quizzes Projects and Presentations
Students will be able to read tables, graphs, and maps as different modes of information depiction, while addressing their usage in various contexts.	Exams Quizzes

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing. Individual and group presentations are also recommended. Examination is mandatory in GEOG A101.

IV. Course Level Justification

This is an introductory course intended to introduce students to the basics of geography and international studies.

V. Topic Course Outline

1. Introduction to the Disciplines of Geography and International Studies.
2. Key Concepts in Global Human Geography: Population, Cultural Patterns, Political Units, Globalization and Global Interdependence, Economic and Social Development
3. Key Concepts in Global Environmental Geography: Physical Systems, Natural Hazards, Global Climate Change, Agriculture and Agricultural Change
4. Survey of World's Regions and Places (through key concepts and an emphasis on the impact of global issues on the world's peoples)

VI. Suggested Texts

There are a wide variety of texts available on the market, but instructors should generally choose a contemporary world, regional geography text such as Marston, et al. *World Regions in Global Context*, Prentice Hall, 2005. A newspaper or magazine such as *The Economist* of *The Christian Science Monitor* that stresses current, international affairs is also recommended.

VIII. Bibliography

Below is a sample of possible resources:

Agnew, John A. 1998. *Geopolitics: Re-Visioning World Politics*. London: Routledge.

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London: Verso.

Anderson, Sarah and John Cavanagh. 1999. *Field Guide to the Global Economy*. New York: New Press.

Blaikie, Piers, et al. 1994. *At Risk: Natural Hazards, People's Vulnerability, and Disasters.* London: Routledge.

Brown, Lester. 1996. *Tough Choices: Facing the Challenge of Food Scarcity*. New york: W.W. Norton.

Bush, Mark. 2000. *Ecology of a Changing Planet.* Upper Saddle River, NJ: Prentice Hall.

Christopherson, Robert. 2002. *Geosystems: An Introduction to Physical Geography,* 4th ed. Upper Saddle River, NJ: Prentice Hall.

Gelbspan, Ross. 1997. *The Heat Is On: The High Stakes Battle Over Earth's Threatened Climate.* Reading, MA: Addison Wesley.

Katzner, Kenneth. 1995. *The Languages of the World*. London: Routledge.

Manning, Richard. 2000. *Food's Frontier: The Next Green Revolution*. New York: North point Press.

McFalls, Joseph, Jr. 1995. *Population: A Lively Introduction*. Washington, DC: Population Reference Bureau.

Riley, Nancy. 1997. *Gender, Power and Population Change*. Washington, DC: Population Reference Bureau.

Schaeffer, Robert. 1997. *Understanding Globalization: The Social Consequences of Political, Economic and Environmental Change.* Lanham, MD: Rowman & Littlefield.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC	Anthropology and Geography

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
GEOG	A323	GEOG A342	3	(3+0)

6. Complete Course/Program Title
Economic Geography and the Global Economy
(Economic Geography)
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other CCG

☒ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

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

14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges
Department, School, or College
_____ Initiator Signature Date

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

16. Course Description
Exploration of key issues, concepts, and arguments in economic geography. Comparative investigation of the evolving economic geography of several international regions within the framework of contemporary processes of economic globalization. Covers policy, planning, global economic interdependence and transition, and contemporary issues.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
GEOG A101 or INTL A101		

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

17e. Registration Restriction(s) (non-codable)
ECON A201 recommended

18. ☐ Mark if course has fees

19. Justification for Action
This course needed a content update as part of a broader geography curriculum review. Course number change made to conform with new numbering system in geography offerings.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

GEOG A323
Course Content Guide

Date: 17 February 2006

I. **Course Information**

a. College of Arts and Sciences
b. GEOG
c. A323
d. 3 credits, 3 + 0 contact
e. Economic Geography and the Global Economy
f. A-F
g. Prerequisites: GEOG A101 or INTL A101; ECON A201 recommended
h. None
i. Exploration of key issues, concepts, and arguments in economic geography. Comparative investigation of the evolving economic geography of several international regions within the framework of contemporary processes of economic globalization. Covers policy, planning, global economic interdependence and transition, and contemporary issues.

II. **Instructional Goals and Student Outcomes**

A. Instructional Goals – Instructor will be able to:

1. Introduce students to important concepts and theories in the changing economic geographies of contemporary capitalism.

2. Illustrate the pluralism of method and perspective in discussing recent changes in the "global economy," and facilitate critical and analytical thinking in addressing these changes.

3. Encourage students to consider the broad range of theories, approaches, and discourses on the domains of spatial economic realities and how they are constituted and interact.

4. Facilitate students' awareness of the constructivist and hermeneutic character of modern economic geography.

B. Student Learning Objectives – Students will be able to:

Outcomes	Assessment Methods
Discriminate the roles played by consumers in leading and following socio-economic trends, in creating "capitalist landscapes," and in promoting environmental change	Research Projects
Analyze the changing character of contemporary capitalism vis-à-vis economic transition, division of labor, and gender	Research paper
Develop critical arguments regarding the positive and negative affects of economic globalization on developed and developing regions.	Essays, Case Studies Exams

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods in including examinations, essays and research projects.

IV. Course Level Justification

This course explores a variety of sophisticated and contemporary themes in economic geography. The course requires students to read a variety of texts and styles, and to be able to employ critical tools of analysis. Introductory geography is a required prerequisite.

V. Course Outline

This course will incorporate both lecture and active discussion, but with the expectation that, as appropriate, a seminar style approach to instruction will be incorporated. The use of visual projection media, maps and charts will form an integral component of course instruction.
The course will consist of the following topics:

1. Economic Geography and the Global Economy
    a. Transformation of Capitalism and Globalization Debates
    b. Geographies of Global Integration (e.g., Geographies of knowledge, financial integration, local restructuring)
    c. The Rise of the "New Capitalisms" (e.g., Postwar Asia, Geographies of the Post-Socialist World, Pacific Rim capitalisms)
    d. Regulating Contemporary Capitalism (e.g., regulation and transnationals, neo-liberalism, the local-global nexus)

2. Geographies of Production
    a. Reworking Labor Divisions (industrial workers, gender in developed and developing contexts, gender in a post-Fordist world, migration and restructuring)
    b. Services in globalizing contexts
    c. Regional Economies, culture, and location

d. Integration of services, production, and manufacturing in advanced industrial economies

3. Geographies of Consumption
   a. Consumption and Lifestyles
   b. Time-Space compression and Postmodern (economic) geographies
   c. Shopping, Strolling, and Being: Landscapes of consumption
   d. The Global Food Industry/McDonaldization of Diet

VI. Recommended Text

Bryson, J., N. Henry, D. Keeble, and R. Martin (2002). The Economic Geography Reader. New York: John Wiley and Sons

VII. Bibliography

Bluestone, B. and B. Harrison. 1982. *The Deindustrialization of America*. New York: Basic Books, Inc.

Harvey, D. 1982. *The Limits to Capital*. Oxford: Blackwell.

Harvey, D. 1989. *The Condition of Postmodernity*. Oxford: Blackwell.

Healey, M. and B.W. Ilbery. 1990. *Location and Change: Perspectives on Economic Geography*. Oxford: Oxford University Press.

Morrill, R. L. 1970. *The Spatial Organization of Society*. Belmont, CA: Wadsworth Publishing Company.

Noyelle, T. J., & Stanback, T. M. 1984. *The Economic Transformation of American Cities*. Totowa, NJ: Rowan and Allanheld.

Ponsard, C. 1983. *History of Spatial Economic Theory*. Berlin: Springer - Verlag.

Richardson, H. W. 1978. *Regional Economics*. Urbana, IL: University of Illinois Press

Sabel, C.F. 1982. *Work and Politics: The Division of Labour in Industry*. Cambridge: Cambridge University Press.

Wheeler, J.O. and P.O. Muller. 1981. *Economic Geography*. New York: John Wiley & Sons.

Assorted Business Periodicals and Indices.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC	Anthropology and Geography

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
GEOG	A327	GEOG A341	3	(3+0)

6. Complete Course/Program Title
Political Geography

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other CCG

☒ Course Number
☐ Contact Hours
☐ Repeat Status
☒ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☒ Cross Listed with PS A 327

☐ Stacked with _____ Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges
Department, School, or College

_____ Initiator Signature Date

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

16. Course Description
Study of the spatial forms and processes of political phenomena. Concepts, models, and current literature related to territories such as nation-states and congressional districts, the formation and dissolution of empires, geopolitics, and international conflict are examined.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
GEOG A101 or INTL A101 or PS A102		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
This course needed a content update as part of a broader geography curriculum review. Course number change made to conform with new numbering system in geography offerings and to allow cross-listing with PS A327.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

GEOG A327
Course Content Guide

Date: 17 February 2006

I. Course Information:

a. College of Arts and Sciences
b. GEOG
c. A327
d. 3 credits, 3 + 0 contact
e. Political Geography
f. A-F
g. GEOG A101 or INTL A101 or PS A102
h. No lab fee
i. Study of the spatial forms and processes of political phenomena. Concepts, models, and current literature related to territories such as nation-states and congressional districts, the formation and dissolution of empires, geopolitics, and international conflict are examined.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to a spatial perspective of the political world, emphasizing the importance of territory in global and regional conflict and the significance of territorial institutions in social relations.
2. Discuss how geographical features and patterns interact with political processes to create a constantly evolving political landscape
3. Introduce students to the geographical processes that have led to cultural, economic and political landscapes of the present day

B. Student Outcomes – Students will be able to:

Outcomes	Assessment
Categorize spatial components of the political world	Exams and Quizzes
Evaluate and analyze the interplay between territory and political activities	Essays and Projects
Analyze contemporary events at the local, regional, and global scales through the principles of political geography	Term Research Paper

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods including examinations, essays and research projects.

IV. Course Level Justification

This course requires a familiarity with international political and economic systems expected of students at an upper-division level. Relatively advanced readings will be used. Writing expectations are high.

V. Topic Course Outline

1. Geographic Space and the Nation-State
    a. Spatial Morphology
    b. Spatial Partitioning /Administrative Areas
    c. Territorial Jurisdictions: Land, Sea, Air
    d. Self-Determination
    e. Territorial Conflict
    f. International Bodies
2. Territorial Institutions
    a. Institutional Arrangement
    b. Institutional Change
    c. Social Effects of Institutions
    d. Social Practices in Institutions
    e. Case Studies
3. Globalizing Processes and Hegemonic Cycles
4. Political Economy

VI. Suggested Texts

Instructors will use a standard text such as Muir, R. (1997). *Political Geography, a New Introduction* New York: John Wiley & Sons, Inc. or collected readings.

VII. Bibliography and Source Materials – Collective Readings

Agnew, J. (2002). *Making Political Geography (Human Geography in the Making),* London: Arnold Publishers.

Barton, J.R. (1997). *A Political Geography of Latin America*, Oxford, UK: Routledge.

Capelotti, P.J. (2000). *The Svalbard Archipelago: American Military and Political Geographies of Spitsbergen and Other Norwegian Polar Territories, 1941-1950*, Jefferson, NC: McFarland & Company.

Cohen, S.B. (2003). *Geopolitics of the World System*, Lanham MD: Rowman and Littlefield.

Cox, K.R. (2002). *Political Geography: Territory, State, and Society*, Oxford, UK: Blackwell.

Dijkink, G. & Knippenberg, H. (2001). *The Territorial Factor: Political Geography in a Globalising World*, Amsterdam: Amsterdam University Press.

Drysdale, A. & Blake, G.H. (1995). *The Middle East and North Africa: A Political Geography*, New York: Oxford University Press.

Fahrer, C. and Glassner, I (2003). *Political Geography*. New York: Wiley

Isin, E. (1992). *Cities Without Citizens*. Montreal: Black Rose Books.

Jones, M.; Jones, R.; Woods, M. (2004). *Introduction to Political Geography: Space, Place and Politics*, Oxford, UK: Routledge.

Muir, R. (1997). *Political Geography, a New Introduction*, New York: John Wiley & Sons, Inc.

O'Brien, P., ed. (2002). *Atlas of World History, Concise Edition*, New York: Oxford University Press.

Schwartz, H.M. (1994). *States Versus Markets: History, Geography, and the Development of the International Political Economy*, New York: St. Martin's Press.

Taylor, P. & Flint, C. (1999). *Political Geography: World, Economy, Nation, State and Locality (4th Edition)*, Upper Saddle River, NJ: Prentice Hall.

Woliver, L.R. (2002). *The Political Geographies of Pregnancy*, Champaign, IL: University of Illinois Press.

Wypijeski, J. (2004). *Blue Skies and Broken Hearts: A Tour Across the Political Geography of Star Wars*, London : Verso.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC	Anthropology and Geography

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
GEOG	A344		3	(3+0)

6. Complete Course/Program Title
The Slavic World

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

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

14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges
Department, School, or College

_____ Initiator Signature Date

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

16. Course Description
Origin, diffusion, and developmental histories of the Slavic peoples. Focus on the geography of Central East Europe, the realm inhabited by the Eastern (Russians, Belarusians, and Ukrainians), Western (Poles, Czechs, and Slovaks) and Southern Slavs (Bulgarians and peoples of the former Yugoslavia). Integration of region into the European Union and continued economic and political transition. Involvement of non-Slavic groups in the region also given consideration.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
GEOG A101 or INTL A101		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
This course is being created to give students the opportunity to be exposed to regional studies for a crucial part of the world. The course will also support the development of international curriculum at the university using existing faculty expertise and resources.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

GEOG A344
Course Content Guide

Date: 17 February 2006

I. Course Information:

a. College of Arts and Sciences
b. GEOG
c. A344
d. 3 credits, 3 + 0 contact
e. The Slavic World
f. A-F
g. GEOG A101 or INTL A101
h. No lab fee
i. Origin, diffusion, and developmental histories of the Slavic peoples. Focus on the geography of Central East Europe, the realm inhabited by the Eastern (Russians, Belarusians, and Ukrainians), Western (Poles, Czechs, and Slovaks) and Southern Slavs (Bulgarians and peoples of the former Yugoslavia). Integration of region into the European Union and continued economic and political transition. Involvement of non-Slavic groups in the region also given consideration.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Introduce students to the physical and human geography of Central East Europe, including the geographical constraints to development, the rise and dispersal of the Slavic peoples in the region, and the impact of imperial struggles from all sides.
2. Discuss the juxtaposed economic and political systems that have been prevalent in the region and the process of economic and political transition.
3. Introduce students to the various linguistic and cultural characteristics of the region and their subsequent importance in revived identities and nationalism.

B. Student Outcomes – Students will be able to:

Outcomes	Assessment
Examine the physical and cultural geographical features of Central East Europe	Exams and Quizzes
Analyze the social (political and economic) changes that have taken place and evaluate how these effect contemporary events in the region	Exams Essays Presentations

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods including examinations, essays and research projects.

IV. Course Level Justification

This course requires a familiarity with regional geography/area studies and preparation for performance at an upper-division level. Relatively advanced readings will be used. Writing expectations are high.

V. Topic Course Outline

1. Introduction to the physical geography of Central East Europe
2. Development and dispersal of the Slavic Peoples
3. Development and arrival of non-Slavic peoples to the region
4. The effects of Empire on the region
5. The region at war
6. Development and effects of Communism
7. Economic and political transition
8. Contemporary circumstances for the region

VI. Suggested Text

Selected readings

VII. Bibliography and Source Materials – Collected Readings

Applebaum, A. (1994). *Between East and West: Across the Borderlands of Europe*, New York: Pantheon Books.

Bartlett, W.; Bateman, M.; & Vehovec, M. (eds.) (2002). *Small Enterprise Development in South-East Europe : Policies for Sustainable Growth*, New York: Springer.

Bassler, T. (ed.) (2005). *Learning to Change: Transforming Education in South East Europe*, New York: Central European University Press.

Billington, J. (1970). *The Icon and the Axe*, New York: Vintage Press.

Billington, J.H. (2004). *Russia in Search of Itself*, Washington, DC: Woodrow Wilson Center Press.

Bridger, S. (1999). *Women and Political Change: Perspectives from East-Central Europe : Selected Papers from the Fifth World Congress of Central and East European Studies, Poland World Congress for Central and East European Studies 1995 Warsaw*, New York : St. Martin's Press.

Channon, J. (1995). *The Penguin Historical Atlas of Russia*, New York: Penguin Books.

Curry, J.L. (2003). *The Left Transformed in Post-Communist Societies: The Cases of East-Central Europe, Russia and Ukraine*, Lanham, MD: Rowman & Littlefield Publishers, Inc.

Dawisha, K. (1997). *Politics, Power and the Struggle for Democracy in South-East Europe (Democratization and Authoritarianism in Post-Communist Societies)*, New York: Cambridge University Press.

Iglicka, K. & Sword, K. (eds.) (1998). *The Challenge of East-West Migration for Poland (Studies in Russia and East Europe)*, New York: St. Martin's Press.

Glenny, Misha (1999). *The Balkans: Nationalism, War, and the Great Powers, 1804-1999*, New York: Penguin Books.

Gruber, R.E. (1994). *Upon The Doorposts of Thy House: Jewish Life in East-Central Europe, Yesterday and Today*, Hoboken, NJ: Wiley.

Legvold, R. & Wallander, C.A. (eds.) (2004). *Swords and Sustenance: The Economics of Security in Belarus and Ukraine (American Academy Studies in Global Security)*, Cambridge, MA: MIT Press.

Halecki, O. & Simon, A.L. (eds) (2001). *Borderlands of Western Civilization: A History of East Central Europe, 2nd ed.*, Safety Harbor, FL: Simon Publications.

Kulik, A. & Pshizova, S. (eds). (2005). *Political Parties in Post-Soviet Space: Russia, Belarus, Ukraine, Moldova, and the Baltics (Political Parties in Context)*, Westport, CT: Praeger Publishers.

Lieven, A. (1999). *Ukraine & Russia: A Fraternal Rivalry*, Washington, DC: The United States Institute of Peace Press.

Magocsi, Paul Robert (1995). *Historical Atlas of East Central Europe*, Seattle: University of Washington Press.

Okey, R. (2004). *The Demise of Communist East Europe: 1989 In Context (Historical Endings)*, London: Arnold Publishers.

Popovsky, V. (2001). *National Minorities and Citizenship Rights in Lithuania, 1988-93 (Studies in Russia and East Europe)*, Hampshire, UK: Palgrave Macmillan.

Pynsent, R. B. (1996). *The Literature of Nationalism: Essays on East European Identity (Studies in Russia and East Europe)*, Hampshire, UK: Palgrave MacMillan.

Ramet, Sabrina (1998). *Nihil Obstat: Religion, Politics, and Social Change in East-Central Europe and Russia*, Durham, NC: Duke University Press:.

Roskin, Michael G. (2002). *The Rebirth of East Europe, 4th edition*, Upper Saddle River, NJ: Prentice Hall.

Rothschild, Joseph & Wingfield, Nancy M. (2000) *Return to Diversity: A Political History of East Central Europe Since World War II, 3rd edition*, New York: Oxford University Press.

Stark, D. & Bruszt, L. (1998). *Postsocialist Pathways : Transforming Politics and Property in East Central Europe (Cambridge Studies in Comparative Politics)*, Cambridge, UK: Cambridge University Press.

Sugar, P.F. (1983). *Southeastern Europe Under Ottoman Rule, 1354-1804 (History of East Central Europe)*, Seattle, WA: University of Washington Press.

Tismaneanu, V. (2003). *Stalinism for All Seasons: A Political History of Romanian Communism (Societies and Culture in East-Central Europe)*, Berkeley, CA: University of California Press.

Trenin, D.V.; Malashenko, A.; Lieven, A.; & Malashenko, A.V. (2004). *Russia's Restless Frontier: The Chechnya Factor in Post-Soviet Russia*, Washington, DC: Carnegie Endowment for International Peace.

Verdery, K. (1995). *National Ideology Under Socialism: Identity and Cultural Politics in Ceausescu's Romania (Societies and Culture in East-Central Europe)*, Berkeley, CA: University of California Press.

Wandycz, P. S. (2001). *The Price of Freedom: A History of East Central Europe from the Middle Ages to the Present, 2nd ed.*, Oxford, UK: Routledge.

Wilson, A. (2005). *Ukraine's Orange Revolution*, New Haven, CT: Yale University Press.

Curriculum Coordination Form

Notification Date: 17 February 2006

Initiating unit: CAS, Anthropology and Geography

Affected unit(s): Deans and Directors: College of Business and Public Policy, College of Education, College of Health and Social Welfare, Community and Technical College, School of Engineering, Matanuska-Susitna College, Kenai Peninsula College, Kodiak College

Course Prefix and Number: GEOG A344 Previous Prefix and Number:

Complete Course/Program Title:The Slavic World

Previous Course/Program Title:

Description of Action: New Course

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: GEOG A344: The Slavic World

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Ralph Courtney

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: :http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support proposal.

   Please see attached bibliography.

_____

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course Anthropology and Geography

3. Course Prefix GEOG

4. Course Number A343

5. Implementation Date Fall 2006

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	$
☐ new full-time faculty	$
☐ reassignment of full-time faculty	$
☐ additional class/lab space	$
☐ modification of class/lab space	$
☐ additional library resources	$
☐ additional computer equipment	$
☐ other costs	$

8. Explanation: This course is a planned addition to a newly-hired tenure-track faculty member's workload. There are no resource implications.

_____ Approved

_____ Disapproved _____
Department Chair Date

_____ Approved

_____ Disapproved _____
Dean/Director of School/College Date

_____ Approved

_____ Disapproved _____
Provost Date

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC	Anthropology and Geography

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
GEOG	A447		3	(3+0)

6. Complete Course/Program Title
The Silk Road: Ideological, Cultural, and Economic Travels Through Central Eurasia
(Silk Road: Central Eurasia)
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

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

14. Coordinate with Affected Units: UAA Faculty Listserve, Deans and Directors of all Colleges
Department, School, or College
_____ Initiator Signature Date

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

16. Course Description
Study of Central Asian cultures and histories in the context of the Silk Road. The extended region as a mélange of cultural identities and histories, political economies, and ideological struggles. The interaction of the newly formed republics with China, Turkey, and Iran is also a significant concern of the course.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
GEOG A101 or INTL A101		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
This course is being created to expose students to critical interpretations of a diverse and transitional part of the world. The course will also support the development of international curriculum at the university using existing faculty expertise and resources.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

GEOG A447
Course Content Guide

Date: 17 February 2006

I. Course Information

a. College of Arts and Sciences
b. GEOG
c. A447
d. 3 credits, 3 + 0 contact
e. The Silk Road: Ideological, Cultural, and Economic Travels Through Central Eurasia
f. A-F
g. GEOG A101 or INTL A101
h. No lab fees
i. Study of Central Asian cultures and histories in the context of the Silk Road. The extended region as a mélange of cultural identities and histories, political economies, and ideological struggles. The interaction of the newly formed republics with China, Turkey, and Iran is also a significant concern of the course.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

Cover the following topics/Include the following information:

1. Acquaint students with cultures other than their own by investigation of an understudied region.
2. Study the contributions of Turko-Mongol peoples to world civilization
3. Examine the reasons why the West has been and should remain interested in the region.
4. Examine the interaction between the Soviet Communists and the Peoples of Central Asia and the Caucasus.
5. Scrutinize a wide array of institutional actors, ranging from regional governments and neighborhood committees to transnational and non-governmental organizations.

B. Student Outcomes – Students will be able to:

Outcomes	Assessment Methods
Students will be able to synthesize the regional geography of the eight states of the Caspian Basin region.	Exams, essays, small group presentations
Students will be able to formulate frameworks for assessing a rapidly evolving, resource-rich, and strategically significant region.	Exams, essays
Students will be able to develop critical arguments regarding the political and economic transition from Soviet republics to independent democratic and market-oriented states.	Research Paper Exams

IV. Guidelines for Evaluation
Instructors may use traditional exams covering classroom discussions, films, digital video conferences, and reading assignments. Essays or longer research papers will emphasize the importance of written communication and synthesis. Small group presentations will promote collaboration, disciplinary communication, and regional foci.

V. Course Level Justification
This course will be listed at the 400 level because of its in-depth topical, thematic, and regional foci. As such, it develops skill sets and an understanding of political, economic, and regional geography at an advanced undergraduate level. The 400 level is consistent with analogous courses that are both area-based and specific in their treatment of a topic, period or region (See, for example, GEOG A415).

VI. Topic Course Outline
1. Introduction to Course, Context, Key Questions, etc.
2. Western Explorations, Asian Expansions
3. The Golden Horde and Russia/Mongols in the Eyes of Europeans
4. The Peoples of Russia and Central Asia: Central Asia: An Overview
5. Caucasus: An Overview
6. Soviet Industrialization: Abuse of Land, Water, and People
7. Bloated Bureaucracies, Centralized Economic Planning, and Patronage Networks
8. Current news in the Republics and in Russia
9. Ethnic Conflicts in Central Asia
10. Caspian Oil
11. U.S., China, Russia and Iran engaged in a New Great Game / Central Asia: Its Geopolitical Significance and Future Impact
12. Corruption, Education, and Youth
13. Dutch Disease: Is it contagious?
14. Regional Prospects

VII. Suggested Texts
Two core texts recommended to frame the course:

Wood, Frances. (2002). *The Silk Road :Two Thousand Years in the Heart of Asia*. Berkeley: University of California Press, 2002 and
Meyer, Karl Ernest. (2004). *The Dust of Empire: the Race for Mastery in the Asian Heartland*. The Century Foundation

VIII. Bibliography

These diverse and contemporary works represent a cross-section of literature on the region from a variety of Western and non-Western writers, including first-person accounts, scholarly analysis, and general narrative. Course readings will be selected from these works, as well as from student monographs from the Open Society Institute (OSI) and the Civic Education Project (CEP), additional yet-to-be-chosen articles from/on the region, and from timely, online sources (see below).

Dawisha, Karen, and Bruce Parrott. (1994). *Russia and the New States of Eurasia: The Politics of Upheaval*. Cambridge: UK; New York: USA: Cambridge University Press.

Frye, Richard N. (1996). *The Heritage of Central Asia: From Antiquity to the Turkish Expansion.*

Princeton: Markus Wiener Publishers.

Grousset, René. (1970; revised 2002). *The Empire of the Steppes: a History of Central Asia*.

Hiro, Dilip. (1996). *Between Marx and Muhammad: The Changing Face of Central Asia*. London: HarperCollins.

Jones, Pauline L. (2004). *The Transformation of Central Asia: States and Societies from Soviet Rule to Independence.* Ithaca: Cornell University Press.

Journal of Central Asian Studies (various article selections)

Lutz, Kleveman. (2003). *The New Great Game: Blood and Oil in Central Asia.* New York: Atlantic Monthly Press.

Manz, Beatrice F. (1994). *Central Asia in Historical Perspective.* Boulder: Westview Press.

Northrop, Douglas Taylor. (2004). *Veiled Empire: Gender & Power in Stalinist Central Asia*. Ithaca: Cornell University Press.

Nozar Alaolmolki. 2001. *Life After the Soviet Union: The Newly Independent Republics of Transcaucasus and Central Asia.* Albany: SUNY.

Olcott, Martha Brill. (2005). *Central Asia's Second Chance.* Washington, D.C.: Carnegie Endowment for International Peace.

Olivier Roy. (2000). *The New Central Asia: The Creation of Nations*. New York: New York University.

Peimani, Hooman. (2002). *Failed Transition, Bleak Future? War and Instability in Central Asia and the Caucasus*. Westport, CT: Praeger.

Pomfret, Richard. (1995). *The Economies of Central Asia*. Princeton, N.J.: Princeton University Press.

Rashid, Ahmed. (2002). *Jihad: The Rise of Militant Islam in Central Asia*. New Haven: Yale University Press.

Schatz, Edward. (2004). *Modern Clan Politics: the Power of "Blood" in Kazakhstan and Beyond.* Seattle, WA.: University of Washington Press.

Shahrani, Nazif. (1994). "Muslim Central Asia: Soviet Development Legacies and Future Challenges." In Mohiaddin *Mesbahi,* (ed.), *Central Asia and the Caucasus after the Soviet Union: Domestic and International dynamics.* Gainesville, FL: University Press of Florida.

Vucinich, Wayne S. (1972). *Russia and Asia: Essays on the Influence of Russia on the Asian Peoples*. Stanford, CA: Hoover Institution Press, Stanford University

Selection of Online Sources for Daily Regional News:

www.abyznewslinks.com
(A nice clearinghouse with links to national and local news media, including broadcast, internet, press agencies, newspapers, and magazines).

www.Bakutoday.net
(English language newspaper covering Azerbaijan and the Caucasus, offering 24 hour updated comprehensive news stories on Eurasia).

www.centralasianews.net
(News headlines from Central Asia and global sources. Business, sport and weather).

www.eurasianet.org
(Analytical articles and news reports about political, economic, environmental, and social developments in the countries of Central Asia and the Caucasus).

www.guardian.co.uk/worldnewsguide/asia
(News and resources on the Central Asian countries).

www.rferl.org
(Radio Free Europe / Radio Liberty offers international news on Central and Eastern Europe, the Caucasus, and Central Asia)

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A103	N/A	4.0 credits	(2+8)

6. Complete Course/Program Title
Culinary Skill Development

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Content

☐ Course Number
☒ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required), BA Hospitality Restaurant Management (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Introduces and applies fundamental cooking theories and techniques. Emphasizes kitchen safety and sanitation, culinary French and industry terminology, and reinforces topics in nutrition, food science, recipe costing, product standards and identification.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
(Grade of C or better in CA A102, CA A104, CA A105, CA A107, and CA A110)	N/A	CA A111

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☒ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description, course content and contact hours.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A103
Course Title: Culinary Skill Development
Credits: 4.0

I. Course Description:

Introduces and applies fundamental cooking theories and techniques. Emphasizes kitchen safety and sanitation, culinary French and industry terminology, and reinforces topics in nutrition, food science, recipe costing, product standards and identification.

II. Course Design:

A. Designed for students in the Culinary Arts AAS and BA in Hospitality Restaurant Management major.
B. 4.0 credits
C. Total time of student involvement - 180 hours per semester
1) Lecture: 2 hours per week
2) Lab: 8 hours per week
3) Homework: 2 hours per week outside reading, study, and practice

D. Required for AAS Culinary Arts and BA Hospitality and Restaurant Management.
E. Lab fees are assessed for this course.
F. Course may be taught in any time frame but not less than three weeks.
G. This is a revised course.
H. UAA Listserv and Extended sites.
I. Course level justification. Introductory course to culinary skill development; no prior culinary skills required.

III. Course Activities:

Course will be conducted as a laboratory situation with student gaining hands-on experience through individual and group instruction. Directed laboratory and topical introductions will be used to prepare students for, and support the laboratory experience. Other methods of instruction may include demonstration, guest speakers, field trips, and audiovisual resources.

IV. Course Prerequisites:

(Grade of C or better in CA A102, CA A104, CA A105, CA A107, and CA A110)
Co-requisite CA A111

V. Course Evaluation:

Course will be graded A-F.

VI. Content Outline

1.0 Safety
- 1.1 Laboratory safety features and rules
- 1.2 Building safety features and rules
- 1.3 Campus safety features and rules
- 1.4 Hazardous Materials
  - 1.4.1 Right to Know Information
  - 1.4.2 MSDS Information

2.0 Tools and Equipment
- 2.1 Identification, selection, use, and cleaning of small equipment
- 2.2 Identification, selection, use, and cleaning of large equipment
- 2.3 Knife care and handling

3.0 Production Kitchen Foundations
- 3.1 Brigade System
- 3.2 Sanitation and safety
- 3.3 Mise en place - station flow
- 3.4 French and industry vocabulary
- 3.5 Knife cuts - herbs, fruits, and vegetables
- 3.6 Seasoning and flavoring
- 3.7 Recipe structure

4.0 Stocks and Sauces
- 4.1 Stocks
  - 4.1.1 Types of stocks
  - 4.1.2 Production techniques
  - 4.1.3 Convenience products
  - 4.1.4 Quality standards
- 4.2 Sauces
  - 4.2.1 Thickening agents
  - 4.2.2 Classical sauces
  - 4.2.3 Contemporary sauces
  - 4.2.4 Production techniques
  - 4.2.5 Convenience products
  - 4.2.6 Quality standards

5.0 Soups
- 5.1 Classifications
- 5.2 Production techniques
- 5.3 Presentation
- 5.4 Quality standards

6.0 Product Identification
- 6.1 Meats
  - 6.1.1 Inspection and grading, market forms
  - 6.1.2 Composition and structure
  - 6.1.3 Fabrication techniques
  - 6.1.4 Handling and storage
- 6.2 Poultry
  - 6.2.1 Inspection and grading, market forms
  - 6.2.2 Composition and structure
  - 6.2.3 Fabrication techniques
  - 6.2.4 Handling and storage
- 6.3 Fish and Shellfish
  - 6.3.1 Market forms, quality indicators
  - 6.3.2 Composition and structure
  - 6.3.3 Fabrication techniques
  - 6.3.4 Handling and storage

7.0 Cooking Methods
- 7.1 Dry Heat
  - 7.1.1 Meats
  - 7.1.2 Poultry
  - 7.1.3 Fish and shellfish
  - 7.1.4 Production techniques
  - 7.1.5 Presentation
  - 7.1.6 Recipe costing
  - 7.1.7 Quality standards
- 7.2 Moist Heat
  - 7.2.1 Meats
  - 7.2.2 Poultry
  - 7.2.3 Fish and shellfish
  - 7.2.4 Production techniques
  - 7.2.5 Presentation
  - 7.2.6 Recipe costing
  - 7.2.7 Quality standards

8.0 Potatoes and Other Starches
- 8.1 Identification, handling, storage, and market forms
- 8.2 Production techniques
- 8.3 Presentation
- 8.4 Recipe costing
- 8.5 Quality standards

9.0 Vegetables
- 9.1 Identification, handling, storage, and market forms
- 9.2 Production techniques
- 9.3 Presentation
- 9.4 Recipe costing
- 9.5 Quality standards

VII. Suggested Texts:

Culinary Institute of America. (2002). *The professional chef* (7th ed). Edison, NY: Wiley & Sons.

Ingram, G., Labensky, S., & Labensky, S. (2006). *Prentice hall dictionary of culinary arts, the trade version* (2nd ed). Upper Saddle River, NJ: Prentice Hall

VIII. Bibliography:

American Culinary Federation, Culinary Institute of America (2006). *Culinary fundamentals.* Upper Saddle River, NJ: Pearson Education Inc.

Diversified Business Communications (2006). *Seafood handbook.* Edison, NY: Wiley & Sons.

Gisslen, W. (2007). *Professional cooking* (6th ed). Edison, NY: Wiley & Sons.

Labensky, S., & Hause, A. (2003). *On cooking: A textbook of culinary fundamentals.* (3rd ed). Upper Saddle River, NJ: Prentice Hall.

Le Cordon Bleu (2001). *Kitchen essentials: The complete illustrated reference to ingredients, equipment, terms, and techniques used by le cordon bleu.* Edison, NY: Wiley & Sons.

Lynch, F. (2005). *The book of yields: Accuracy in food costing and purchasing.* (6th ed). Edison, NY: Wiley & Sons.

NAMP North American Meat Processors Association (2007). *The meat buyers guide: Lamb, veal, pork, and poultry.* Edison, NY: Wiley & Sons.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase student understanding of and ability to apply principles, skills, and techniques fundamental to foodservice kitchen operations.

B. Student Outcomes/Assessment Procedures:

Students will be able to:

Student Outcomes	Assessment Procedures
Demonstrate safe and sanitary laboratory practices and procedures.	Teacher observation Practical and written tests
Identify and fabricate meat, fish and poultry items.	Teacher observation Class participation Practical and written tests
Apply skills and techniques necessary for stock, soup, and sauce production.	Teacher observation Class participation Practical and written tests
Demonstrate a mastery of moist and dry heat cooking methods with a variety of foods.	Teacher observation Class participation Practical and written tests
Exhibit the mastery of classical knife skills.	Teacher observation Class participation Practical and written tests
Utilize French and industry culinary terminology.	Teacher observation Class participation Written Tests
Describe and utilize tools and equipment in a professional kitchen.	Teacher observation Class participation Practical and written tests
Apply the skills necessary for production of vegetables, potatoes, and other starches.	Teacher observation Class participation Practical and written tests
Apply prior learning in food science, nutrition, cost control, and purchasing to food production.	Teacher observation Class participation Written Tests
Demonstrate an understanding of seasonings and spices and their appropriate use.	Teacher observation Class participation Practical and written tests

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A104	N/A	2.0 credits	(2+0)

6. Complete Course/Program Title
Sanitation

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required), BA Hospitality Restaurant Management major (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Focuses on sanitation principles, concepts, methods, codes and regulations current to the foodservice industry. Offers a national exam for sanitation certification.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
None	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. N/A ☐ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A104
Course Title: Sanitation
Credits: 2.0

I. Course Description:

Focuses on sanitation principles, concepts, methods, codes and regulations current to the foodservice industry. Offers a national exam for sanitation certification.

II. Course Design

A. Designed for students in the Culinary Arts AAS and BA in Hospitality Restaurant Management major. Also available for anyone who wishes to test for the national sanitation certification.
B. 2.0 credits
C. Total time of student involvement – 90 hours per semester
   Lecture: 2 hours per week
   Homework: 4 hours per week
D. Required for AAS Culinary Arts and BA in Hospitality Restaurant Management.
E. None.
F. Course may be taught during any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv, and Extended sites,
I. Course level justification No prior knowledge of sanitation is required for this course.

III. Course Activities:

Course activities will be lectures, reading assigned information; site tours, including assessing kitchens; audiovisual resources; plus quizzes and examinations.

IV. Course Prerequisite:

None.

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
   1.1 Campus or Online Safety
   1.2 Classroom and building safety or Virus Protection
   1.3 Hazardous Materials, Including MSDS Information
   1.4 Food safety

2.0 Sanitation for Health
   2.1 Providing Safe Food & Preventing Foodborne Illness
   2.2 The Microworld
   2.3 Contamination & Food Allergies

3.0 The Safe Food-handler
- 3.1 Personal Hygiene
- 3.2 Hand Washing
- 3.3 Communicable Disease Relevant to the Food Industry

4.0 The Flow of Food Through the Operation
- 4.1 Purchasing and Receiving Safe Food
- 4.2 Keeping Food Safe in Storage
- 4.3 Protecting Food in Preparation and Storage
- 4.4 Principles of Hazard Analysis Critical Control Point (HACCP)

5.0 Clean and Sanitary Facilities and Equipment
- 5.1 Cleaning & Sanitizing
- 5.2 Integrated Pest Management

6.0 Sanitation Management
- 6.1 The Role of Management
- 6.2 Education and Training
- 6.3 Food-Safety Regulations and Standards

VII. Suggested Text:

National Restaurant Association's Educational Foundation. (2004). *Servsafe coursebook* (3rd ed). Hoboken, N.J.: Wiley Publishing.

VIII. Bibliography:

Center for disease control and prevention's information on foodborne illnesses and their prevention. Retrieved November 30, 2005 from http://www.cdc.gov/diseaseprevention/

FDA center for food safety and applied nutrition (CFSAN). Food safety and sanitation guidelines, policies, standards and general information. Retrieved November 30, 2005 from http://www.cfsan.fda.gov/foodsafety/sanitation

U.S. Food and Drug Administration (2004). *FDA model food code*. Retrieved November 30, 2005 from http://vm.cfsan.fda.gov/~dms/foodcode.html

Jay, J. (1996). *Modern food microbiology*. Bellmore, NY: Chapman & Hall Publishing.

National Research Council. (1998). *Ensuring safe food: from production to consumption.* Washington, D.C.: National Academy of Sciences.

National Restaurant Association's Educational Foundation. (2004). *Servsafe coursebook* (3rd ed). Hoboken, NJ.: Wiley Publishing.

U.S. Department of Agriculture-Food Safety and Inspection Service (USDA-FSIS). *Food safety related to meat, poultry and eggs*. Retrieved November 30, 2005 from http://www.fsis.usda.gov/foodsafety.html

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase student's knowledge base to prevent foodborne illness and make important sanitation decisions based on current sanitation concepts, methods, codes and regulations.
Prepare students to take and pass a national sanitation certificate.

B. Student Outcomes/Assessment Procedures:

Students will be able to:

Student Outcomes	Assessment Procedures
Identify key sanitation concepts, principles and methods to prevent foodborne illness.	Quizzes Exams
Explain and identify how to safely prepare food.	Quizzes Exams
Compare and contrast municipal codes and regulations with real world scenarios by assessing actual foodservice facilities.	Written Reports
Identify the flow of food and supplies through a foodservice operation.	Written Reports Quizzes Exams
Describe the role of management and training in sanitation standards of a foodservice facility.	Quizzes Exams
Explain how to achieve and maintain clean and sanitary facilities and equipment.	Quizzes Exams
Take a national certification exam.	Exam

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A105	N/A	3.0 credits	(2+2)

6. Complete Course/Program Title
Principles of Food Science

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☒ Other: content

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required), BA Hospitality Restaurant Management major (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Explores the physical, chemical and mechanical effects on food elements during preparation, cooking, and storage.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
None	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☒ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description and course content.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A105
Course Title: Principles of Food Science
Credits: 3.0

I. Course Description:

Explores the physical, chemical and mechanical effects on food elements during preparation, cooking and storage.

II. Course Design

A. Designed for students in the Culinary Arts AAS and BA in Hospitality Restaurant Management major.
B. 3.0 credits
C. Total time of student involvement – 150 hours per semester
   Lecture: 2 hours per week
   Laboratory: 2 hours per week
   Homework: 6 hours per week outside reading, study and information gathering
D. Required for AAS Culinary Arts and BA in Hospitality Restaurant Management.
E. Lab fee required.
F. Course may be taught during any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv, and Extended sites,
I. Course level justification No prior knowledge of food science is required for this course.

III. Course Activities:

Course activities will be lectures, reading assigned information; laboratory assignments; audiovisual resources; and examinations.

IV. Course Prerequisite:

None.

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
   1.1 Campus or Online Safety
   1.2 Classroom and building safety or Virus Protection
   1.3 Hazardous Materials, Including MSDS Information
   1.4 Food safety
   1.5 Laboratory safety and sanitation

2.0 Introduction to Food Science Principles
   2.1 Chemical effects
   2.2 Physical effects
   2.3 Mechanical effects

3.0 Vegetables and Fruits
- 3.1 Principles of preparation
- 3.2 Plant pigments
- 3.3 Selection, handling, storage and keeping qualities
- 3.4 Osmosis and the effect of sugar and salt on turgor
- 3.5 Gelatin and gelatin dishes

4.0 Proteins
- 4.1 Meat, seafood and poultry
  - 4.1.1 Chemical effects
  - 4.1.2 Physical effects
  - 4.1.3 Mechanical effects
- 4.2 Dairy
  - 4.2.1 Chemical effects
  - 4.2.2 Physical effects
  - 4.2.3 Mechanical effects
- 4.3 Eggs and foams
  - 4.3.1 Chemical effects
  - 4.3.2 Physical effects
  - 4.3.3 Mechanical effects

5.0 Fats and Oils
- 5.1 Types of fats and oils
- 5.2 Chemical effects
- 5.3 Physical effects
- 5.4 Mechanical effects

6.0 Carbohydrates
- 6.1 Starches
  - 6.1.1 Chemical effects
  - 6.1.2 Physical effects
  - 6.1.3 Mechanical effects
- 6.2 Sweeteners
  - 6.2.1 Chemical effects
  - 6.2.2 Physical effects
  - 6.2.3 Mechanical effects
- 6.3 Fibers, Gums, Gels and Thickeners
  - 6.3.1 Chemical effects
  - 6.3.2 Physical effects
  - 6.3.3 Mechanical effects

7.0 Water
- 7.1 Chemical effects
- 7.2 Physical effects
- 7.3 Mechanical effects

VII. Suggested Text:

Freeland-Graves, J. & Peckham, G. (1996). *Foundations of food preparation: A custom edition for the University of Alaska Anchorage* (6th ed.). Upper Saddle River, NJ: Pearson Hall Publishing.

Jameson, K. (1998). *Food science laboratory manual.* Upper Saddle River, NJ: Prentice Hall Publishing.

VIII. Bibliography:

Amerdda, J. & Rees, N. (2003). *Understanding baking: The art and science of baking.* Hoboken, NJ: Wiley Publishing.

Bernich, M. & Scherle, B. (2000). *Introductory foods* (11th ed.). Upper Saddle River, NJ: Prentice Hall Publishing.

Brown, A. (2004). *Understanding food principles and preparation* (2nd ed.). Boston: Wadsworth Publishing.

McWilliams, M. (2005). *Foods- experimental perspectives* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall Publishing.

Murano, P. (2003). *Understanding food science & technology*. Boston: Wadsworth Publishing.

Ward, J. (2002). *Principles of food science.* New York: GW Publishers.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase student's knowledge base of current food science principles, food selection and storage. Introduce students to chemical, physical, and mechanical effects on foods.

B. Student Outcomes/Assessment Procedures:

Students will be able to:

Student Outcomes	Assessment Procedures
Identify key food science principles.	Laboratory Exercises Exams Quizzes
Describe chemical, physical and mechanical effects on foods.	Laboratory Exercises Exams Quizzes
Compare and contrast selection and preparation principles of food ingredients.	Laboratory Exercises Guest Speakers Exams Quizzes
Demonstrate application of food science principles in a laboratory.	Laboratory Exercises
Prepare detailed records of laboratory experiments.	Project

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A107	N/A	2.0 credits	(2+0)

6. Complete Course/Program Title
Culinary Cost Control

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Sum/2006 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required), BA Hospitality Restaurant Management (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Focuses on critical control points in the foodservice cost control cycle. Emphasizes costing of food ingredients in recipes, formulas, and menus. Prepares student to analyze costs and make foodservice operation decisions.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	Grade of C or better in MATH A054, or UAA approved placement test

18. N/A ☐ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A107
Course Title: Culinary Cost Control
Credits: 2.0

I. Course Description:

Focuses on critical control points in the foodservice cost control cycle. Emphasizes costing of food ingredients in recipes, formulas, and menus. Prepares student to analyze costs and make foodservice operation decisions.

II. Course Design

A. Designed for students in the AAS Culinary Arts and the BA Hospitality Restaurant Management.
B. 2.0 credits
C. Total time of student involvement – 90 hours per semester
   Lecture: 2 hours per week.
   Homework: 4 hours per week.
D. Required for AAS Culinary Arts and BA Hospitality Restaurant Management.
E. None.
F. Course may be taught during any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv and Extended Sites
I. Course level justification No prior knowledge of cost control is required for this course.

III. Course Activities:

Course lectures will be conducted on-campus or via distance delivery. Reading of assigned information, costing and analysis of recipes, formulas and menus will comprise course.

IV. Registration Restrictions:

Grade of C or better in Math A054, or UAA approved placement test.

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
   1.1 Campus safety or on-line safety
   1.2 Classroom, building safety or virus protection
   1.3 Food safety

2.0 Food Cost Control Cycle
- 2.1 Purpose of Cost Control
- 2.2 Management's Role
- 2.3 Why Foodservice Venues Succeed
- 2.4 Components of Cost Control Cycle

3.0 Cost Controls in Food Procurement
- 3.1 The Menu
- 3.2 Product Specification
- 3.3 Ordering Methods
- 3.4 Ethics

4.0 Cost Controls in Food Receiving, Storage and Issuing
- 4.1 Inventory Management
- 4.2 Receiving
- 4.3 Storage
- 4.4 Food Safety
- 4.5 Security and Theft Prevention
- 4.6 Issuing

5.0 Cost Controls in Food Production
- 5.1 Standardized Recipes/Formulas
- 5.2 Portion Controls
- 5.3 Food Production Standards
- 5.4 Preventing Food Loss

6.0 Measurements
- 6.1 Standard Weights and Measures
- 6.2 Metric System, Imperial System and U.S. System
- 6.3 Measurement Conversion
- 6.4 Portioning Devices
- 6.5 Yields and Trim

7.0 Menu Food Costing
- 7.1 Costing Produce
- 7.2 Costing Starches
- 7.3 Costing Fats/Oils
- 7.4 Costing Dairy
- 7.5 Costing Beverages
- 7.6 Costing Meats
- 7.7 Costing Seafood
- 7.8 Costing Poultry

8.0 Controlling Costs with Technology
- 8.1 Computers for the Restaurant
- 8.2 Computers for Purchasing and Inventory Control
- 8.3 Computers for Food Production

VII. Suggested Text:
Lynch, F. (2005). *The book of yields.* (6th ed.). Hoboken, NJ: John Wiley & Sons Publishing.

VIII. Bibliography:
Asch, A. (2006). *Hospitality cost control* (1st ed.). Hoboken, NJ: Pearson Education Publishing.

Kasavana, M. & Cahil, J. (2003). *Managing technology in the hospitality industry* (4th ed.). Chicago, IL: American Hotel & Lodging Educational Institute Products.

Keiser, J. & DeMicco, F. (2000). *Controlling and analyzing costs in foodservice operations* (4th ed.). Hoboken, NJ: John Wiley & Sons Publishing.

Miller, J. & Hayes, D. & Dopson, L (2004). *Food and beverage cost control (3rd ed.).* New York: John Wiley & Sons Publishing.

Reed, L. (1993). *The comprehensive foodservice purchasing and specification manual* (2nd ed.). New York: Van Nostrand Reinhold Publishing.

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Increase student knowledge base to make foodservice operation decisions based on analysis of costing data.

B. Student Outcomes/Assessment Procedures:

Student will be able to:

Student Outcomes	Assessment Procedures
Identify components of cost control cycle.	Discussion Quiz
Describe cost control strategies in food procurement.	Discussion Exam
Describe cost control strategies in food receiving, storage and issuing.	Discussion Exam
Describe cost control strategies in food production.	Discussion Exam
Utilize cost control strategies to cost menus.	Project Exam
Analyze food costs and make management decisions.	Discussion Project
Explain the utilization of computers and technology in the cost control cycle.	Discussion Exam

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A110	N/A	2.0 credits	(2+0)

6. Complete Course/Program Title
Quantity Food Purchasing

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To:/9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required), BA Hospitality Restaurant Management (required)

14. Coordinate with Affected Units: UAA Listserv, Extended sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Covers foodservice industry purchasing practices and standards.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. N/A ☐ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A110
Course Title: Quantity Food Purchasing
Credits: 2.0

I. Course Description:
Covers foodservice industry purchasing practices and standards.

II. Course Design:
A. Designed for students in the Culinary Arts major and the Hospitality Restaurant Management major.
B. 2.0 credits
C. Total time of student involvement- 90 hours per semester
Lecture: 2 hours per week.
Homework: 4 hours per week.
D. Required for AAS Culinary Arts and BA Hospitality Restaurant Management.
E. None
F. Course may be taught in any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv and Extended sites
I. Course level justification- No prior knowledge of food purchasing is required for this course.

III. Course Activities:
Course activities will include lectures, discussion, reading of assigned information, completion of text workbook, guest speakers and site tours will comprise the course activities.

IV. Course Prerequisite:
None.

V. Course Evaluation:
Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 Classroom safety features and rules
- 1.2 Building safety features and rules
- 1.3 Campus safety features and rules
- 1.4 Hazardous Materials
  - 1.4.1 Right to Know Information
  - 1.4.2 MSDS information

2.0 Hospitality Procurement
- 2.1 The market place
- 2.2 Regulatory agencies
- 2.3 Legal considerations
- 2.4 Distribution systems
- 2.5 Technology applications in purchasing

3.0 Purchasing Procedures
- 3.1 The buyer/supplier relationship
- 3.2 Development of specifications
- 3.3 Ordering procedures
- 3.4 Receiving procedures
- 3.5 Storage procedures
- 3.6 Terms of payment
- 3.7 Ethics in purchasing

4.0 Fresh Fruit and Vegetables
- 4.1 History and classification
- 4.2 Identification
- 4.3 Grades and grading criteria
- 4.4 Buying specifications
- 4.5 Storage

5.0 Processed Fruits and Vegetables
- 5.1 History and classification
- 5.2 Production
- 5.3 Grades and grading criteria
- 5.4 Buying specifications
- 5.5 Storage

6.0 Dairy Products
- 6.1 History and classification
- 6.2 Processing
- 6.3 Grades and grading criteria
- 6.4 Buying specifications
- 6.5 Storage

7.0 Eggs
- 7.1 History, classification and sizing
- 7.2 Grades and grading criteria
- 7.3 Processing and other products
- 7.4 Buying specifications
- 7.5 Storage

8.0 Poultry
- 8.1 History and classification
- 8.2 Processing
- 8.3 Grades and grading criteria
- 8.4 Buying specifications
- 8.5 Storage

9.0 Meat
- 9.1 History and classification
- 9.2 Processing
- 9.3 Grades and grading criteria
- 9.4 Buying specifications
- 9.5 Storage

10.0 Fish
- 10.1 History and classification
- 10.2 Processing
- 10.3 Grades and grading criteria
- 10.4 Buying specifications
- 10.5 Storage

11.0 Beverages
- 11.1 History and classification
- 11.2 Buying specifications
- 11.3 Storage

12.0 Non-Food Items
- 12.1 Classification
- 12.2 Buying specifications
- 12.3 Storage

VII. Suggested Text:
Feinstein, A. (2005). *Purchasing- selection and procurement for the hospitality industry* (6th ed.). Hoboken, NJ: John Wiley & Sons Publishing.

VIII. Bibliography
Kotschevar, R. & Donnelly, J.(1998). *Quantity food purchasing* (5th ed.). New York: Prentice Hall Publishers.

Reed, L. (2005). *The comprehensive foodservice purchasing and specification manual* (2nd ed.). Hoboken, NJ: John Wiley & Sons Publishing.

Wenzel, G. (1979). *Wenzel's menu maker* (2nd ed.). New York: Van Nostrand Reinhold Publishers.

IX. Instructional Goals, Student Outcomes and Assessment Procedures:

A. Instructional Goals
Increase student knowledge base of purchasing functions in foodservice operations. Increase student knowledge base so student can identify, grade and write specifications, and control costs and reduce wastes.

B. Student Outcomes/Assessment Procedures:

Student will be able to:

Student Outcomes	Assessment Procedures
Identify components of purchasing distribution systems.	Discussion Quiz
Describe ordering and receiving procedures.	Discussion Quiz
Describe storage and inventory control procedures.	Discussion Quiz
Analyze technology application in purchasing.	Discussion Quiz
Identify websites applicable to purchasing.	Summary Assignment
Develop purchasing procedure manual for foodservice operation.	Project
Identify and classify food items according to industry standards: fresh and processed produce and fruit, eggs, poultry, dairy, meat, fish, beverages and non-food items.	Discussion Exam

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hospitality/Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A111	N/A	4.0 credits	(2+8)

6. Complete Course/Program Title
Bakery Skill Development

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

- ☐ Add
- ☒ Change
- ☐ Delete

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other Course fees

- ☐ Course Number
- ☒ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required), BA Hospitality Restaurant Management major (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Introduces and provides student with a solid theoretical and practical foundation in baking practices.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
Minimum grade of C or better in (CA A102, CA A104, CA A105, CA A107, CA A110)	N/A	CA A103

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☒ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description, course fees and contact hours

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A111
Course Title: Bakery Skill Development
Credits: 4.0

I. Course Description

Introduces and provides student with a solid theoretical and practical foundation in baking practices.

II. Course Design

A. Designed for students in the Culinary Arts major and the Hospitality Restaurant Management major.
B. 4.0 credits
C. Total time of student involvement-180 total hours
    1. 10 (8 hours lab + 2 hours lecture) per week
    2. 2 hours of outside work per week
D. Required for the AAS Culinary Arts, BA Hospitality Restaurant Management major.
E. Lab fees are assessed for this course.
F. Course may be taught in any time frame but not less than three weeks.
G. This is a revised course.
H. UAA Listserv, Extended Sites
I. Course Level Justification: Students will identify and perform skills needed for bakery safety and sanitation, basic bakery product preparation and storage, recipe modification and presentation. Students will generalize from theory to practice, match methods with desired outcomes, compare products with industry standards.

III. Course Activities

Course will be conducted in a laboratory and lecture situation simulating industry work demands, performance and product standards. Students will plan, prepare and present products for sale to the food vendors on campus, and the Lucy Cuddy Dinning Room (hospitality laboratory). Other methods of instruction may include demonstrations from industry professionals, guest speakers, field trips and audio visual resources. Evaluations will be performed through the use of quizzes, reports, essays, tests and practical application.

IV. Course Prerequisites

Minimum grade of C or better in (CA A102, CA A104, CA A105, CA A107, CA A110)

V. Course Co-requisite

CA A103

VI. Course Evaluation

Course will be graded A-F.

VII. Course Curriculum

1.0 Safety
- 1.1 Classroom safety features and rules
- 1.2 Building safety features and rules
- 1.3 Campus safety features and rules
- 1.4 Hazardous materials
  - 1.4.1 Right to know information
  - 1.4.2 MSDS Information

2.0 Basic Principles
- 2.1 Baking-historical background
- 2.2 Formulas and measurements
- 2.3 Mixing and gluten development
- 2.4 Baking process
- 2.5 Staling
- 2.6 Bakery product faults

3.0 Baking and Pastry Equipment
- 3.1 Large equipment
- 3.2 Pans, containers and molds
- 3.3 Hand tools
- 3.4 Miscellaneous tools and equipment

4.0 Ingredients
- 4.1 Wheat flour
- 4.2 Other meals, flours and starches
- 4.3 Sugars
- 4.4 Fats, oils
- 4.5 Milk and milk products
- 4.6 Eggs
- 4.7 Leavening agents
- 4.8 Jelling agents
- 4.9 Fruits and nuts
- 4.10 Chocolate and cocoa
- 4.11 Salt, spices and flavorings

5.0 Understanding Yeast Dough
- 5.1 Yeast product types
- 5.2 Steps in yeast dough production
- 5.3 Types of dough making processes
- 5.4 Controlling fermentation

6.0 Understanding Artisan Breads
- 6.1 What is artisan bread
- 6.2 Ingredients
- 6.3 Pre-ferments and sourdoughs
- 6.4 Autolyse
- 6.5 Fermentation
- 6.6 Baking

7.0 Lean Yeast Dough
- 7.1 Introduction to hand crafted bread
- 7.2 Crisp crusted bread formulas
- 7.3 Soft crusted bread formulas

8.0 Rich Yeast Dough
- 8.1 Sweet and rich dough formulas
- 8.2 Rolled-in dough formulas
- 8.3 Filling and toppings
- 8.4 Make-up techniques

9.0 Quick Breads
- 9.1 Mixing and production methods
- 9.2 Formulas

10.0 Doughnuts, Fritters, Pancakes and Waffles
- 10.1 Doughnuts
- 10.2 Fritters
- 10.3 Pancakes and waffles

11.0 Pies
- 11.1 Pie dough
- 11.2 Assembly and baking
- 11.3 Fillings

12.0 Pastry Basics
- 12.1 Pate brisee and short pastry
- 12.2 Puff pastry
- 12.3 Éclair paste
- 12.4 Strudel and phyllo
- 12.5 Baked meringues

13.0 Tarts and Special Pastries
- 13.1 Tarts and tartlets
- 13.2 Special pastries

14.0 Cake Mixing and Baking
- 14.1 Mixing
- 14.2 Cake formula balance
- 14.3 Scaling, panning, baking
- 14.4 Formulas

15.0 Assembling and Decorating Cakes
- 15.1 Icings
- 15.2 Assembling and icing of simple cakes
- 15.3 Basic decorating techniques

16.0 Cookies
- 16.1 Cookie characteristics and their causes
- 16.2 Mixing methods
- 16.3 Types and make-up methods
- 16.4 Panning, baking and cooling
- 16.5 Petit four sec and glace
- 16.6 Formulas

17.0 Computer Skills
- 17.1 Introduction to computer-based recipe system
- 17.2 Retrieval, editing of recipes.

18.0 Sanitation
- 18.1 Personal sanitation.
- 18.2 Classroom sanitation
- 18.3 Building sanitation

VIII. Suggested Text:

Gisslen, W. (2005). *Professional baking* (4th Ed). New York: John Wiley and Sons.

Gisslen, W. (2005). *Professional Baking, Study Guide* (4th Ed). New York: John Wiley and Sons.

IX. Bibliography:

Amendola, J. (2003). *The bread bakers manual* (5th ed.). New York: John Wiley and Sons.

Frieberg, B. (2002). *Professional pastry chef* (4th ed.). New York: John Wiley and Sons.

Hamelman, J. (2004). *Bread*. New York: John Wiley and Sons.

Herbst, S. (1995). *Food lovers companion* (2nd ed.). Happauge, NY: Yurst, Ltd.

Reinhart, P. (2001). *The bread bakers apprentice.* Berkley, CA: Ten Speed Press.

X. Instructional Goals and Objectives

Increase student understanding and ability to apply principles, skills and techniques fundamental to bakery operations.

XI. Student Outcomes/Assessment Procedures

Students will be able to:

Student Outcomes	Assessment Procedures
Identify the importance of sanitation and safety with basic principles as it pertains to bakery operations.	Written Assignments Workbook Studies Exams
Analyze the use and operation of baking and pastry equipment.	Quizzes Laboratory Workbook Studies
Identify different ingredients used in bakery production and their function.	Exams Quizzes Performance Analysis
Analyze baked products and compare to industry standards.	Evaluations Performance Analysis
Prepare bakery products through the use of standardized formulas and mixing techniques.	Performance Analysis Exams
Utilize computer based recipe skills, purchasing, costing and inventory.	Performance Test
Utilize culinary and bakery vocabulary.	Quiz

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A114	N/A	3.0 credits	(3+0)

6. Complete Course/Program Title
Beverage Management

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☒ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☒ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
A. A.S. in Culinary Arts (elective)

14. Coordinate with Affected Units: UAA Listserv, Extended sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Reviews the history of the beverage industry, including alcohol and non-alcohol beverages. Focuses on the management and operations the beverage service. Covers legal responsibilities of serving alcohol and awareness of alcohol abuse.

Special note: Students have the option to become certified through an approved alcohol training curriculum that will allow them to legally serve alcohol in the state of Alaska.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	Minimum age of 21 years.

18. ☒ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course credits, title, description, contact hours and registration restrictions.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A114
Course Title: Beverage Management
Credits: 3.0

I. Course Description:
Reviews the history of the beverage industry, including alcohol and non-alcohol beverages. Focuses on the management and operations the beverage service. Covers legal responsibilities of serving alcohol and awareness of alcohol abuse.

Special note: Students have the option to become certified through an approved alcohol training curriculum that will allow them to legally serve alcohol in the state of Alaska.

II. Course Design:
A. Elective designed for students in the Culinary Arts major and the Hospitality Restaurant Management major.
B. 3.0 credits
C. Total time of student involvement- 135 hours per semester
Lecture: 3 hours per week.
Homework: 6 hours per week.
D. Elective for AAS Culinary Arts and BA Hospitality Restaurant Management.
E. None
F. Course may be taught in any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv and Extended sites
I. Course level justification- No prior knowledge of food purchasing is required for this course.

III. Course Activities:
Course lectures will be conducted on-campus. Reading of assigned information, completion of text workbook, lectures, guest speakers and site tours will comprise the course activities.

IV. Course Prerequisite:
None.

V. Course Evaluation:
Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 Classroom safety features and rules
- 1.2 Building safety features and rules
- 1.3 Campus safety features and rules
- 1.4 Hazardous Materials
  - 1.4.1 Right to Know Information
  - 1.4.2 MSDS information

2.0 History of the Beverage Industry
- 2.1 History and Cultural Aspects of Alcohol Consumption
- 2.2 Effects of Alcohol on the Human Body
- 2.3 Public Awareness in the Beverage Industry

3.0 Bar and Beverage Marketing
- 3.1 Determining Customer Needs
- 3.2 Product Identification
- 3.3 Development of Wine and Beer Lists
- 3.4 Components of the Customer- service transaction

4.0 Bar and Beverage Planning
- 4.1 Operation Equipment
- 4.2 Layout and Design of Bar Operations
- 4.3 Upkeep and Maintenance

5.0 Wine Fundamentals
- 5.1 History, Geography and Origins
- 5.2 Selling and Serving of Wine
- 5.3 Classifications and Pairings
- 5.4 Wine Language and Vocabulary
- 5.5 Wine Purchasing and Storage

6.0 Spirits and Cordials
- 6.1 Types of Spirits
- 6.2 Types of Cordials
- 6.3 Classifications and Pairings

7.0 Beer
- 7.1 Origins and Productions
- 7.2 Beer Types
- 7.3 Packaging and Pasteurization
- 7.4 Storage, Handling and Storage

8.0 Bar Management
- 8.1 Training and Staffing
- 8.2 Control and Licensing
- 8.3 Governmental Compliance
- 8.4 Costing, Pricing and Control
- 8.5 Theft Deterrents
- 8.6 Profit Pouring

9.0 Legal Factors in Beverage Service
- 9.1 Development of Liquor Laws
- 9.2 Prohibition
- 9.3 Liquor Liability and Dram Shop Laws
- 9.4 The Law and the Customer
- 9.5 The Law and the Employee
- 9.6 State Certification for Alcohol Service
- 9.7 Tams/Tips Training

VII. Suggested Text:
Katsigris, C. (2003). *The bar and beverage book.* Hoboken, NJ: Wiley and Sons Publishing.

VIII. Bibliography
Grossman, H. J. (1983). *Grossman's guide to wine, beer and spirits* (7th ed.). Hoboken, NJ: John Wiley & Sons Publishing.

Katsigris, C. (1999). *The bar and beverage book- basics of profitable management* (2nd ed.). Hoboken, NJ: John Wiley & Sons Publishing.

Koplan, S. (2002). *The culinary institute of America's complete guide to the wines of the world* (2nd ed.). Hoboken, NJ: John Wiley & Sons Publishing.

National Restaurant Association. *National restaurant association: Servsafe alcohol training*. Retrieved March 1, 2006 from www.nraef.org/servsafe/alcohol/

Ninemeier, J. D. (2004). *Planning and control for beverage operations* (6th ed.). Lansing, MI: Educational Institute of the American Hotel and Motel Association.

Rande, W. (2001) *The beverage service world*. Upper Saddle River,NJ: Prentice Hall Publishers.

IX. Instructional Goal, Student Outcomes and Assessment Procedures:

A. Instructional Goal

Increase student knowledge base of bar and beverage management to include the liabilities of alcohol service, bar set up and maintenance, wine, beer and spirit fundamentals and customer/employee interactions.

B. Student Outcomes/Assessment Procedures:

Student will be able to:	Assessment Procedures
Review planning and development of successful bar operations.	Discussion and Quiz
Identify and understand the basic components of bar service equipment and glassware.	Discussion and Quiz
Describe the fundamentals of wine types, origins, productions and classifications.	Discussion and Quiz
Describe spirits, cordials and beer and their origins and production methods.	Discussion and Quiz
Review legal factors in alcohol service, costing, pricing and control.	Discussion and Quiz
Develop a wine and beer list for a food service operation.	Project
Develop a policy and procedure manual for a bar manager.	Term Paper

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A201	N/A	4.0 credits	(0+10)

6. Complete Course/Program Title
A la Carte Kitchen

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Content

☐ Course Number
☒ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with N/A _____
☐ Stacked with N/A Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required), BA Hospitality Restaurant Management (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Emphasizes cooking techniques and ingredients used in contemporary and classical cuisines.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
Minimum grade of C or better in (CA A103 and CA A111)	N/A	None

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☒ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description, course content and contact hours.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A201
Course Title: A la Carte Kitchen
Credits: 4.0

I. Course Description:

Emphasizes cooking techniques and ingredients used in contemporary and classical cuisines.

II. Course Design:

A. Designed for students in the Culinary Arts AAS and BA in Hospitality Restaurant Management major.
B. 4.0 credits
C. Total time of student involvement - 195 hours per semester
1) Lab: 10 hours per week.
2) Homework: 3 hours per week.
D. Required for AAS Culinary Arts and BA Hospitality and Restaurant Management.
E. Lab fees are assessed for this course.
F. Course may be taught in any time frame but not less than 3 weeks.
G. This is a revised course.
H. UAA Listserv and Extended sites.
I. Course level justification. Expands on prior culinary skills and knowledge.

III. Course Activities:

Course will be conducted as hands-on training experience with student learning from directed instruction, demonstration and application of ala minute food preparation in an ala carte kitchen line. Students prepare food for Lucy Cuddy Dining Room (hospitality laboratory).

IV. Course Prerequisites:

Minimum Grade of C or better in (CA A103 and CA A111)

V. Course Evaluation:

Course will be graded A-F

VI. Content Outline

1.0 Safety
- 1.1 Laboratory safety features and rules
- 1.2 Building safety features and rules
- 1.3 Campus safety features and rules
- 1.4 Hazardous Materials
  - 1.4.1 Right to Know Information
  - 1.4.2 MSDS Information

2.0 Ala Carte Kitchen Operations
- 2.1 Station set-up
- 2.2 Mise en place
- 2.3 Order of operations
- 2.4 Timing
- 2.5 Working menu

3.0 Menu Development
- 3.1 Recipe development and testing
- 3.2 Station production spread sheets
- 3.3 Inventory spread sheets
- 3.4 Recipe costing
- 3.5 Spread sheet analysis of sales mix, food cost, and contribution margin
- 3.6 Station balance
- 3.7 Recipe structure
- 3.8 Plate topography

4.0 Ala Carte Cooking principles
- 4.1 ala minute style
- 4.2 Portion control
- 4.3 Doneness
- 4.4 Plating

5.0 Actual Production
- 5.1 Cooking to order
- 5.2 Working all stations
- 5.3 Sous chef
- 5.4 Expediter

VII. Suggested Texts:

Culinary Institute of America. (2002). *The professional chef* (7th ed.) Edison, NY: Wiley & Sons Publishing.

Ingram, G., Labensky, S., & Labensky, S. (2006). *Prentice hall dictionary of culinary arts, the trade version* (2nd ed). Upper Saddle River, NJ: Prentice Hall.

VIII. Bibliography:

Labensky, S., & Hause, A. (2003). *On cooking: A textbook of culinary fundamentals* (3rd ed). Upper Saddle River, NJ: Prentice Hall.

Le Cordon Bleu. (2001). *Kitchen essentials: The complete illustrated reference to ingredients, equipment, terms, and techniques used by le cordon bleu.* Edison, NY: Wiley & Sons.

Lynch, F. (2005). *The book of yields: Accuracy in food costing and purchasing* (6th ed). Edison, NY: Wiley & Sons.

Oaks, N., & Mazzola, P. (2005). *Boulevard: The cookbook.* Berkley, CA: Ten Speed Press.

Wolfort, P. (2003). *The slow mediterranean kitchen: Recipes for a passionate cook.* Edison, NY: Wiley & Sons

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase student knowledge base so student will be able to apply principles, skills, and techniques fundamental to ala carte food service and apply the techniques and skills previously learned into practice in an actual ala carte line setting. Further student will demonstrate the use of cooking techniques and ingredients used in contemporary and classical cuisines and understand planning and ordering for production, station organization, preparation, plating, and timing.

B. Student Outcomes/Assessment Procedures:

Students will be able to:

Student Outcomes	Assessment Procedures
Demonstrate safe and sanitary laboratory practices/procedures.	Teacher observation Practical tests Written Tests
Identify and fabricate meat, fish and poultry items.	Teacher observation Class participation Practical tests Written tests
Apply skills and techniques necessary for pantry production.	Teacher observation Class participation Practical Tests Written Tests
Apply skills and techniques necessary for grill production.	Teacher observation Class participation Practical Tests

Apply skills and techniques necessary for sauté production.	Teacher observation Class participation Practical Tests Written Tests
Solve real and hypothetical line production challenges.	Teacher observation Class participation Written Tests Practical Tests
Design menu concepts and calculate costs.	Teacher observation Class participation Practical Tests Written Tests Notebook Project
Create various spread sheets to plan production, order goods, and examine cost/sales mix.	Teacher observation Class participation Practical Tests Written Tests Project
Apply prior learning in food science, nutrition, cost control, and purchasing to food production.	Teacher observation Class participation Written Tests
Demonstrate the use of seasonings and spices.	Teacher observation Class participation Practical Tests Written Tests

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts, Hospitality/Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A202	N/A	4.0 credits	(2+8)

6. Complete Course/Program Title
Advanced Bakery

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☒ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with
N/A
☐ Stacked with _____ Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

_____ Initiator Signature Date

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

16. Course Description
Explores advanced bakery, pastry, confectionary and presentation techniques. Emphasizes production processes, service, portion controls, safety and sanitation.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
Minimum Grade of C or better in (CA A103 and CA A111)	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☒ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description and contact hours.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A202
Course Title: Advanced Bakery
Credits: 4.0

I. Course Description

Explores advanced bakery, pastry, confectionary and presentation techniques. Emphasizes production processes, service, portion controls, safety and sanitation.

II. Course Design

A. Designed for students in the Culinary Arts major.
B. 4.0 credits
C. Total time of student involvement: 195 hours
    1. 10 hours (8 hours lab + 2 hours lecture) per week.
    2. 3 hours per week.
D. Required for the AAS in Culinary Arts
E. Lab fees are assessed for this course
F. Course may be taught in any time frame but not less than three weeks.
G. This is not a new course.
H. Coordinate with Affected Units: UAA Listserv, Extended Sites
I. Course Level Justification: This is an advanced skill development bakery class.

III. Course Activities

Students will design, plan, prepare and present advanced bakery products and confections for sale in the Lucy Cuddy Dining Room (classroom laboratory). Additional methods of instruction may include lectures, demonstrations from industry professionals, guest speakers, field trips and audiovisual resources.

IV. Course Prerequisites

Minimum grade of C or better in (CA A103 and CA A111)

V. Course Evaluation

Course will be graded A-F.

VI. Course Curriculum

1.0 Safety
    1.1 Classroom safety features and rules.
    1.2 Building safety features and rules.
    1.3 Campus safety features and rules
    1.4 Hazardous Materials
        1.4.1 Right to know information
        1.4.2 MSDS Information

2.0 Sanitation
- 2.1 Personal sanitation
- 2.2 Classroom sanitation
- 2.3 Building sanitation

3.0 Basic Syrups, Creams, and Sauces
- 3.1 Sugar cooking
- 3.2 Basic creams
- 3.3 Dessert sauces

4.0 Pastry Basics
- 4.1 Pate Brisee and short pastry
- 4.2 Puff pastry
- 4.3 Éclair paste
- 4.4 Strudel and phyllo
- 4.5 Baked meringues

5.0 Tarts and Special Pastries
- 5.1 Tarts and tartlets
- 5.2 Special pastries

6.0 Cake Mixing and Baking
- 6.1 Mixing
- 6.2 Cake formula balance
- 6.3 Scaling, panning and baking
- 6.4 Formulas

7.0 Assembling and Decorating Cakes
- 7.1 Icings
- 7.2 Assembling and icing cakes
- 7.3 Basic decorating techniques

8.0 Specialty Cakes, Gateaux, and Torten
- 8.1 Planning and assembling specialty cakes
- 8.2 Wedding cakes decoration and design
- 8.3 Organization and set-up of specialty cakes
- 8.4 Procedures for popular cakes

9.0 Custards, Mousses and Souffles
- 9.1 Custards
- 9.2 Bavarians and mousses
- 9.3 Souffles

10.0 Frozen Desserts
- 10.1 Churned frozen desserts
- 10.2 Still frozen desserts

11.0 Fruit Desserts, Light Desserts
- 11.1 Selecting and preparing fresh fruits
- 11.2 Fruit desserts
- 11.3 Low fat desserts
- 11.4 Specialty light desserts
- 11.5 Special diet desserts

12.0 Chocolate
- 12.1 Handling chocolate
- 12.2 Molding chocolate
- 12.3 Chocolate decorations
- 12.4 Chocolate confections

13.0 Decorative Work
- 13.1 Marzipan
- 13.2 Nougatine
- 13.3 Pastillage

14.0 Decorative Work: Sugar Techniques
- 14.1 Boiling syrups
- 14.2 Spun sugar and caramel decorations
- 14.3 Poured and casting sugar
- 14.4 Pulled and blown sugar

15.0 Management Skills
- 15.1 Costing
- 15.2 Inventory and stock rotation
- 15.3 Purchasing

VII. Suggested Text:

Gisslen, W. (2005). *Professional baking* (4th ed). Hoboken, NJ: John Wiley and Sons, Inc.

Gisslen, W. (2005). *Professional baking, study guide*(4th ed). Hoboken, NJ: John Wiley and Sons, Inc.

VIII. Bibliography:

Amendola, J. (2003). *The bakers manual* (5th ed). Hoboken, NJ: John Wiley and Sons, Inc.

Bilheux, R., & Escoffier, A. (1988). *Professional french pastry series, vol. 1, doughs, batters, and meringues. New York.* Van Nostrand Reinhold Inc.

Frieberg, B. (2002). *The professional pastry chef (*4th ed). Hoboken, NJ: John Wiley and Sons, Inc.

Frieberg, B. (2003). *The advanced professional Pastry Chef*. Hoboken, NJ: John Wiley and Sons, Inc

Kendrick, R., & Atkinson, P. (1987). *Candymaking*. Berkley, CA: HP Books Publishing Group.

Medrich, A. (1990). *Cocolat extraordinary chocolate desserts* (1st ed.). New York: Warner Books Inc.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals

Increase student understanding of and ability to apply principles, skills and techniques fundamental to advanced pastry operations.

B. Student Outcomes and Assessment Procedures

Students will be able to:

Student Outcomes	Assessment Procedures
Apply basic bakery skills to more advanced recipe and menu development.	Written assignments Performance analysis
Utilize advanced culinary vocabulary and applications.	Written assignments Oral quizzes
Prepare advanced bakery products and decoration pieces.	Written evaluations Performance analysis
Evaluate products to compare with industry standards.	Written evaluations Performance analysis
Perform management tasks, including inventory, costing and par stocks.	Written assignments Written tests

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A224	N/A	3.0 credits	(1+6)

6. Complete Course/Program Title
Hospitality Service

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (elective) and BA Hospitality and Restaurant Management (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

Initiator Signature Date

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

16. Course Description
Focuses on practical and theoretical operations in dining room service and management.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
Minimum Grade of C or better in CA A201	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☒ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course title, course description, and course prerequisites.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A224
Course Title: Hospitality Service
Credits: 3.0

I. Course Description:
Focuses on practical and theoretical operations in dining room service and management.

II. Course Design:
A. Designed for students in the Culinary Arts major and the Hospitality Restaurant Management major.
B. 3.0 credits
C. Total time of student involvement- 165 hours per semester
Laboratory: 6 hours per week.
Lecture: 1 hour per week.
Homework: 4 hours per week outside reading, study and informational gathering
D. Required for AAS Culinary Arts and BA Hospitality Restaurant Management.
E. This course has fees.
F. Course may be taught in any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv and Extended sites
I. Course level justification- No prior knowledge of foodservice management is required for this course.

III. Course Activities:
Course activities will include lectures, hands-on, classroom laboratory, reading of assigned information, discussions, multimedia resources, guest speakers and site tours.

IV. Course Prerequisite:
Minimum grade of C or better in CA A201.

V. Course Evaluation:
Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 Classroom safety features and rules
- 1.2 Building safety features and rules
- 1.3 Campus safety features and rules
- 1.4 Hazardous Materials
  - 1.4.1 Right to Know Information
  - 1.4.2 MSDS information

2.0 Orientation to Types of Service
- 2.1 Banquet
- 2.2 Fast food
- 2.3 Cafeteria
- 2.4 Institutional
- 2.5 Contemporary table service

3.0 Dining Room Organization and Personnel
- 3.1 Servers
- 3.2 Host/hostess
- 3.3 Bus person
- 3.4 Cashier
- 3.5 Dishwasher
- 3.6 Supervisor

4.0 Types of Table Service
- 4.1 American
- 4.2 Russian
- 4.3 French
- 4.4 Table side service

5.0 Terminology
- 5.1 Industry usage
- 5.2 French
- 5.3 Menu

6.0 Table Topography
- 6.1 Glassware
- 6.2 Chinaware
- 6.3 Silverware
- 6.4 Linen
- 6.5 Napkin folding
- 6.6 Serviceware

7.0 Beverage Service
- 7.1 Fundamentals of wine service
- 7.2 Legal liability in alcohol service
- 7.3 Non-alcohol beverages

8.0 Cashiering and Point of Sale (POS) Systems
- 8.1 Cash handling skills
- 8.2 Report reconciliations
- 8.3 POS functions

9.0 Safety and Sanitation
- 9.1 Safety strategies in the dining room
- 9.2 Personal hygiene
- 9.3 Sanitation
- 9.4 Cleanliness and food safety

VII. Suggested Text:
Zagat, T. (2001). *Culinary institute of america: Remarkable service*. Hoboken, NJ: John Wiley & Sons Publishing.

VIII. Bibliography
Brown, D. (2003). *The restaurant manager's handbook* (3rd ed.). Ocala, FL: Atlantic Publishing Group.

Council on hotel, restaurant and institutional education (CHRIE). Retrieved January 31, 2006 from www.access.digex.net/~alliance/

Federation of dining room professionals. Retrieved January 31, 2006 from www.restaurantprofessional.com.

King, C.A.(2002). *Professional dining room management* (2nd ed.). Hoboken, NJ: John Wiley & Sons Publishing.

National restaurant association. Retrieved January 31, 2006 from www.restaurant.org.

Strianese, A. (2003). *Dining room and banquet management* (2nd ed.). New York: Delmar Publishers.

IX. Instructional Goals, Student Outcomes and Assessment Procedures:

A. Instructional Goals

Experience all aspects of dining room service.
Increase student knowledge base as it relates to dining room management.

B. Student Outcomes/Assessment Procedures:

Student will be able to:

Student Outcomes	Assessment Procedures
Identify types of dining room service.	Discussion Quiz
Demonstrate how to organize dining room personnel.	Discussion Quiz
Prove proficiency in various dining room personnel roles.	Observation Assessment
Demonstrate wine and beverage service.	Discussion Quiz
Identity components of table topography and service equipment.	Discussion Quiz
Research a component of dining service.	Project

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A225	N/A	3.0 credits	(3+0)

6. Complete Course/Program Title
Hospitality Concept Design

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. N/A ☐ Cross Listed with _____
N/A ☐ Stacked with _____
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
AAS Culinary Arts (elective) and BA Hospitality and Restaurant Management (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Explores menu design and layout of professional foodservice facilities.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
Minimum grade of C or better in (CA A111 and CA A103)	N/A	N/A

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

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

18. N/A ☐ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course title and course description.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A225
Course Title: Hospitality Concept Design
Credits: 3.0

I. Course Description:

Explores menu design and layout of professional foodservice facilities.

II. Course Design:

A. Designed as an elective for students in the Culinary Arts and the Hospitality Restaurant Management major.
B. 3.0 credits
C. Total time of student involvement- 135 hours per semester
    Lecture: 3 hours per week.
    Homework: 6 hours per week.
D. Elective for AAS Culinary Arts and BA Hospitality Restaurant Management.
E. None
F. Course may be taught in any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv and Extended sites
I. Course level justification- No prior knowledge of menu making/food service layout is required for this course.

III. Course Activities:

Course activities will comprise reading of assigned information, lectures, discussions, multimedia resources, guest speakers and site tours.

IV. Course Prerequisite:

Minimum grade of C or better in (CA A103 and CA A111).

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
    1.1 Classroom safety features and rules
    1.2 Building safety features and rules
    1.3 Campus safety features and rules
    1.4 Hazardous Materials
        1.4.1 Right to Know Information
        1.4.2 MSDS information
2.0 Introduction to Hospitality Operation Planning
    2.1 Mission statement
    2.2 Goals and objectives

- 2.3 Concepts
- 2.4 The planning process
- 2.5 Marketing
- 2.6 Sequence of hospitality facility development

3.0 Menu Planning
- 3.1 Planning and costing
- 3.2 Mark up methods
- 3.3 Product mix and analysis
- 3.4 Writing, layout and printing

4.0 Facility Planning
- 4.1 Construction and planning team
- 4.2 Planning decisions
- 4.3 Square footage and equipment requirements
- 4.4 Codes
  - 4.4.1 National Safety Foundation (NSF) Requirements
  - 4.4.2 Federal, state, local

5.0 Operation Location and Design
- 5.1 Location criteria
- 5.2 Market feasibility studies
- 5.3 Design criteria

6.0 Business Plan
- 6.1 Business description
- 6.2 Financial planning
  - 6.2.1 Pro forma
  - 6.2.2 Forecasting
- 6.3 Market analysis
- 6.4 Concept, menu and pricing

7.0 Human Resources
- 7.1 Organizing, recruiting and staffing
- 7.2 Forecasting labor needs
- 7.3 Job descriptions and scheduling
- 7.4 Training and staff development

8.0 Food Purchasing Systems
- 8.1 Quality standards
- 8.2 Product specifications
- 8.3 Inventory determination and control

9.0 Hospitality Operations and Control
- 9.1 Food and beverage cost controls
- 9.2 Labor costs and controls
- 9.3 Cash handling

10.0 Hospitality Technology
- 10.1 Back-of-the-house technology
- 10.2 Front-of-the-house technology
- 10.3 Internet and websites

VII. Suggested Text

Walker, J. (2005). *The restaurant: From concept to operation* (4th ed). Hoboken, NJ: John Wiley & Sons.

VIII. Bibliography

Birchfield, J. (2003). *Design and layout of foodservice facilities* (2nd ed.). Hoboken, NJ: John Wiley & Sons Publishing.

Dittmer, P. (2002). *Dimensions of the hospitality industry* (3rd ed.). Hoboken, NJ: John Wiley & Sons Publishing.

Drysdale, J. (2002). *Profitable menu planning* (3rd ed.). Upper Saddle River, NJ: Prentice Hall Publishers.

Katsigris, C. (1999*). Design and equipment for restaurants and foodservice*. Hoboken, NJ: John Wiley & Sons.

Kazarian, E. (1989). *Foodservice facilities planning* (3rd ed.). New York: Van Nostrand Reinhold Publishing.

Scanlon, N. (1990). *Marketing by menu* (2nd ed.). New York: Van Nostrand Reinhold Publishing.

IX. Instructional Goals, Student Outcomes and Assessment Procedures:

A. Instructional Goals

Increase student knowledge base as it relates to menu making, facility design and layout of foodservice operations.

B. Student Outcomes/Assessment Procedures:

Student will be able to:

Student Outcomes	Assessment Procedures
Identify goals and objectives of facility planning.	Discussion Quiz
Identify components of menu making and planning.	Discussion Quiz
Analyze and forecast human resource needs.	Discussion Quiz
Identify design and equipment needs of a foodservice operation.	Discussion Quiz
Develop a business plan and market study.	Project

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

1a. School or College	1b. Division	1c. Department
CT CTC	ACAH	Culinary Arts & Hosp./Dietetics & Nutrition

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits	5b. Contact Hours (Lecture + Lab)
CA	A230	N/A	3.0 credits	(3+0)

6. Complete Course/Program Title
Foodservice Management

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

12. N/A ☐ Cross Listed with _____
N/A ☐ Stacked with _____
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
A.A.S. Culinary Arts major (required), B.A. Hospitality Restaurant Management major (required)

14. Coordinate with Affected Units: UAA Listserv, Extended Sites
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Covers supervisory and management responsibilities within foodservice operations.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
N/A ☐ College ☐ Major ☐ Class ☐ Level	N/A

18. N/A ☐ Mark if course has fees

19. Justification for Action
Periodic curriculum revision resulted in course changes to course description.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE

Department: Culinary Arts and Hospitality/Dietetics & Nutrition
Date: March 3, 2006
Course Number: CA A230
Course Title: Foodservice Management
Credits: 3.0

I. Course Description:

Covers supervisory and management responsibilities within foodservice operations.

II. Course Design:

A. Designed for students in the Culinary Arts major and the Hospitality Restaurant Management majors.
B. 3.0 credits
C. Total time of student involvement- 135 hours per semester
    Lecture: 3 hours per week.
    Homework: 6 hours per week.
D. Required for AAS Culinary Arts and BA Hospitality Restaurant Management.
E. None
F. Course may be taught in any time frame, but not less than three weeks.
G. This is a revised course.
H. UAA Listserv and Extended sites
I. Course level justification- No prior knowledge of foodservice management is required for this course.

III. Course Activities:

Course activities will include lectures, reading of assigned information, completion of text workbook, discussions, multimedia resources, guest speakers and site tours will comprise the course activities.

IV. Course Prerequisite:

None.

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 Classroom safety features and rules
- 1.2 Building safety features and rules
- 1.3 Campus safety features and rules
- 1.4 Hazardous Materials
  - 1.4.1 Right to Know Information
  - 1.4.2 MSDS information

2.0 Responsibilities of a Supervisor
- 2.1 Functions and obligations
- 2.2 Theories of people management
- 2.3 Managerial skills
- 2.4 Leadership styles

3.0 Workplace Diversity
- 3.1 Cross cultural interaction
- 3.2 Managing diversity issues

4.0 Communication in the Workplace
- 4.1 The communication process
- 4.2 Obstacles to communication
- 4.3 Effective communication strategies

5.0 Creation of a Positive Work Climate
- 5.1 Employee expectations and needs
- 5.2 Theories of motivation
- 5.3 Development of employees

6.0 Development of Job Expectations
- 6.1 Creation of a job description
- 6.2 Performance standards
- 6.3 Analyzing job performance
- 6.4 Effective job reviews

7.0 Recruiting and Selecting Personnel
- 7.1 The labor market
- 7.2 Legal aspects of recruitment
- 7.3 Applications and interviews

8.0 Employee Training and Development
- 8.1 Development of training programs
- 8.2 Orientations
- 8.3 Overcoming obstacles to learning

9.0 Progressive Discipline
- 9.1 Approaches to employee discipline
- 9.2 Legal factors in discipline consideration
- 9.3 Terminations
- 9.4 On the job harassment

10.0 Planning, Organizing and Controlling
- 10.1 The planning process
- 10.2 Forecasting labor needs
- 10.3 Employee scheduling
- 10.4 Controlling labor costs

11.0 Problem Solving and Delegating
- 11.1 Components of problem solving
- 11.2 Success delegation

VII. Suggested Text:
Miller, J. (2002). *Supervision in the hospitality industry* (4th ed.). Hoboken, NJ: John Wiley & Sons Publishing.

VIII. Bibliography
Woods, R. (2002). *Managing hospitality human resources* (2nd ed.). Lansing, MI: Educational Institute of the American Hotel and Motel Association.

Iverson, K. (2001). *Managing human resources in the hospitality industry*. Newark, NJ: Prentice Hall Publishing.

Gilmore, S. (2005). *Case studies in human resource management in hospitality*. Upper Saddle River, NJ: Prentice Hall Publishing.

IX. Instructional Goals, Student Outcomes and Assessment Procedures:

A. Instructional Goals
Increase student knowledge base as it relates to human resource management in the Foodservice Industry.

B. Student Outcomes/Assessment Procedures:

Student will be able to:

Student Outcomes	Assessment Procedures
Identify traits of a successful manager/leader.	Discussion Quiz
Discuss the basic principles of management.	Discussion Quiz
Identify the various leadership styles and theories.	Discussion Quiz
Describe the purpose and methods of communication in management.	Role Playing Quiz
Analyze case studies in human resource management.	Case Study Assignments
Research management theories.	Project

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

1a. School or College	1b. Division	1c. Department
EA COE	n/a	EDTL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDFN	A478	n/a	3	(3+0)

6. Complete Course/Program Title
Issues in Alaska Native Education, K-12
Issues in AK Native Ed, K-12
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

- ☐ Add
- ☒ Change
- ☐ Delete

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other Instructional Goals and Student Outcomes;Outline

- ☐ Course Number
- ☒ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☒ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2006 To: /9999

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

13. List any programs or college requirements that require this course
Master of Arts in Teaching

14. Coordinate with Affected Units: College of Arts and Sciences; Community and Technical College
Department, School, or College
_____ Initiator Signature Date

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

16. Course Description
History of Alaska education and current education policy with a focus on issues in Alaska Native education. Includes the study of the Alaska environment as well as the social, economic, and political history of Alaska from the perspective of both Alaska Native people and immigrant residents.
Special note: This course meets the Alaska Department of Education and Early Development Alaska Studies requirement for State certification.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
n/a	n/a	n/a

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

17e. Registration Restriction(s) (non-codable)
Departmental approval required

18. ☐ Mark if course has fees n/a

19. Justification for Action
Revise the course description, content, and contact hours to better address all State of Alaska requirements for an Alaska Studies class for State certification.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION

I. Date initiated February 1, 2006

II. Information from the Course Action Request

College/School: College of Education

Department: Teaching and Learning

Program: Master of Arts in Teaching

Course Subject: EDFN

Course Number: A478

Credits: 3

Contact Hours: 3+0

Course Title: Issues in Alaska Native Education, K-12

Grading Basis: A-F

Course Description: History of Alaska education and current education policy with a focus on issues in Alaska Native education. Includes the study of the Alaska environment as well as the social, economic, and political history of Alaska from the perspective of both Alaska Native people and immigrant residents. Special note: This course meets the Alaska Department of Education and Early Development Alaska Studies requirement for State certification.

Course Prerequisites: N/A

Test Scores: N/A

Other Restrictions: College

Corequisites: N/A

Registration Restrictions: Departmental approval required

III. Instructional Goals and Student Outcomes

1.0 Overview of the History of Native Education in Alaska

Goal: Understand that the current state of affairs in Alaska Native education are historically rooted.

Outcomes:

1.1 Identify and analyze key events and issues in Alaska history to identify their historical significance to native education.

1.2 Identify key themes in Alaska Native education.

1.3 Interpret Federal Indian Law and identify how it has shaped Alaska history.

1.4 Examine how the development of the railroad in Alaska related to the formation of the Tanana Chiefs Conference.

1.5 Examine the impact of the Indian Reorganization Act, the Citizenship Act, segregation, Indian Self-Determination Act and Molly Hootch on the State and on Alaska Native education.

2.0 Overview of Alaska Native Peoples and their History

Goal: Understand the historical impacts on the current state of affairs in Alaska Native education.

Outcomes:

2.1 Analyze key themes to identify their historical antecedents.

2.2 Analyze the period of exploration and occupation by Western groups, including the Russians, French, Spanish and British and its impact on Alaska Native communities and ways of life.

2.3 Identify relevant policies and practices vis-à-vis Alaska Natives during the period of early American occupation.

2.4 Relate the economic development of Alaska, including fishing, copper, gold, the establishment of mining districts, and other commercial interests, to opportunities for Alaska Natives.

2.5 Analyze land ownership in Alaska – past and present.

2.6 Analyze the result of New Deal bounty on Alaska.

2.7 Explain the profound impact that WWII and the Cold War had on the State.

3.0 Traditional Educational Practices

Goal: Understand the role of traditional education practices in native culture.

Outcomes:

3.1 Contrast traditional education practices with Western education.

3.2 Engage in self-assessment to determine how traditional education practices will impact their teaching practices.

4.0 Historical Influences on Alaska Native Education

Goal: Recognize the impact of policies and practices on Alaska native education.

Outcomes:

4.1 Reconstruct a historical educational experience of an Alaska Native child.

4.2 Analyze information to determine what changes have occurred and what remained the same in Alaska Native education practices.

5.0 Federal Indian Policy

Goal: Recognize the impact of federal Indian policy on Alaska Native society and education.

Outcomes:

5.1 Examine the impact of Indian law and policy on historical and current issues.

5.2 Compile information about the most influential policies and laws.

6.0 Key Educational Events of the Twentieth Century

Goal: Understand the impact of educational events on Alaska Native culture.

Outcomes:

6.1 Investigate an aspect of school policy and its impact on Alaska Native education.

6.2 Explain the social structure of residential schools and show how it has shaped the views of graduates/attendees regarding public schooling and Western education.

6.3 Evaluate the roles of teachers and parents, as well as the relationship between schools and communities.

7.0 Current Issues

Goal: Understand the relationship between current issues and their impact on the education of Alaska Native students.

Outcomes:

7.1 Assess the relationship between current issues in Alaska Native society and education.

7.2 Reflect on learning and relate to personal beliefs.

8.0 Technology Integration.

Goal: Integrate technology in meaningful learning experiences.

Outcomes:

8.1 Use email and electronic discussion boards to exchange information and respond to other students' postings.

8.2 Identify and analyze resources found on the internet.

8.3 Use technology tools to support their learning.

8.4 Create and publish their work electronically.

8.5 Demonstrate awareness of the National Educational Technology Standards for Teachers (NETS-T).

V. Guidelines for Evaluation

Candidates will be evaluated based on a selection of the following:

A. Written analysis of and reflections on readings.
B. In-class activities, including discussions and cooperative group work.
C. Written examinations.

D. Individual research paper.
E. Curriculum projects.

Separate scoring rubrics and guidelines will be provided for each work product.

VI. Course Level Justification

Course entails extensive use of analytical skills in achieving the student outcomes. It is assumed that the student has completed general education course work and has the ability to analyze, synthesize, compare and contrast, and research complex issues.

VII. Outline

1.0 Overview of the History of Native Education in Alaska
- 1.1 Key historical events and issues
- 1.2 Key education themes
- 1.3 Federal Indian Law
- 1.4 Railroad development and Tanana Chiefs Conference
- 1.5 Major Acts
  - 1.5.1 Indian Reorganization Act
  - 1.5.2 Citizenship Act
  - 1.5.3 Indian Self-Determination Act
  - 1.5.4 Molly Hootch
- 1.6 Typology of teachers

2.0 Overview of Alaska Native Peoples and their History
- 2.1 Key themes
- 2.2 Exploration period
- 2.3 Early American occupation
- 2.4 Economic development
- 2.5 Land ownership
- 2.6 New Deal bounty
- 2.7 World War II and Cold War

3.0 Traditional Educational Practices
- 3.1 Myths and realities
- 3.2 Roles and purposes
- 3.3 Cycle of living
- 3.4 Systems and structures
  - 3.4.1 Gender specific
  - 3.4.2 Apprenticeships
  - 3.4.3 Stories, oral histories, traditions
  - 3.4.4 Worldview and perspectives
  - 3.4.5 Adaptation to the environment
- 3.5 Fragmented windows
  - 3.5.1 Anthropologists
  - 3.5.2 Explorers
  - 3.5.3 Missionaries
  - 3.5.4 Educators

3.5.5 Pioneer culture

4.0 Historical Influences on Alaska Native Education
- 4.1 Russian Influence
  - 4.1.1 Orthodox religious beliefs
  - 4.1.2 Application of beliefs to Alaska Natives
    - 4.1.2.1 Missionaries
    - 4.1.2.2 Language policy
    - 4.1.2.3 First schools
- 4.2 United States missionaries
  - 4.2.1 Social Darwinism
  - 4.2.2 Orthodox, Protestant, and Catholic influence
    - 4.2.2.1 Hall Young
    - 4.2.2.2 Sheldon Jackson
    - 4.2.2.3 New York City division of territory
      - 4.2.2.3.1 Geography of Alaska
      - 4.2.2.3.2 Missionary areas

5.0 Federal Indian Policy
- 5.1 Laws of discovery
- 5.2 Commerce clause
- 5.3 Court decisions
- 5.4 Assimilation and eradication
- 5.5 Indian Self Determination Act
- 5.6 Alaska Native Claims Act

6.0 Key Educational Events of the Twentieth Century
- 6.1 Territorial and state government policies
- 6.2 Contract schools
- 6.3 Bureau of Indian Affairs
- 6.4 Residential boarding schools
- 6.5 Language and culture policies
- 6.6 Mt. Edgecumbe
- 6.7 Rural Education Attendance Areas (REAA)
- 6.8 Molly Hootch

7.0 Current Issues
- 7.1 Rural schools research
- 7.2 Alaska native educators
- 7.3 School boards and non-native administration
- 7.4 Curriculum and Alaska Natives
- 7.5 Higher education and Alaska Natives
- 7.6 Impact of technology on education, geography, and school culture
- 7.7 Challenges/solutions

8.0 Technology Integration
- 8.1 Telecommunication skills
  - 8.1.1 Using email, blackboard, web browsers

8.1.2 Locating and evaluating information on the internet

VIII. Suggested Texts

Alaska Native Curriculum and Teacher Development web site available at http://www.alaskaool.org

Haycox, S. (2002). *Alaska: An American colony.* Seattle, WA: University of Washington Press.

IX. Bibliography

Alaska Federation of Natives. (1989). *The AFN report on the status of Alaska Natives: A call for action*. Anchorage, AK: Author.

Armstrong, T., Roger, G., & Rowley, G. (1978). *The Circumpolar North.* London, Great Britain: Hethuen.

Arnold, R. (1978). *Alaska Native Land Claims.* Anchorage, AK: Alaska Native Foundation.

Berger, T. (1991). *A long and terrible shadow: White values, native rights in the Americas, 1492- 1992.* Seattle, WA: University of Washington Press.

Berkhofer, R. (1978). *The white man's Indian.* New York: Vintage Books.

Case, D. (1984). *Alaska Natives and Alaska laws.* Fairbanks, AK: University of Alaska Press.

Deloria, J. (1971). *Of utmost good faith.* New York: Bantam Books.

Goldschmidt, W.R. & Hass, T.H. (1998). *Haa Aani our land: Tlinglit and Haida land rights and use*. Seattle, Washington: University of Washington.

Grabe, M., & Grabe, C. (2004). *Integrating technology for meaningful learning* (4th ed.). Boston: Houghton Mifflin.

Harper-Haines, J. (2000). *Cold river spirits: The legacy of an Athabascan-Irish family from Alaska's Yukon River*. Kenmore, WA: Epicenter Press.

International Society for Technology in Education. (2002). *National educational technology standards for teachers: Preparing teachers to use technology.* Eugene, OR: Author.

Kaplan, L. (1989). *Inupiaq and the schools.* Juneau, AK: Alaska Department of Education.

Kelly, L. (1983). *The assault on assimilation.* Albuquerque, NM: University of New Mexico Press.

Langdon, S. (1987). *The native people of Alaska.* Anchorage, AK: Greatland Graphics.

Mattiessen, P. (1992). *Indian country*. New York: Penguin.

McDowell Group. (2001). *Alaska Native education study: A statewide study of Alaska Native values and opinions regarding education in Alaska*. Juneau, AK: Author.

Morehouse, T. (1988). *The Alaska Native Claims Settlement Act, 1991 and tribal government*. Anchorage, AK: ISER.

Ray, C. (1959). *A program of education for Alaska Natives*. Fairbanks, AK: University of Alaska Press.

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

1a. School or College	1b. Division	1c. Department
EA COE	n/a	EDTL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
EDFN	A424	n/a	6	(6+0)

6. Complete Course/Program Title
Foundations of Modern Educational Practice
Foundations Modern Education
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☐ Change
(mark appropriate boxes)
☒ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
Master of Arts in Teaching

14. Coordinate with Affected Units: College of Arts and Sciences; Community and Technical College
Department, School, or College
_____ Initiator Signature Date

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

16. Course Description
Examines significant educational movements, theories, and research in the areas of educational psychology, philosophy, and history in order to develop a framenwork for professional educational practice. Focuses on the teacher's role and responsibilities in student achievement, the creation of effective strategies for continued professional development, school and program governance, and recognition of the conditions necessary to gain parental and public support for education.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
n/a	n/a	n/a

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Course is being replaced with three, 2-credit courses (EDFN A601, EDFN A602, and EDFN A603).

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

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

1a. School or College	1b. Division	1c. Department
CHSW	AHUM	Human Services

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

6. Complete Course/Program Title
Bachelor of Human Services

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Admission Policy

☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Corequisites ☐ Registration Restrictions

9. Repeat Status Limit Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2005 To: /

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

13. Coordinate with Affected Units: PWSCC, Mat-Su, Kodiak, Kenai, Homer
Department, School, or College
Initiator Signature Date

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

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

16. Course Description
Add catalog copy to say
"See Human Services Website http://www.hums.uaa.alaska.edu or Human Services Student Handbook for Bachelor of Human Services Admission process."

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
N/A	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	N/A

18. ☐ Mark if course has fees N/A

19. Justification for Action
N/A

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Disabilities Emphasis

Complete 6 credits from the following: 6

ASL A101	Elementary Sign Language I (3)
ASL A102	Elementary Sign Language II (3)
ASL A201	Intermediate Sign Language I (3)
PSY A445	Strategies of Behavior Change (3)
PSY A455	Best Practices-Mental Health (3)

Diversity Issues Emphasis

Complete 6 credit from the following: 6

AKNS A101	Alaska Native Languages I (4)
AKNS A102	Alaska Native languages II (4)
AKNS A109	Alaska Native Language Orthography (4)
AKNS A201	Native Perspectives (3)
AKNS A492	Seminar: Cultural Knowledge of Native Elders (3)
ANTH A270	Cross-Cultural Perspectives on Women (3)
HUMS A350	Men and Masculinity (3)
HUMS A416	Substance Abuse and the Older Adult (3)
WS A200	Introduction to Women's Studies (3)

3. Choose 12 credits of electives. Consultation with faculty advisor recommended. 12
4. A total of 60 credits is required for the degree.

Bachelor of Human Services

Admission Requirements

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, "Academic Standards and Regulations." Students must complete an Associate of Applied Science, Human Services degree from an accredited institution recognized by UAA. See Human Services Website http://www.hums.uaa.alaska.edu or Human Services Student Handbook for Bachelor of Human Services Admission process.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. Major Requirements

1. Complete the following Bachelor of Human Services core requirements:*

HUMS A321	Diversity Issues in Human Services Practice	3
HUMS A322	Service Coordination in Human Services Practice	3
HUMS A333	Alternative Dispute Resolution	3
HUMS A412	Ethical Issues in Human Services Practice	3
HUMS A414	Rural Treatment Strategies for Human Service Professionals	3
HUMS A417	Substance Abuse Counseling for Human Service Professionals	3
HUMS A424	Advanced Counseling for Human Service Professionals	3
HUMS A434	Group Facilitation for Human Service Professionals	3
HUMS A461	Crisis Intervention	3
	HUMS A495A Human Services Practicum III	3
HUMS A495B	Human Services Practicum IV	3

** Note: Cannot be used in emphasis areas.*

2. Complete an additional 6 credits (to total 12 credits) from the AAS Major Requirements Emphasis Areas.

***Note: Each Human Service degree (Associate of Applied Science and Bachelor of Human Services) requires a 6 credit emphasis area. BHS students may complete 6 credits from a different emphasis area or an additional 6 credits from the emphasis area used for the AAS.*

3. A total of 120 credits is required for the degree, of which 42 credits must be upper-division.

Minor, Addiction Studies

The Addiction Studies Minor, coordinated by the Human Services Department, provides students with the opportunity to gain knowledge about the process and effects of addictive behaviors, and their treatment. By providing students with contemporary information, and an opportunity to select from an array of courses that meet their professional interests and goals, the minor prepares students for entry-level positions in treatment programs, substance abuse agencies, or for graduate study in this or related areas. The minor also enhances the capabilities of students in human service fields, such as human services, social work, nursing, justice, and psychology, to acquire knowledge about substance abuse, a major factor in many human dilemmas. Course work may also apply toward certification from the State of Alaska as a substance abuse counselor. Please note that additional course work and practicum hours may be required for this certification.

The Addiction Studies minor requires a total of 18 credits, of which a minimum of nine must be upper-division.

1. Complete 6 credits from the following courses: 6

HS A350 Drugs and Drug-Taking Behavior (3)	
HUMS A122	Substance Abuse as a Contemporary Problem (3)
HUMS A226	Intervention Continuum in Substance Abuse Counseling (3)

2. Complete 12 credits from the following: 12

HS A381	Substance Abuse Treatment (3)
HS A480	Contemporary Issues in Addiction Studies (1-3)
HUMS A123	Public Education and Prevention in Substance Abuse (3)
HUMS A124	Introduction to Physiology and Pharmacology of Substance Abuse (3)
HUMS A416	Substance Abuse and the Older Adult (3)
HUMS A417	Substance Abuse Counseling for Human Services Professionals (3)
JUST A110	Introduction to Justice (3)
NS A428	Nursing the Chemically Dependent Client (3)
SWK A471	Addictions and Social Work (3)

3. A total of 18 credits is required for the minor.

FACULTY

Sandra Boland, Assistant Professor, AFSDB1@uaa.alaska.edu
Laura Kelley, Professor, AFLWK@uaa.alaska.edu
Timothy Lower, Associate Professor
Cheryl Mann, Professor, mann@uaa.alaska.edu
Ira Rosnel, Term Assistant Professor, AFIR@uaa.alaska.edu

JUSTICE

http://justice.uaa.alaska.edu
Social Sciences Building (SSB), Room 306, (907) 786-1810

The Justice Center has statewide responsibility for higher education and research related to the areas of crime, law, and the administration of justice. The Center offers a baccalaureate degree program for students interested in the justice area. In addition, a Paralegal Studies Certificate is provided for qualified students who wish to pursue a paralegal career.

Justice faculty have professional research and service obligations beyond classroom teaching. The Center is an organized research unit which, at its own initiative or in response to requests from outside the university,

Curriculum Coordination Form

Notification Date: 3/1/06

Initiating unit: Human Services Department

Affected unit(s): PWSSCC, Matsu, Kodiak, Kenai, Homer

Course Prefix and Number: N/A Previous Prefix and Number: N/A

Complete Course/Program Title: Bachlor of Human Services

Previous Course/Program Title: N/A

Description of Action: Add catalog copy to say "See Human Services Website http://www.hums.uaa.alaska.edu or Human Services Student Handbook for Bachelor of Human Servces Admission process."

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

To: Faculty of The College of Health and Social Welfare

From: Laura Kelley, Professor, Human Services Lkelley101@aol.com

Notice of Catalog Copy Addition Proposal:
The Department of Human Services is initiating addition to the catalog copy to say

"See Human Services Website http://wwww.hums.uaa.alaska.edu or Human Services Student Handbook for Bachelor of Human Services."

Questions and comments to be addressed to Laura Kelley (Lkelley101@aol.com), Human Service BMH Room 106.

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

1a. School or College	1b. Division	1c. Department
HW CHSW	AHUM	Human Services

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
HUMS	A295A	N/A	3	(1+9)

6. Complete Course/Program Title
Human Services Practicum I

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

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

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/06 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: Social Work, Kenai, Kodiak Mat-Su and Homer
Department, School, or College

Initiator Signature Date

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

16. Course Description
Being placed in a community Human Services agency will allow students to examine agency structure and functioning, professional relationships, and interagency networks to apply their knowledge of entry level helping skills with agency clientele while participating in a weekly class seminar to facilitate the integration of human service knowledge and theory with practical field application.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
HUMS A101, A223, GER Oral Comm., English A111	N/A	N/A

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☒ Major ☐ Class ☐ Level	N/A

18. ☒ Mark if course has fees

19. Justification for Action
Action recommended by the Counsel for Standards in Human Service Education (CSHSE) accreditation site team. This action is also to assist students with the proper developmental sequencing of courses.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
HUMAN SERVICES DEPARTMENT
Associate of Applied Science

I Date of Initiation: March 12, 2004

II Course Information

College of Health and Social Services
Course Subject/Number: HUMS A295A **Credit and Contact Hours**: 3.0
Course Title: Practicum I
Grading Base: A-F
Course Description: Being placed in a community Human Services agency will allow students to examine agency structure and functioning, professional relationships, and interagency networks to apply their knowledge of entry seminar to facilitate the integration of human service knowledge and theory with practical field application.
Prerequisites: HUMS A101, HUMS A223, GER Oral Communication
Course Fees: No

III Instructional Goals and Student Outcomes

Instructional Goals

- To provide students with an opportunity to apply the knowledge and skills gained in the classroom to actual service delivery.
- To assist the students with an understanding of social service agency structures.
- To increase the student's knowledge of service delivery processes.
- To engage the student in meaningful client interaction
- To provide the student with an understanding of appropriate client documentation.
- To increase the student's knowledge of reporting laws and requirements.
- To increase the student's appreciation of diversity and develop cultural competence.
- To assist the student in exploring the array of career options available in the field

Student Outcomes
Upon completion of this course the student will be able to:

- Understand organizational structure and administrative functioning of the agency in which he/she is placed.
- Understand relationships between:
  - Agency staff and clients.
  - Agency staff members.
  - Host agency and other community service agencies.
- Function within agency policies and procedures.
  - Increase their awareness of Human Services resources available in the community, how to find them, and how to use them.

- Examine specific Human Services problem areas served by his/her agency or target population served, and identify gaps in service.
- Examine his/her own beliefs, attitudes and personal needs as those relate to Human Services work and will have had the opportunity to test those beliefs, values, and attitudes in interaction with other students, agency staff, and clients.
- Engage in meaningful interactions with clients to demonstrate:
  Observation and active listening skills
    - Interviewing skills
    - Information gathering and assessment of strengths and problems
    - Beginning intervention planning and service provision

IV. Guidelines for Evaluation

- This course will be graded A to F using a range of evaluative methods for adult learners, including written papers or projects, class participation, presentations, and outside agency evaluations by the placement agency.

V. Course Level Justification

- This is an entry-level course that requires basic communication skills and the completion of Humans Services A101 and A223. It is a required class for the A.A.S degree.

VI. Topical Course Outline

- Safety
  - General Rules
  - Building Evaluation Procedures

- Placement Negotiations
  - Introduction to agency structure and jargon
  - Explore the roles of human service workers
  - Select learning goals for practicum placement

- Documentation
  - Confidentiality/Release of Information
  - How to document client progress

- Service Delivery
  - Intake/screening (Observation and listening skills)
  - Problem Solving (Interviewing skills)
  - Assessment tools and their uses
  - Assessing client strengths/challenges
  - Appropriate treatment planning
  - Community Resources

- Ethical issues

- Diversity
  - Cultural competence in working with diverse populations
  - Communication style differences
  - Learning the values system of your target population

- Reporting Laws and Regulations
  - Child abuse/neglect
  - Mental injury/emotional maltreatment
  - Abuse indicators
  - Protection of vulnerable adults

- Career Opportunities
  - Establish references from practicum agencies
  - Articulate placement activities to resume language
  - Job search options (websites/hotlines/informational interviews)

VII. Suggested Texts

Required texts N/A

VIII. Bibliography

Chamberlin, J. (1997). A Working Definition of Empowerment. Psychiatric Rehabilitation Journal, 20(4), 43-46.

Chinman, M., Allende, M., Weingarten, R., Steiner, J., Twokowski, S., and Davidson, L. (1999). On the road to collaborative treatment planning: Consumer and provider perspectives. Journal of Behavioral Health Services and Research, 26, 211-218.

Conger, J., and Kanungo, R. (1988). The empowerment process: Integrating theory and practice. Academy of Management Review, 13, 471-482.

Corey, G., Corey, M., and Callanan, P. (2003). Issues and Ethics in the Helping Professions. (6th ed). Belmont, CA: Brooks and Cole.

Coward, R., Bull, C., Kukulka, G., and Galliher, J. (1994). Health Services for Rural

Elders. New York: Springer.

De Jong, P., and Berg, I, (1998). Interviewing for Solutions. Pacific Grove, CA: Brooks and Cole.

De Jong, P., and Miller, S. (1995). How to Interview for Client's Strengths. Social Work, 40, 729-736.

Egan, G. (2002). The Skilled Helper. A Problem-Management Approach to Helping. (7th ed). (pp.82-85). Pacific Grove, CA: Brooks and Cole.

Hasenfeld, Y., and Chesler, M. (1989). Client empowerment in the human services. Journal of Applied Behavioral Sciences, 25, 499-521.

Rapp, R., Kelliher, C., Fisher, J., Wagner, J. and Hall, F. (1994) Strengths-based case management: A role in addressing denial in substance abuse. Journal of Case Management, 3, 139-144.

Rapp, R., Siegal, H., Fisher, J., Wagner, J., Kelliher, C., and Bechtolt, J. (1993). A "strengths-based" approach to enhance treatment compliance. Addiction and Recovery, 13(6), 22-25.

Reamer, F. (1990). Ethical Dilemmas in Social Service. New York: Columbia University Press.

Reismann, F. (1990). Restructuring help: A human services paradigm for the 1990's. American Journal of Community Psychology, 18, 221-230.

Siegal, H., and Rapp, R. (1996). Case Management and Substance Abuse Treatment. New York: Springer.

Curriculum Coordination Form

Notification Date: 3-1-2006

Initiating unit: Human Services Department

Affected unit(s): Social Work, Public Administration, Mat Su, Kenai, Kodiak, Homer.

Course Prefix and Number: HUMS A295A Previous Prefix and Number: N/A

Complete Course/Program Title:Human Services Practicum I

Previous Course/Program Title: N/A

Description of Action: Change Course Prerequisitite to HUMS A101, HUMS A223, GER Oral Comm, English A111

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

To: Faculty of The College of Health and Social Welfare

From: Sandra Boland, Assistant Professor, Human Services afsdb1@uaa.alaska.edu

Ira Rosnel, Term Professor, Human Services afir@uaa.alaska.edu

Notice of Course Prerequisite Change Proposals:
The Department of Human Services is initiating changes to the prerequisites for

1. HUMS A333. Prerequisites required, HUMS A223, HUMS A224, and HUMS A324.

2. HUMS A295A. Prerequisites required, HUMS A101, HUMS 223 GER Oral Comm., English A111

3. HUMS A295B. Prerequisites required, HUMS A295A, and English A211 or concurrent

Questions and comments to be addressed to Sandra Boland (afsdb1@uaa.alaska.edu) or Ira Rosnel (afir@uaa.alaska.edu) Human Services BMH, Room 106.

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

1a. School or College	1b. Division	1c. Department
HW CHSW	AHUM	Human Services

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
HUMS	A295B	N/A	3	(1+9)

6. Complete Course/Program Title
Human Services Practicum II

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

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

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/06 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: Social Work, Kenai, Kodiak, Mat-Su, and Homer
Department, School, or College

Initiator Signature Date

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

16. Course Description
Emphasizing increasing responsibilities for providing direct client services, students will build on HUMS 295A knowledge to assess problems and plan interventions within the placement agency, while participating in a weekly class seminar structured to facilitate the integration of human service knowledge and theory with practical field application.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
HUMS A295A, English A211 or English A211 Concurrent	N/A	

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

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

18. ☒ Mark if course has fees

19. Justification for Action
Action recommended by the Counsel for Standards in Human Service Education (CSHSE) accreditation site team. This action is also to assist students with the proper developmental sequencing of courses.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

University of Alaska Anchorage
College of Health and Social Welfare
COURSE CONTENT GUIDE

I. Date of Initiation: Spring 2006

II. Course Information

College of Health and Social Welfare
Course Subject/Number: HUMS A295B
Credits and Contact Hours: 3.0 credits, 3+0 Contact Hours
Course Title: Practicum II
Grading Base: A-F
Course Description: Emphasizing increasing responsibilities for providing direct client services, students will build on HUMS 295A knowledge to assess problems and plan interventions within the placement agency, while participating in a weekly class seminar structured to facilitate the integration of human service knowledge and theory with practical field application.
Prerequisites: HUMS A295A, Practicum I and recommendation from the assigned Human Service faculty advisor.

III. Instructional Goals and Student Outcomes

Instructional Goals

- To provide the student with an opportunity to apply the knowledge and skills gained in the classroom to actual service delivery.
- To assist students in assessing previous learning outcomes and identifying areas for growth.
- To enhance the student's knowledge of service delivery methods.
- To engage the student's ability to asses client strengths/challenges.
- To enhance the student's knowledge of professional boundaries and reinforce ethical standards.
- To increase the student's appreciation of diversity and develop cultural competence.
- To assist the student in exploring the array of career options available in the field.

Student Outcomes
Upon completion of this course the student will be able to:

- Understand the multiple roles of human service workers i.e. teacher, broker, counselor, advocate as they relate to service provision.
- Function within agency policies and procedures.

- Understand the ethical standards of the field.
- Engage in meaningful interactions with clients to demonstrate competence in:
  - Interviewing skills
  - Assessing of client strengths/challenges
  - Planning appropriate treatment/interventions
  - Maintaining professional boundaries

IV. Guidelines for Evaluation

- This course will be graded A to F using a range of evaluative methods for adult learners, including written papers or projects, class participation, presentations, and outside evaluations by the placement agency.

V. Course Level of Justification

- This is a continuation of Practicum I with increased field placement responsibilities in the areas of interviewing clients, documentation, ethical considerations, and case management functions.

VI. Topical Course Outline

- Safety
  - General Rules
  - Building Evacuation Procedures

- Placement Negotiations
  - Highlight learning outcomes from practicum I
  - Explore desired skill area for growth/development
  - Select learning goals for term placement

- Service Delivery
  - Intake/screening (Developing rapport/establishing trust)
  - Problem solving
  - Sample of self discovery assessment tool
  - Assessing client strengths/challenges (Skills analysis)
  - Treatment planning (Intervention skills)
  - Community networks
  - Ethical issues

- Diversity
  - Cultural competence in working with diverse populations
  - Communication style differences

    - Learning the values system of your target population

- Communication
    - Motivational value system and biases
    - Valued relating style
    - Professional boundaries
    - Conflict management

- Career Opportunities
    - Establishing references from practicum agencies
    - Articulate placement activities to resume language
    - Job search options (website/hotlines)
    - Continuing education

VII Suggested Texts

- Required texts N/A

VIII. Bibliography

Chamberlin, J. (1997). A Working Definition of Empowerment. Psychiatric Rehabilitation Journal, 20(4), 43-46.

Chinman, M., Allende, M., Weingarten, R., Steiner, J., Twokowski, S., and Davidson, L. (1999). On the road to collaborative treatment planning: Consumer and provider perspectives. Journal of Behavioral Health Services and Research, 26, 211-218.

Conger, J., and Kanungo, R. (1988). The empowerment process: Integrating theory and practice. Academy of Management Review, 13, 471-482.

Corey, G., Corey, M., and Callanan, P. (2003). Issues and Ethics in the Helping Professions. (6th ed). Belmont, CA: Brooks and Cole.

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Rapp, R., Siegal, H., Fisher, J., Wagner, J., Kelliher, C., and Bechtolt, J. (1993). A "strengths-based" approach to enhance treatment compliance. Addiction and Recovery, 13(6), 22-25.

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Staples, L. (1990). Powerful ideas about empowerment. Administration in Social Work, 14, 29-42.

Sullivan, W., and Fisher, B. (1994). Intervening for success: Strengths-based Case Management and Successful Aging. Journal of Gerontological Social Work, 22, 61-74.

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Trivette, C., Dunst, C., and Hamby, D. (1996). Characteristics and consequences of help giving practices in contracting human services programs. American Journal of Community Psychology, 24, 273-293.

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Wilson, S. (1996). Consumer empowerment in the mental health field. Canadian Journal of Community Mental Health, 15(2), 69-85.

Yarmo, D. (1998). Research directions for case management. Journal of Case Management, 7, 84-91.

Curriculum Coordination Form

Notification Date: 3-1-2006

Initiating unit: Human Services Department

Affected unit(s): Social Work, Public Administration, Mat Su, Kenai, Kodiak, Homer.

Course Prefix and Number: HUMS A295B Previous Prefix and Number: N/A

Complete Course/Program Title:Human Services Practicum II

Previous Course/Program Title: N/A

Description of Action: Change Course Prerequisitite to HUMS A295A, English A211 or English A211 Concurrent

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Curriculum Coordination Form

Notification Date: 3-1-2006

Initiating unit: Human Services Department

Affected unit(s): Social Work, Mat Su, Kenai, Kodiak, Homer.

Course Prefix and Number: HUMS A295B Previous Prefix and Number: N/A

Complete Course/Program Title:Human Services Practicum II

Previous Course/Program Title: N/A

Description of Action: Change Course Prerequisitite to HUMS A295A, English A211 or English 211 Concurrent

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

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

1a. School or College	1b. Division	1c. Department
HW CHSW	AHUM	Human Services

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
HUMS	A321	N/A	3	(3+0)

6. Complete Course/Program Title
Diversity Issues in Human Service Practice

Diversity Issues in HS Practice

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

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

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

12. ☐ Cross Listed with N/A

☐ Stacked with N/A

Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: Mat Su, Kodiak, Kenai, Homer, Social Work
Department, School, or College

Initiator Signature Date

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

16. Course Description
Using a framework of self-awareness, this course will focus on the range of human diversity and the historical and current responses to it. It will help students incorporate the relevant needs of diverse groups in their professional practice.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
HUMS A101, HUMS A223, and HUMS A295A		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Addition of HUMS A295A (practicum I) as a prerequisite insures that students will have been exposed to the professional role of the human services worker and will, therefore, facilitate greater comprehension and application of the material discussed in the course.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
HUMAN SERVICES DEPARTMENT
Bachelor of Human Services

I. Date of Initiation: April 3, 2006

II. Course Information
College of Health and Social Welfare
Course Number: HUMS A321
Credits and Contact Hours: 3.0 Credits (3+0)
Course Title: Diversity in Human Services Practice
Grading Basis: A to F
Course Description: Using a framework of self-awareness, this course will focus on the range of human diversity and the historical and current responses to it. It will help students incorporate the relevant needs of diverse groups in their professional practice.
Prerequisites: HUMS A101, HUMS 223, and HUMS 295A
Course Fee:

III. Instructional Goals and Student Outcomes

Instructional Goals

- To provide students with an understanding of the general issues related to a range of human diversity issues in human services practice.
- To facilitate greater student awareness of cultural competence.
- To help students examine their own biases and attitudes related to multicultural work with clients.
- To increase knowledge about racism and prejudice and how they impact services delivery.
- To provide students with more effective cross-cultural communication skills.
- To provide students with the knowledge and skills to be able to identify and effectively use appropriate interventions with diverse clients.
- To provide students with a foundational knowledge about working with specific populations.
- To explore the effects of culture and diversity on client functioning in various life domains.

Student Outcomes
Upon completion of this course, the student will be able to:

- Discern the general issues related to a range of human diversity isssues in human services practice.
- Construct an understanding of cultural competence.
- Detect the role their own biases and attitudes play in relation to multicultural work with clients.
- Analyze ways in which racism and prejudice impact service delivery.
- Practice effective cross-cultural communication skills.

- Identify and effectively discriminate among appropriate interventions with diverse clients.
- Demonstrate a foundational knowledge about working with specific populations.
- Analyze the effects of culture and diversity on client functioning in various life domains.

IV. Guidelines for Evaluation

a) Two non-cumulative examinations	50%
b) research-based project	25%
c) assignments	25%

V. Course Level Justification

While this course provides a survey of various aspects of human diversity, the context through which material is delivered requires that students have had exposure to previous human services coursework. It requires this in that much of the in-class discussion, lecture material, and student assignments is presented by means of concepts, examples, and situations that are first presented in 100- and 200-level courses in Human Services. Furthermore, students enrolled in the course should have had some practical exposure to human service work as normally occurs during HUMS A295A.

VI. Topical Course Outline

1.0 Cultural Competence
- 1.1 Attitudes
- 1.2 Values
- 1.3 Communication
- 1.4 Interaction

2.0 Understanding Racism and Prejudice
- 2.1 Historical perspectives
- 2.2 Current responses
- 2.3 Power and oppression
- 2.4 Effects of racism on society
- 2.5 White privilege
- 2.6 Class

3.0 Understanding Culture and Cultural Differences
- 3.1 Consequences of exclusion
- 3.2 Strategies for inclusion

4.0 Ethnic Children, Parenting, and Families
- 4.1 Historical patterns in Alaska
- 4.2 Role of social systems
- 4.3 Bi-cultural families
- 4.4 Immigration and acculturation

5.0 Mental Health Issues
- 5.1 Gender, ethnic, or culturally biased testing instruments

5.2 Under-/over-representation as clients in treatment centers
5.3 Underrepresentation as providers of treatment services

6.0 Bias in Service Delivery
6.1 Access to services
6.2 Lack of culturally relevant services
6.3 Limited knowledge of appropriate interventions

7.0 Critical Issues in Working with Culturally Different Clients
7.1 Awareness of self
7.2 Exploration of own biases
7.3 Counseling approaches
7.4 Role of spirituality

8.0 Working with Specific Enthnically Diverse Populations
8.1 Alaska Native/Native Americans
8.2 Hispanic/Latinos
8.3 African Americans
8.4 Asian/Pacific Islander
8.5 White and white ethnic

9.0 Understanding other Diversity Issues
9.1 Ageism
9.2 Sexism
9.3 Ability status
9.4 sexuality

VII. Suggested Texts

Diller, J. (2004). *Cultural diversity; A Primer for the human services.* Belmont, MA: Wadsworth Press.

Green, J. W. (2001). *Cultural awareness in human services: A multi-ethnic approach* (3rd ed.). New York: Allyn & Bacon.

Richards, P.S., & Bergin, A.E. (Eds.). (2000). *Handbook of psychotherapy and religious diversity*. Washington, DC: American Psychological Association.

VIII. Bibliography

Alexander, C., & Sussman, L. (1995). Creative approaches to multicultural counseling. In J. Ponterotto, J. Casas, L. Suzuki, & C. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 375-384). Thousand Oaks, CA: Sage.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders—text revision* (4th ed.). Washington, DC: Author.

Applewhite, S. (1995). Curanderismo; Demystifying the health beliefs and practices of elderly Mexican Americans. *Health and Social Work, 20*, 247-253.

Berryhill-Paapke, E., & Johnson, M. (1995). Comparison of the values of Alaska Native and non-Native alcoholics and counselors. *The International Journal of the Addictions, 30,* 481-488.

Britton, D., (1990). Homophobia and homosociality: An analysis of boundary maintenance. *Sociological Quarterly, 31,* 423-439.

Browne, C. (1998). *Women, feminism, and aging*. New York: Springer.

Burlingame, V. (1999). Ethnogerocounseling: Counseling ethnic elders and their families. New York: Springer.

Carlin, D. (1989). Take a stand, or several: On not being judgmental. *Commonwealth, 116,* 457-459.

Curriculum Coordination Form

Notification Date: 3/01/06

Initiating unit: HUMAN SERVICE DEPARTMENT

Affected unit(s): MATSU, KENAI, KODIAK, HOMER, SOCIAL WORK

Course Prefix and Number: HUMS A321 Previous Prefix and Number: N/A

Complete Course/Program Title:Diversity Human Service Practice

Previous Course/Program Title: N/A

Description of Action: adding : HUMS 101, HUMS 223, and HUMS 295A

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

To: Faculty of The College of Health and Social Welfare

From: Tim Lower, Assistant Professor Human Services aftal@aol.com

Notice of Course Prerequisite Change Proposals:
The Department of Human Services is initiating changes to the prerequisites for

1. HUMS A321. Prerequisites required, HUMS A101, HUMS A223, and HUMS A295A

2. HUMS A322 Prerequisites required, HUMS A101, HUMS A223, and HUMS A295A

Questions and comments to be addressed **Tim Lower aftal@aol.com,** 786-6442. Human Services BMH, Room 106.

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

1a. School or College	1b. Division	1c. Department
HW CHSW	AHUM	Human Services

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
HUMS	A322	N/A	3	(3+0)

6. Complete Course/Program Title
Service Coordination in Human Services Practice

Abbreviated Title for Transcript (30 character)
Service Coordination in HS Practice

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)
☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

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

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: fall/2006 To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units: Matsu, Kenai, Kodiak, Homer, Social Work
Department, School, or College

Initiator Signature Date

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

16. Course Description
Introduction to the fundamentals of service coordination across disciplines. Using an empowerment and strengths based framework, course focuses on the functions of service delivery, including assessment, planning, and implementation, utilizing the concepts of collaboration, ethics, and diversity.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
HUMS A101, HUMS A223, and HUMS A295A		

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	

18. ☐ Mark if course has fees

19. Justification for Action
Addition of HUMS A295A (practicum I) as a prerequisite insures that students will have been exposed to the professional role of the human services worker and will, therefore, facilitate greater comprehension and application of the material discussed in the course.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
HUMAN SERVICES DEPARTMENT
Bachelor of Human Services

I. Date of Initiation: April 3, 2006

II. Course Information

College of Health and Social Welfare
Course Number: HUMS A322
Credits and Contact Hours: 3.0 Credits (3+0)
Course Title: Service Coordination in Human Serv. Pract.
Grading Basis: A to F
Course Description: Introduction to the fundamentals of service coordination across disciplines. Using an empowerment and strengths based framework, course focuses on the functions of service delivery, including assessment, planning, and implementation, utilizing the concepts of collaboration, ethics, and diversity
Prerequisites: HUMS A101, HUMS A223, and HUMS A295A
Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals

- To provide students with a diagram of the general issues related to service coordination across disciplines.
- To allow students to examine these issues within a framework that considers such issues as client strengths and empowerment.
- To provide students with an understanding of the definitions and responsibilities in service coordination.
- To help students examine their own biases and attitudes related to service delivery.
- To increase students' cross-cultural competence.
- To provide students with more effective communication skills.
- To provide students with a foundational knowledge to do service planning.
- To prepare students to be able to monitor client services and coordinate them with provider agencies.

Student Outcomes

Upon completion of this course, the student will be able to:

- Diagram the general issues related to service coordination in human services practice.
- Analyze these issues from an empowerment and strengths based perspective.
- Construct the definitions and responsibilities of service coordination.
- Examine their own biases and attitudes related to service delivery.
- Demonstrate their cross-cultural competence.
- Transform their communication skills.
- Select and effectively use appropriate screening/assessment instruments.

- Diagram the foundations of service planning
- Monitor client services and coordinate them with provider agencies..

IV. Guidelines for Evaluation

a) Two non-cumulative examinations	50%
b) research-based project	25%
c) assignments	25%

V. Course Level Justification

The concepts, theories, and practices discussed in this course build upon those concept first presented and learned in 100- and 200-level courses in Human Services. Furthermore, and given that this course explicitly applies learning to human service agencies, students enrolled in the course should have had some practical exposure to human service work as normally occurs during HUMS A295A. Finally, and as expressed in the student learning objectives, the course requires taxonomically higher levels of thought processes than those associated with lower-level undergraduate courses.

VI. Topical Course Outline

1. Foundations for Best Practice
    - Introduction to service coordination
    - Historical perspectives
    - Definitions and responsibilities
    - Models of case management
2. Professional Issues
    - Examining attitudes and perceptions
    - Maintaining objectivity in service coordination
    - Clarifying who owns the problem
3. Diversity
    - Cultural competence in working with a range of people
4. Effective Communication
    - Identifying appropriate responses
    - Active listening
    - Asking questions effectively
    - Bringing up difficult issues
    - Acknowledging and reducing anger
5. Client Assessment
    - Documentation of client information
    - Interviewing
    - Selecting appropriate screening instruments
    - Confidentiality and information gathering/sharing
6. Service Planning
    - Preparing for a service planning meeting

- Developing a service plan with a client
- Making referrals
- Documentation of goals and plan

7. Monitoring services
    - Monitoring the services or treatment
    - Coordination with provider agency
    - Terminating the case

VII. Suggested Texts

Summers, N. (2001). *Fundamentals of case management practice.* Pacific Grove, CA: Brooks/Cole.

VIII. Bibliography

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders—text revision* (4th ed.).Washington, DC: Author.

Applewhite, R., Wong, P., & Daley, J. (1991). Service approaches and issues in Hispanic agencies. *Administration and Policy in Mental Health, 19*, 17-37.

Berg, I., & Dejong, P. (1996). Solution-building conversations: Co-constructing a sense of competence with clients. *Families in Society, 77*, 376-391

Berryhill-Paapke, E., & Johnson, M. (1995). Comparison of values of Alaska Native and non-Natives alcoholics and counselors. *The International Journal of the Addictions, 30*(4), 481-488.

Case Management Society of America. (1998*). Standards of practice for case management.* Little Rock, AR: Author.

Chamberlin, J. (1997). A working definition of empowerment. *Psychiatric Rehabilitation Journal, 20(*4), 43-46.

Chinman. M., Allende, M., Weingarten, R., Steiner, J., Twokowski, S., & Davidson, L. (1999). On the road to collaborative treatment planning: Consumer and provider perspectives. *Journal of Behavioral Health Services and Research, 26,* 211-218.

Conger, J., & Kanungo, R. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review, 13*, 471-482.

Corey, G., Corey, M., & Callanan, P. (2003). *Issues and ethics in the helping professions* (6th ed). Belmont, CA: Brooks/Cole Publishers.

Coward, R., Bull, C., Kukulka, G., & Galliher, J. (1994). *Health services for rural*

Elders. New York: Springer Publishing Company.

De Jong , P., & Berg, I, (1998). *Interviewing for solutions*. Pacific Grove, CA: Brooks/Cole Publishers.

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Egan, G. (2002). *The skilled helper: A Problem-management approach to helping* (7th Ed). pp.82-85. Pacific Grove, CA: Brooks/Cole Publishing Co.

Gottlieb, B. (1988). *Marshaling social support: Formats, processes, and effects*. Thousand Oaks, CA: Sage Publishing Company.

Graham, K., & Timney, C. (1996). *Case management in addictions treatment*. Journal Of Substance Abuse Treatment. 7. 181-188.

Gutierrez. L. (1990). *Empowerment and the Latino community: Does consciousness make a difference*? Paper presented at the Annual Program Meeting of the Council on Social Work Education, Reno, Nevada.

Gutierrez, L., & Ortega, R. (1991). *Developing methods to empower Latinos: The importance of groups.* Social Work with Groups. 14. 23-43.

Hasenfeld, Y., & Chesler, M. (1989). Client empowerment in the human services. *Journal of Applied Behavioral Sciences, 25*, 499-521.

Hurdle, E. (1998). The health of Alaska native women: Significant problems, emerging solutions. *Journal of Poverty, 2*(4), 47-61.

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Jordan, J. (1997). Mental Health considerations in the Yupik Eskimo. *Alaska Medicine, Jul/Aug/Sept,* 67-71.

Kane, R., & Caplan, A. (1993). *Ethical conflicts in management of home care*. New York: Springer Publishing Company.

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Kramer, J. (1995). American Indian families and home care: Macro social and cultural considerations. *Alaska Medicine, Oct/Nov/Dec*, 139-144.

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Linhorst. D., Hamilton, G., Young, E., & Eckert, A. (2002). Opportunities and barriers To empowering people with severe mental illness through participation in Treatment planning. *Social Work, 47*(4), 425-435.

Manson, S., Walker, R., & Kivlahan, D. (1987). Psychiatric assessment and treatment of American Indians and Alaska Natives. *Hospital and Community Psychiatry, 38*(2), 165-173.

Prochaska, J., DiClemente, C., & Norcorss, J. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist, 47,* 1103-1114.

Quinn, J., & Kellogg, R. (Eds.). (2003) *Case management journals. Vol. 4.* New York: Springer Publishing Company.

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Santiago-Rivera, A. (1995). Developing a culturally sensitive treatment modality for Bilingual Spanish-speaking clients: Incorporating language and culture in counseling. *Journal of Counseling and Development, 74,* 12-17.

Siegal, H., & Rapp, R. (1996). *Case management and substance abuse treatment*. New York: Springer Publishing Company.

Simon, B. (1990). Rethinking empowerment. *Journal of Progressive Human Services. 1*(1). 27-39.

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Sullivan, W., and Fisher, B. (1994). Intervening for success: Strengths-based case management and successful aging. *Journal of Gerontological Social Work, 22,* 61-74.

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Wilson, S. (1996). Consumer empowerment in the mental health field. *Canadian Journal Of Community Mental Health, 15*(2), 69-85.

Yarmo, D. (1998). Research directions for case management. *Journal of Case Management,* 7, 84-91.

Curriculum Coordination Form

Notification Date: 3/01/06

Initiating unit: HUMAN SERVICE DEPARTMENT

Affected unit(s): MATSU, KENAI, KODIAK, HOMER, SOCIAL WORK

Course Prefix and Number: HUMS A322 Previous Prefix and Number: N/A

Complete Course/Program Title:Service Coordination in Human Service Practice

Previous Course/Program Title: N/A

Description of Action: adding HUMS A295A as a prerequisite

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@lists.uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information. DO NOT SEND ATTACHMENTS.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AHUM	LANG

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

6. Complete Course/Program Title
Languages

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: F/06 To: /9999

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

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

14. Coordinate with Affected Units: Faculty List Serve
Department, School, or College
Initiator Signature Date

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
This action is being taken to bring the catalog copy in line with current realities, needs, and practices. The pre-major status creates an unnecessary step for students and misleading data regarding active majors, many of whom change from pre-major status to major status only in the year of graduation. Advising experience dictates the need to refine the Study Abroad and Credit by Advanced Placement policies. The Department is revising the Dual Languages option to make it a more viable, rigorous degree option in response to student feedback through Program Assessment.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

LANGUAGES

http://language.uaa.alaska.edu
Administration/Humanities Building (ADM), Room 287, (907) 786-4030

Studying Languages prepares a student to live and work in an increasingly interdependent world in which contact with other cultures is becoming more frequent and the appreciation and respect for linguistic and cultural diversity is becoming more important. The Department of Languages offers a Bachelor of Arts degree, a Minor in a single Language, and general course-work for beginning and continuing study of a variety of languages. ALSO COURSES THAT FULFILL CAS I GER REQUIREMENTS

The Bachelor of Arts in Languages affords students the option of concentrating on one Emphasis language (Option I), or of studying an Emphasis language in combination with a second language (Option II). These options, and the degree's use of courses from outside the Department to fulfill major requirements, reflect the diverse context in which students live and work, and recognize the inherent multidisciplinary nature of language study. This flexibility also allows students to select a program most suited to their ~~individual interests and~~ educational and career goals.

The Department of Languages offers French, German, Japanese, Russian, and Spanish as emphasis languages, with additional lower-division courses available in ~~Alaska Native Languages,~~ (ASL, ~~Chinese, Italian, Korean, and Latin.~~ AMERICAN SIGN LANGUAGE First-year courses begin building the foundations of language learning: listening, speaking, reading, and writing. Since language can only be understood within a cultural context, studying culture is included from the first semester. In courses beyond the first year, students expand and refine their language skills and further develop their cultural knowledge.

As an integral part of their education, the Department recommends that all students majoring in Languages study abroad in a country of their target language(s). ~~The NCSA Program offers study in France and Austria; the Department administers its own exchange program with Magadan International University (Russia), and information is available from the International Student Advisor in Enrollment Services for programs in Japan and Spanish-speaking countries.~~ REVISED TO REFLECT CURRENT PROGRAMS : TO DIRECT STUDENTS TO APPROPRIATE CONTACT ~~The Department of Languages encourages students to study abroad in several ways. Students earning at least 9 credits (with a "B" or better) in a single, approved Study Abroad experience may have all transferred credits approved by the Department from such programs used to satisfy major requirements. In addition, such students may request waiver of up to eight credits~~ REVISED : SIMILAR TO ABOVE from the requirements necessary to complete the major under either Option. If completing Option II, such waiver may apply to requirements for either the Emphasis or the second language, as appropriate. See the Department for specific policies regarding transferring credits and satisfying major requirements with study abroad experience.

HONORS IN LANGUAGES

The Department of Languages recognizes exceptional undergraduate students by awarding them Departmental Honors in Languages and noting the award on their permanent university transcript. To graduate with Departmental Honors, students must be declared Languages Majors and meet the following requirements:

1. Satisfy all requirements for a BA degree in Languages;
2. Maintain an overall UAA GPA of 3.50; w/a 3.25 in the major
4 3. Receive an honors score (based upon criteria established by the Department) on a comprehensive examination in the language(s) of focus; ONE SEMESTER PRIOR TO GRADUATION
4. ~~Complete a senior project, in addition to the major requirements, which will be presented in the emphasis language and will be the outcome of a three-credit Independent Study during the student's final semester of study;~~
3. 5. Notify their Departmental Advisor in writing ~~during the semester~~ AT LEAST 2 SEMESTERS prior to graduation of intent to graduate with Departmental Honors.

BACHELOR OF ARTS, LANGUAGES

ADMISSION REQUIREMENTS

1. Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, "Academic Standards and Regulations."
2. ~~Complete an 8-credit language sequence, A101-102, with a grade of "B" or better, in French, German, Japanese, Russian, or Spanish.~~

ACADEMIC PROGRESS

No course in which a grade below "C" has been received will count towards the major.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS

1. Students working toward a degree in Languages may choose from two options:

Option I: Single Language

a. Choose an emphasis language from French, German, Japanese*, Russian, or Spanish.

b. Complete one of the following two courses; ~~taking both is recommended:~~ 3
   LING A101 The Nature of Language (3)
   or
   LSSS A111 Cultural Foundations of Human Behavior (3)

c. Complete required courses in the emphasis language:
   A201-A202 Intermediate I and II 8
   A301-A302 Advanced I and II 8
   ~~* Students with an emphasis language in Japanese must complete:~~
   ~~JPN A290 Selected Topics in Japanese Culture 1~~

d. Complete 12 credits of upper-division electives in or related to the emphasis language or culture, at least 9 of which must be taught in the emphasis language (see Department for list of approved courses taught in English). APPROVED

e. Complete an additional 6 credits of emphasis language electives in or related to the emphasis language or culture, but which must be at the upper division if taught in the emphasis language (see Department for list of approved courses taught in English).

Option II: Dual Languages

a. Choose an emphasis language from French, German, Japanese*, Russian, or Spanish; and a second language from among those, or ~~in Alaska Native Languages,~~ American Sign Language, ~~Chinese, Italian, Korean, or Latin. Other secondary languages may be chosen upon written approval of the Department.~~

b. Complete one of the following two courses; ~~taking both is recommended:~~ 3
   LING A101 The Nature of Language (3)
   or
   LSSS A111 Cultural Foundations of Human Behavior (3)

c. Complete required courses in the emphasis language:

A201-A202	Intermediate I and II	8
A301-A302	Advanced I and II	8

* Students with an emphasis language in Japanese must complete:

JPN A290	Selected Topics in Japanese Culture	1

d. Complete 9 credits of upper-division electives in or related to the emphasis language or culture, at least 6 of which must be taught in the emphasis language (see Department for list of approved courses taught in English).

e. Complete 8 credits in the second language.

2. Students must petition to substitute Study Abroad/Immersion experience language courses for certain major requirements and possible waiver of up to 8 credits of major requirements.
3. Students may not earn a major and minor in the same language.
4. The degree program must be approved and signed by the Department of Languages.
5. Students must take at least 6 upper-division credits, in the respective language, in courses numbered higher than 302 in residence. Only one of these credits can be earned through tutoring.
6. A total of 120 credits is required for the degree, of which 42 credits must be upper-division.

LANGUAGE CREDIT BY PLACEMENT

An accepted, degree-seeking UAA student who has completed in residence a Department of Languages UAA catalog course (A102-A302) with a grade of "B" or better is eligible to receive credit for the two immediately preceding courses, if any, up to a total of eight credits. This policy does not apply to credit earned through the College Board Advanced Placement Examination Program, nor to Special Topics (-93), Independent Study (-97), or Department of Languages literature or culture courses. In order to receive credit the student must complete the appropriate form in Enrollment Services and pay an administrative fee.

MINOR, LANGUAGES

Students who wish to minor in languages must complete the following requirements: a total of 19 credits at or above the 200-level with at least 11 credits being upper division. Credits must be in one discipline chosen from the following languages:

French
German
Japanese
Russian
Spanish

FACULTY

Margritt Engel, Professor Emeritus, German, AFMAE@uaa.alaska.edu
Patricia Fagan, Assistant Professor, Spanish, AFPCF@uaa.alaska.edu
Hiroko Harada, Associate Professor, Japanese, AFHH@uaa.alaska.edu
Susan Kalina, Associate Professor, Russian, AFSMK@uaa.alaska.edu
Alexandra Maloney, Term Assistant Professor, Russian, AFAAM@uaa.alaska.edu
Natasa Masanovic, Assistant Professor, German, AFNM@uaa.alaska.edu
Francisco Miranda, Associate Professor, Spanish, AFFM1@uaa.alaska.edu
Sudarsan Rangarajan, Assistant Professor, French, AFSR1@uaa.alaska.edu

Dave Roberts, Coordinator, American Sign Language, ASDER@UAA.alaska.edu

LIBERAL STUDIES

http://liberalstudies.uaa.alaska.edu
Social Sciences Building (SSB), Room 379, (907) 786-1732

The Bachelor of Liberal Studies (BLS) degree is an Interdisciplinary program that provides both significant breadth across a variety of fields, meaningful depth in a single field, and the interconnections and integration among fields that allow a fuller comprehension of the modern world. It is intended for those students who prefer a broad liberal arts and sciences degree rather than a Bachelor of Arts or Bachelor of Science degree in a single discipline. This may include students with particularly wide or still uncertain personal or career interests, or those who intend to become elementary education teachers, for whom the program has been designed specifically to incorporate the relevant State of Alaska standards and those of the National Council for Accreditation of Teacher Education (NCATE). Students wishing a career as elementary teachers should plan on pursuing the post-baccalaureate program in elementary teacher preparation following graduation with a BLS. Other students selecting the BLS may, with proper advising, wish to pursue professional graduate education in Law or other fields. While with the proper Discipline Area Concentration a BLS graduate may pursue graduate study in a particular discipline area, students who plan to attend graduate school in a specific area are generally advised to take a disciplinary major. Many of the courses comprising the BLS are also included as the arts and sciences content component of the Bachelor of Arts in Elementary Education, offered by the College of Education for those students desiring an undergraduate route to certification as an elementary teacher.

BACHELOR OF LIBERAL STUDIES

ADMISSION REQUIREMENTS

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, "Academic Standards and Regulations."

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. MAJOR REQUIREMENTS

Courses marked with an asterisk (*) fulfill UAA General Education Requirements. Courses **in bold face** are also included in the Bachelor of Arts in Elementary Education, offered by the College of Education. Students must complete the following program requirements:

1. Communications and Writing Skills

COMM A111*	Fundamentals of Oral Communication	3
ENGL A111*	Methods of Written Communication	3
ENGL A214*	Persuasive Writing	3

2. Liberal Studies Integrated Sciences (LSIS) Core

LSIS A101*	**Discoveries in Science**	1
LSIS A102*	**Origins: Earth-Solar System-Life**	5
LSIS A201*	**Life on Earth**	5
LSIS A202*	**Concepts and Processes: Natural Sciences**	5

Revised March 14, 2006

UNDERGRADUATE PROGRAMS, COLLEGE OF ARTS AND SCIENCES

LANGUAGES

http://language.uaa.alaska.edu
Administration/Humanities Building (ADM), Room 287, (907) 786-4037

Studying Languages prepares a student to live and work in an increasingly interdependent world in which contact with other cultures is becoming more frequent and the appreciation and respect for linguistic and cultural diversity is becoming more important. The Department of Languages offers a Bachelor of Arts degree, a Minor in a single Language, and courses that fulfill CAS and GER requirements.

The Bachelor of Arts in Languages affords students the option of concentrating on one Emphasis Language (Option I), or of studying an Emphasis language in combination with a second language (Option II). These options, and the degree's use of courses from outside the Department to fulfill major requirements, reflect the diverse context in which students live and work, and recognize the inherent multidisciplinary nature of language study. This flexibility also allows students to select a program most suited to their educational and career goals.

The Department of Languages offers French, German, Japanese, Russian, and Spanish as emphasis languages, with additional lower-division courses in American Sign Language (ASL). First-year courses begin building the foundations of language learning: listening, speaking, reading, and writing. Since language can only be understood within a cultural context, studying culture is included from the first semester. In courses beyond the first year, students expand and refine their language skills and further develop their cultural knowledge.

As an integral part of their education, the Department recommends that all students majoring in Languages study abroad in a country of their target language(s). UAA offers a variety of opportunities for Study Abroad. For a full description of Study Abroad opportunities through UAA, students should refer to International Student Services in Enrollment Services. Students wishing to apply Study Abroad credit toward a Languages degree must petition to satisfy major and/or minor requirements with study abroad experience. The Department may require post-program examinations. The Department highly recommends that students discuss their Study Abroad plans with their academic advisor prior to participation.

HONORS IN LANGUAGES

The Department of Languages recognizes exceptional undergraduate students by awarding them Departmental Honors in Languages and noting the award on their permanent university transcript. To graduate with Departmental Honors, students must be declared Languages Majors and meet the following requirements:

1. Meet the requirements for "Graduation with Honors" as listed in Chapter 7 of the UAA catalog.
2. Satisfy all requirements for a BA degree in Languages;
3. Maintain an overall UAA GPA of 3.50 with a 3.85 in the major;
4. Notify their Departmental Advisor in writing at least two semesters prior to graduation of intent to graduate with Departmental Honors;
5. Receive an honors score (90%) (based upon criteria established by the Department) on a comprehensive examination in the language(s) of focus; the comprehensive examination must be completed at least one semester prior to graduation.

BACHELOR OF ARTS, LANGUAGES

ADMISSION REQUIREMENTS

1. Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, "Academic Standards and Regulations."

ACADEMIC PROGRESS

No course in which a grade below "C" has been received will count towards the major.

GRADUATION REQUIREMENTS
Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS
Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. GENERAL EDUCATION REQUIREMENTS
Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS
Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS
1. Students working toward a degree in Languages may choose from two options:

Option I: Single Language

a. Choose an emphasis language from French, German, Japanese, Russian, or Spanish.

b. Complete one of the following two courses: 3

LING A101 The Nature of Language (3)
or
LSSS A111 Cultural Foundations of Human Behavior (3)

c. Complete required courses in the emphasis language:

A201-A202 Intermediate I and II (8)
A301-A302 Advanced I and II (8)

d. Complete 12 credits of approved upper-division electives in or related to the emphasis language or culture, at least 9 of which must be taught in the emphasis language (see Department for list of approved courses taught in English).

e. Complete an additional 6 credits of emphasis language approved electives in or related to the emphasis language or culture, but which must be upper division if taught in the emphasis language (see Department for list of approved courses taught in English).

Option II: Dual Languages
a. Choose an emphasis language from French, German, Japanese, Russian, or Spanish; and a second language from among those or ASL.

b. Complete one of the following two courses: 3

LING A101 The Nature of Language (3)
or
LSSS A111 Cultural Foundations of Human Behavior (3)

c. Complete required courses in the emphasis language:

A201-A202 Intermediate I and II (8)
A301-A302 Advanced I and II (8)

d. Complete 9 credits of approved upper-division electives in or related to the emphasis language or culture, at least 6 of which must be taught in the emphasis language (see Department for list of approved courses taught in English).

e. Complete 8 credits (6 credits for ASL) beyond A102 in the second language.

2. Students must petition to substitute Study Abroad language courses for certain major requirements.

3. Students may not earn a major and a minor in the same language.

4. The degree program must be approved and signed by the Chair of the Department of Languages.

5. Students must take at least 6 upper-division credits, in the respective emphasis language, in courses numbered higher than 302 in residence at UAA.

6. A total of 120 credits is required for the degree, of which 42 credits must be upper-division.

LANGUAGE CREDIT BY PLACEMENT
An accepted, degree-seeking UAA student who has completed in residence one of the Department of Languages UAA catalog courses (A102-A301) with a grade of "B" or better is eligible to receive credit for the two immediately preceding courses, if any, up to a total of eight credits. This policy does not apply to credit earned through Credit by Examination, the College Board Advanced Placement Examination Program, nor to Special Topics (-93), Independent Study (-97), the course A302, or Department of Languages literature or culture courses. In order to receive credit the student must complete the appropriate form in Enrollment Services and pay an administrative fee.

MINOR, LANGUAGES
Students who wish to minor in languages must complete the following requirements: a total of 19 credits taught in the target language at or above the 200-level with at least 11 credits being upper division. Credits must be in one discipline chosen from the following languages:
French
German
Japanese
Russian
Spanish

FACULTY

Margritt Engel, Professor Emerita, German, AFMAE@uaa.alaska.edu
Patricia Fagan, Assistant Professor, Spanish, AFPCF@uaa.alaska.edu
Hiroko Harada, Associate Professor, Japanese, AFHH@uaa.alaska.edu
Susan Kalina, Professor, Russian, AFSMK@uaa.alaska.edu
Natasa Masanovic, Assistant Professor, German, AFNM@uaa.alaska.edu
Francisco Miranda, Associate Professor, Spanish, AFFM1@uaa.alaska.edu
Sudarsan Rangarajan, Assistant Professor, French, AFSR1@uaa.alaska.edu
Dave Robertson, Coordinator, American Sign Languages, ASDER@uaa.alaska.edu

Languages Course Rotation

LANG	Fall	CR	Spring	CR
ASL	101 Elementary ASL I	3	101 Elementary ASL I	3
	102 Elementary ASL II	3	102 Elementary ASL II	3
	201 Intermediate ASL I	3	201 Intermediate ASL I	3
			202 Intermediate ASL II	3
CHIN	101 Elementary Chinese I	4	101 Elementary Chinese I	4
			102 Elementary Chinese II	4
FREN	101 Elementary French I	4	101 Elementary French I	4
	102 Elementary French II	4	102 Elementary French II	4
	105 Immersion Camp I	1	202 Intermediate French II	4
	201 Intermediate French I	4	302 Advanced French II	4
	205 Immersion Camp II	1	310 Topics in Adv. French	3
	301 Advanced French I	4	432 Studies of Lit. & Culture	3
	305 Immersion Camp III	1		
	310 Topics in Adv. French	3		
	432 Studies of Lit. & Culture	3		
KOR	101 Elementary Korean I	4	101 Elementary Korean I	$
GER	101 Elementary German I	4	101 Elementary German I	4
	102 Elementary German II	4	102 Elementary German II	4
	105 Conversational Skills I	1	105 Conversation Skills I	1
	201 Intermediate German I	4	202 Intermediate German II	4
	205 Conversational Skills II	1	205 Conversational Skills II	1
	301 Advanced German I	4	302 Advanced German II	4
	305 Conversational Skills III	1	305 Conversational Skills III	3
	310 Special Topics in Adv. GER	3	490 Special Topics in GER Lit.	1-3
JPN	101 Elementary Japanese I	4	101 Elementary Japanese I	4
	102 Elementary Japanese II	4	102 Elementary Japanese II	4
	201 Intermediate Japanese I	4	105 Conversational Skills I	4
	210 Calligraphy → JPN 290	1	202 Intermediate Japanese II	4
	301 Advanced Japanese	4	205 Conversational Skills II	4
	310 Special Topics in Adv. JPN	3	210 Calligraphy → JPN 290	1
			302 Advanced Japanese II	4
			310 Special Topics in Adv. JPN	3
			350 Business Japanese	3
RUSS	101 Elementary Russian I	4	101 Elementary Russian I	4
	102 Elementary Russian II	4	102 Elementary Russian II	4
	105 Conversational Skills I	1	105 Conversational Skills I	1
	201 Intermediate Russian I	4	202 Intermediate Russian II	4
	205 Conversational Skills II	1	205 Conversational Skills II	1
	301 Advanced Russian I	4	302 Advanced Russian II	4
	390 Special Topics in Adv. RUSS	3	390 Special Topics in Adv. RUSS	3
	490A Special Topics in Russ Culture	1-3	490B Special Topics: Russ Culture in Translation	1-3
SPAN	101 Elementary Spanish I	4	101 Elementary Spanish I	4
	102 Elementary Spanish II	4	102 Elementary Spanish II	4
	201 Intermediate Spanish I	4	201 Intermediate Spanish I	4

	202 Intermediate Spanish II	4	202 Intermediate Spanish II	4
	301 Advanced Spanish I	4	302 Advanced Spanish II	4
	310 Readings & Conversation	3	310 Readings & Conversation	3
	432 Special Topics: Studies in Lit. & Culture	3	432 Studies in Lit. & Culture	3
			490 Spec. Topics in Hispanic cult./civil.	3
	470 Spanish Ling-Hist of the Lang.	3		
	490 Spec. Topics in Hispanic cult./civil.	3		

Every Other Year

ITAL	101 Elementary Italian I	4	102 Elementary Italian II	4
LAT	101 Elementary Latin I	3	102 Elementary Latin II	3

Curriculum Coordination Form

Notification Date: February 20, 2006

Initiating unit: LANG

Affected unit(s):

Course Prefix and Number: Previous Prefix and Number:

Complete Course/Program Title:Languages

Previous Course/Program Title: Languages

Description of Action: Updating the catalog copy, removing the pre-major status, clarifying policies, revising the Dual Languages Option

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title:

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Judy Greeen

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: :http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   1. No change in current needs. The Department will continue to work closely with the library to enhance the holdings in Languages.
   2.
   3.

_____

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course LANG

3. Course Prefix

4. Course Number

5. Implementation Date F 2006

6. Type of Action and Category

☐ Course addition ☐ Course change ☐ Program addition ☒ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	$
☐ new full-time faculty	$
☐ reassignment of full-time faculty	$
☐ additional class/lab space	$
☐ modification of class/lab space	$
☐ additional library resources	$
☐ additional computer equipment	$
☐ other costs	$

8. Explanation: The changes clarify departmental policies and current practices. No new resources are required.

_____ Approved

_____ Disapproved _____

Department Chair Date

_____ Approved

_____ Disapproved _____

Dean/Director of School/College Date

_____ Approved

_____ Disapproved _____

Provost Date

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

1a. School or College	1b. Division	1c. Department
CAS	AFAR	ART

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

6. Complete Course/Program Title
Bachelor of Arts in Art

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

☒ Other Catalog Copy Update

9. Repeat Status Yes Limit 3 Max Credits 12

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. Coordinate with Affected Units: All Community Colleges
Department, School, or College

_____
Initiator Signature Date

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

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
See attached.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

DEPARTMENT OF ART

MISSION STATEMENT

The Department of Art prepares and empowers art students to make a difference in society. By using a multi-studio approach the Art Department encourages independent thinking, strengthens creativity and develops knowledge of the critical and historical aspects of art. Students acquire technical skills by working with a variety of materials as they explore and evaluate the broad heritage of past and contemporary art and design. Students may choose from several directions of study:

BA in Art -- creative problem solving in a liberal arts context;

BFA in Art -- professional art training;

Art Education -- pre-preparation for future Art Educators;

Continuing Education -- either as a pre or post-baccalaureate student.

MASTER COURSE LIST

COURSE		STATUS	DEGREE PROGRAM			
NUMBER	NAME		BA Art	BFA Art	BFA DG	GER
ART 105	Beginning Drawing	E	R	R	R	
ART 111	Two Dimensional Design	E	R	R	R	
ART 112	Color Design	E	A	R	R	
ART 113	Three Dimensional	E	R	R	R	
ART 201	Beginning Handbuilt Ceramincs	E	A	A		
ART 202	Beginning Wheelthrown Ceramics	E	A	A		
ART 205	Intermediate Drawing	E	R	R		
ART 209	Beginning Metalsmithing & Jewelry	E	A	A		
ART 211	Beginning Sculpture	E	A	A		
ART 212	Beginning Watercolor	E	A	A		
ART 213	Beginning Painting	E	A	A		
ART 215	Beginning Printmaking	E	A	A		
ART 224	Beginning Photography	E	A	A		
ART 257	Digital Art and Design I	N	A	R	R	
ART 261	History of Western Art I	E	R	R	R	GER - H
ART 262	History of Western Art II	E	R	R	R	GER - H
ART 271	Beginning Surface Design	E	A	A		
ART 272	Beginning Fiber Structures	E	A	A		
ART 273	Beginning Woven Forms	E	A	A		
ART 301	Intermediate Handbuilt Ceramics	E	A	A		
ART 302	Intermediate Wheelthrown Cerami	E	A	A		
ART 305	Advanced Drawing	E	A	A		
ART 307	Life Drawing & Composition I	E	A	R		
ART 309	Intermediate Metalsmithing & Jewe	E	A	A		
ART 311	Intermediate Sculpture	E	A	A		
ART 312	Intermediate Watercolor	E	A	A		
ART 313	Intermediate Painting	E	A	A		
ART 315	Intermediate Printmaking	E	A	A		
ART 316	Printmaking-Lithography/Serigraph	RA	A	A		
ART 323	Color Photography	E	A	A		

LEGENDS	
COURSE STATUS	
A	Applies
D	Delete
E	Existing
N	New
RA	Reactivated
R	Required

DEGREE PROGRAM	
BA Art	Bachelors of Arts in Art
BFA Art	Bachelors of Fine Arts in Art
BFA DG	Bachelors of Fine Arts in Digital Graphics & Design
GER	Humanities / Fine Arts / Capstone

ART 324	Intermediate Photography	E	A	A		
ART 331	Experimental Photography	E	A	A		
ART 353	Intermediate Illustration	E	A	A		
ART 356	Drawing for Illustration	DELETE				

COURSE		STATUS	DEGREE PROGRAM			
NUMBER	NAME		BA Art	BFA Art	BFA DG	GER
ART 357	Digital Art and Design II	E	A	A	R	
ART 360A	History of Non-Western Art I	N	A	A		GER-FA
ART 360B	History of Non-Western Art II	N	A	A		GER-FA
ART 361	History of Graphic Design	RA	A	A	A	
ART 362	History of Modern Art	E	A	A		
ART 363	History of Contemporary Art	E	A	A	A	
ART 364	Italian Renaissance Art	E	A	A		
ART 366	Asian Art	E	A	A		
ART 367	History of Photography	E	A	A		
ART 371	Intermediate Surface Design	E	A	A		
ART 372	Intermediate Fiber Structures	E	A	A		
ART 373	Intermediate Woven Forms	E	A	A		
ART 390	Selected Topics in Studio Art	SR	A	A		
ART 392	Selected Topics in Art Education	E	A	A		
ART 401	Advanced Handbuilt Ceramics	E	A	A		
ART 402	Advanced Wheelthrown Ceramics	E	A	A		
ART 405	Experimental Drawing	E	A	A		
ART 407	Life Drawing & Copmposition II	N	A	A		
ART 409	Advanced Metalsmithing & Jewelry	E	A	A		
ART 411	Advanced Sculpture	E	A	A		
ART 412	Advanced Watercolor	E	A	A		
ART 413	Advanced Painting	E	A	A		
ART 414	Senior Painting Projects	E	A	A		
ART 415	Advanced Printmaking	E	A	A		
ART 424	Advanced Photography	E	A	A		
ART 453	Advanced Illustration	E	A	A		
ART 456	Digital Animation	N	A	A	R	
ART 471	Advanced Surface Design	E	A	A		
ART 472	Advanced Fiber Structures	E	A	A		

ART 473	Advanced Woven Forms	E	A	A		
ART 490	Selected Topics in Studio Art	N	A	A		
ART 491	Senior Seminar	N		R		GER Cap
ART 492	Art History Seminars	N	A	A		
ART 495	Practicum	E	A	A		
ART 498	Individaul Research	E	A	A		
ART 499	Thesis	E		R	R	

Four Year Course Offering Plan

Program: **ART**

Implementation Date: **FALL 2006**

Instruction: For each course and semester, enter one of the following:

a. The name of the existing full-time faculty member, regular or term, expected to teach the course.

b. NFTF for those courses expected to be delivered by new full-time faculty.

c. ADJ for those courses expected to be delivered by adjunct faculty.

		2006			2007			2008			2009		
Course (Prefix and Number)	Course Credits	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
ART 105	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 105	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 105	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 105	3	ADJ			ADJ			ADJ			ADJ		
ART 111	3	TBA	TBA		TBA	TBA		TBA	TBA		TBA	TBA	
ART 111	3	TBA			TBA			TBA			TBA		
ART 112	3	TBA	TBA		TBA	TBA		TBA	TBA		TBA	TBA	
ART 113	3	TBA	TBA		TBA	TBA		TBA	TBA		TBA	TBA	
ART 113	3		TBA			TBA			TBA			TBA	
ART 160	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 160	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 160	3	Licka	Licka		Licka	Licka		Licka	Licka		Licka	Licka	
ART 160	3	Licka	Licka		Licka	Licka		Licka	Licka		Licka	Licka	
ART 201	3	Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey	
ART 202	3	Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey	
ART 202	3	Dalton	Dalton		Dalton	Dalton		Dalton	Dalton		Dalton	Dalton	
ART 205	3	ADJ	Kaulitz		Tomka	Kaulitz		Tomka	Kaulitz		Tomka	Kaulitz	
ART 205	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 209	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 211	3	McPeck	McPeck		McPeck	McPeck		McPeck	McPeck		McPeck	McPeck	
ART 212	3		ADJ			ADJ			ADJ			ADJ	
ART 213	3	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka		Tomka	Tomka	Tomka
ART 215	3	Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz	

		2006			2007			2008			2009		
Course (Prefix and Number)	**Course Credits**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
ART 224	3	Tharp	Tharp	Tharp	Tharp	Tharp	Tharp	Tharp	Tharp	Tharp	Tharp	Tharp	Tharp
ART 224	3	ADJ	Tharp		ADJ	Tharp		ADJ	Tharp		ADJ	Tharp	
ART 224	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 252	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	
ART 257	3	Gonzales	Gonzales		Gonzales	Gonzales		Gonzales	Gonzales		Gonzales	Gonzales	
ART 261	3	Licka		Licka	Licka		Licka	Licka		Licka	Licka		Licka
ART 261	3				Licka								
ART 262	3		Licka	Licka		Licka	Licka		Licka	Licka		Licka	Licka
ART 262	3								Licka				
ART 271	3	Course taught at Mat-Su and Kenai Campuses											
ART 272	3	Course taught at Mat-Su and Kenai Campuses											
ART 273	3	Course taught at Mat-Su and Kenai Campuses											
ART 301	3	Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey	
ART 302	3	Dalton	Dalton		Dalton	Dalton		Dalton	Dalton		Dalton	Dalton	
ART 305	3	Kaulitz			Kaulitz			Kaulitz			Kaulitz		
ART 307	3	McPeck	McPeck		McPeck	McPeck		McPeck	McPeck		McPeck	McPeck	
ART 309	3	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ
ART 311	3	McPeck	McPeck		McPeck	McPeck		McPeck	McPeck		McPeck	McPeck	
ART 312	3		ADJ			ADJ			ADJ			ADJ	
ART 313	3	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka
ART 315	3	Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz	
ART 316	3	Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz	
ART 323	3	Gonzales			Gonzales			Gonzales			Gonzales		
ART 324	3	Tharp	Tharp		Tharp	Tharp		Tharp	Tharp		Tharp	Tharp	
ART 331	3		ADJ			ADJ			ADJ			ADJ	
ART 353	3		Gonzales			Gonzales			Gonzales			Gonzales	
ART 357	3	Gonzales	Gonzales		Gonzales	Gonzales		Gonzales	Gonzales		Gonzales	Gonzales	
ART 360A	3	Licka			Licka			Licka			Licka		
ART 360B	3		Licka			Licka			Licka			Licka	
ART 362	3	Licka				Licka					Licka		
ART 363	3		Licka					Licka				Licka	
ART 364	3					Licka						Licka	
ART 366	3				Licka						Licka		
ART 367	3	Course taught in Eagle River and Military Programs											
ART 368	3	Course suspended pending qualified instructor											
ART 371	3	Course taught at Mat-Su and Kenai Campuses											
ART 372	3	Course taught at Mat-Su and Kenai Campuses											
ART 373	3	Course taught at Mat-Su and Kenai Campuses											

		2006			2007			2008			2009		
Course (Prefix and Number)	**Course Credits**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
ART 390		TOPICS COURSE IN STUDIO ART - OFFERINGS VARY											
ART 392		TOPICS COURSE IN ART EDUCATION - OFFERINGS VARY											
ART 401	3	Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey		Godfrey	Godfrey	
ART 402	3	Dalton	Dalton		Dalton	Dalton		Dalton	Dalton		Dalton	Dalton	
ART 405	3		Tomka			Tomka			Tomka			Tomka	
ART 407	3	McPeck	McPeck		McPeck	McPeck		McPeck	McPeck		McPeck	McPeck	
ART 409	3	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ	ADJ
ART 411	3	McPeck	McPeck		McPeck	McPeck		McPeck	McPeck		McPeck	McPeck	
ART 412	3		ADJ			ADJ			ADJ			ADJ	
ART 413	3	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka	Tomka
ART 414	3	Tomka	Tomka		Tomka	Tomka		Tomka	Tomka		Tomka	Tomka	
ART 415	3	Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz		Kaulitz	Kaulitz	
ART 424	3	Tharp			Tharp			Tharp			Tharp		
ART 453	3		Gonzales			Gonzales			Gonzales			Gonzales	
ART 456	3	ADJ			ADJ			ADJ			ADJ		
ART 471	3	Course taught at Mat-Su and Kenai Campuses											
ART 472	3	Course taught at Mat-Su and Kenai Campuses											
ART 473	3	Course taught at Mat-Su and Kenai Campuses											
ART 490	1-3	TOPICS COURSE IN STUDIO ART - OFFERINGS VARY											
ART 491	3	Rotates			Rotates			Rotates			Rotates		
ART 492	3	TOPICS COURSE IN ART HISTORY - OFFERINGS VARY											
ART 495	1-3	PACTICUM COURSE - OFFERINGS VARY											
ART 498	1-3	INDIVIDUAL RESEARCH COURSES - OFFERINGS VARY											
ART 499	3	THESIS COURSE - OFFERED SPRING SEMESTER- TEAM TAUGHT BY ENTIRE ART FACULTY											

ID 141	3	ADJ	ADJ		ADJ	ADJ		ADJ	ADJ		ADJ	ADJ	

			2005			2006			2007			2008		
Course (Prefix and Number)	**Course Name**	**Course Credits**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**S**
ART 112	Color Design	3	X	X		X	X		X	X		X	X	
ART 257	Digital Design I	3	X	X		X	X		X	X		X	X	
ART 323	Color Photo	3	X			X			X			X		
ART 353/453	Illustration I & II	3		X			X			X			X	
ART 357	Digital Design II	3	X	X		X	X		X	X		X	X	
ART 457	Digital Animatior	3												

			2005			2006			2007			2008		
Course (Prefix and Number)	**Course Name**	**Course Credits**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**S**
ART 112	Color Design	3												
ART 257	Digital Design I	3												
ART 323	Color Photo	3												
ART 353/453	Illustration I & II	3												
ART 357	Digital Design II	3												
ART 457	Digital Animatior	3												

DEPARTMENT OF ART
SUMMARY Of JUSTIFICATIONS For COURSE ACTIONS -MASTER LIST

105	Beginning Drawing	Updated course description reflects current course content.
111	Two Dimensional Design	
112	Color Design	
113	Three Dimensional Design	
201	Beginning Handbuilt Ceramics	Updated course description reflects current course content.
202	Beginning Wheelthrown Ceramics	Delete ability to repeat
205	Intermediate Drawing	Change in course prerequisites to better reflect course level expectations.
209	Beginning Metals & Jewelry	
211	Beginning Sculpture	
212	Beginning Watercolor	
213	Beginning Painting	
215	Beginning Printmaking	
224	Beginning Photography	Updated course description reflects current course content. Eliminate cross listing at the request of JPC
257	Digital Art & Design I	New Course to expand curriculum opportunities in digital arts needed to meet contemporary trends.
261	History of Western Art I	Change of course name to reflect course focus.
262	History of Western Art II	
271	Beginning Surface Design	Updated course description reflects current course content.
272	Beginning Fiber Structures	Delete ability to repeat
273	Beginning Woven Forms	Change in course prerequisites to better reflect course level expectations.
307	Life Drawing & Composition I	Change in course title reflects addition of new 400 level course in sequence Updated course description reflects current course content. Change in repeat status limiting to once Un-crosslist course from ART 356 which is being deleted Change in course prerequisites to better reflect course level expectations. Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis Adds as requirement for BFA in Art Degree
301	Intermediate Handbuilt Ceramics	Updated course description reflects current course content.
302	Intermediate Wheelthrown Ceramics	Change in course prerequisites to better reflect course level expectations.
305	Advanced Drawing	Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
309	Intermediate Metalsmithing & Jewlery	
311	Intermediate Sculputre	
313	Intermediate Painting	

312	Intermediate Watercolor	Updated course description reflects current course content. Change in repeat status limiting to once Change in course prerequisites to better reflect course level expectations. Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
314	Printmaking-Lithography/Serigraphy	New course designed to work with ART 315 to expand ability to teach four printmaking processes in same semester.
315	Intermediate Printmaking	Change of course title to reflect addition of new course at same level. Updated course description reflects current course content. Change in course prerequisites to better reflect course level expectations Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
323	Color Photography	Updated course description reflects current course content.
324	Intermediate Photography	Eliminate cross listing at the request of JPC
331	Experimental Photography	Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
353	Illustration I	Change of title reflects professional intent of course Updated course description reflects current course content. Change in course prerequisites to better reflect course level expectations Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
356	Drawing for Illustration	Deletion of Course reflects development of new graphic design curriculum
357	Digital Art and Design II	Change of title reflects professional intent of course Change in course prerequisites to better reflect course level expectations Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
360A	History of Non-Western Art I	New survey courses to expand curriculum opportunities in Art History focusing on multi-cultural div
360B	History of Non-Western Art II	
GER		Adds course to GER list
361	History of Graphic Design	Adds course to Upper Division Art History selection list
363	History of Contemporary Art	Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
362	History of Modern Art	Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
364	Italian Renaissance Art	
366	Asian Art	Change of title Change of course description Change in course prerequisites to better reflect course level expectations
367	History of Photography	Remove from University GER list - specialized course with limited audience Updated course description reflects current course content. Change in course prerequisites to better reflect course level expectations
GER		Eliminate cross listing at the request of JPC

371 **372** **373**	Intermediate Surface Design Intermediate Fiber Structures Intermediate Woven Forms	Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
390	Selected Topics in Studio Art	New course designed to separate studio topics from art history topics (currently studio topics are offe ART 392 number that will remain a general topics course)
392	Selected Topics in Art Education	Change in course title, description, repeat status, prerequisites, registration restriction, and focus reflecting creation of new courses for selected topics in Art History and Studio Arts and developr Education program.
405	Experimental Drawing	Updated course description reflects current course content. Eliminate ability to stack Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
407	Life Drawing & Composition II	New course to expand curriculum opportunities in life drawing
401 **402** **409** **411** **412** **413** **414** **415**	Advanced Handbuilt Ceramics Advanced Wheelthrown Ceramics Advanced Metalsmithing & Jewelry Advanced Sculpture Advanced Watercolor Advanced Painting Senior Paint Projects Advanced Printmaking	Updated course description reflects current course content. Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
424	Advanced Photography	Updated course description reflects current course content. Eliminate cross listing at the request of JPC Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
453	Illustration II	Change of title reflects professional intent of course Updated course description reflects current course content. Change in course prerequisites to better reflect course level expectations Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
456	Digital Animation	New Course to expand curriculum opportunities in digital arts needed to meet contemporary trends. Addition of Registration Restriction for instructor permission in order to be able to monitor prerequis
471 **472** **473**	Advanced Surface Design Advanced Fiber Structures Advanced Woven Forms	
490	Selected Topics in Studio Art	New Course designed to expand curriculum opportunities in studio topic areas
491	Senior Seminar	New capstone course providing information in professional practices for visual artists. Required prerequisite to prepare for thesis semester. GER Capstone
492	Art History Seminars	New course designed to separate art history topics from studio topics (currently art history topics are

		ART 392 number that will remain a general topics course)
495	Practicum	Reduces credits to 1-3 to encourage students to select a broader range of art opportunities Curriculum update
498	Individual Research	Reduces credits to 1-3 to encourage students to take courses in a broader studio range
499	Thesis	Adds to BFA in Digital Graphics and Design Degree

NOTES:	**GER** = course to be added to or removed from General Education Requirements

DEPARTMENT OF ART

SUMMARY OF PROPOSED CHANGES

for

BACHELORS OF ARTS IN ART

1. LOWER DIVISION CORE

CHANGE titles of Art History courses:

ART 261 History of World Art I
& ART 262 History of World Art II
TO: ART 261 History of Western Art I
& ART 262 History of Western Art II

Justification: Development of new course ART 360 History of Non-Western Art necessitated name change

2. BEGINNING STUDIO ELECTIVES

Two-Dimensional Area - ART 224 Beginning Photography remove JPC 224

Justification: course no longer cross-listed

3. UPPER DIVISION CONCENTRATION

remove Illustration as a concentration area

Justification: ***** there are only two upper division courses in Illustration
* suggested by our accrediting agency (NASAD)

4. UPPER DIVISION ART HISTORY

update course list

Complete 6 credits of upper division art history

ART 360A History of Non-Western Art I
ART 360B History of Non-Western Art II
ART 361 History of Graphic Design
ART 362 History of Modern Art
ART 363 History of Contemporary Art
ART 364 Italian Renaissance Art
ART 365 Native Art of Alaska
ART 366 History of Asian Art
ART 367 History of Photography
ART 492 Art History Seminars

Justification: ART 360A History of Non-Western Art I and ART 360B History of Non-Western Art II are new courses filling the need for a more diversified multi-cultural curriculum and GER requirement.

ART 361 History of Graphic Design developed for ~~the new Graphics and Design Degree~~ Digital Art and Graphic Design courses

ART 492 Art History Seminars is a revised course changing the 300 level course to a 400 level

building upon existing catalog courses at the 300 level. Previously these seminar themes were taught under ART 392 Seminars and Selected Topics. Art 392 is being revised into a topics course for the new art education curriculum.

5. Capstone

Add the following requirement.

Complete ART A491 Senior Seminar

Justification: Meets new GER Capstone requirements

6. Capstone Prerequisite

Add BA 166 Small Business Management as a degree requirement.

Justification: This course and PHIL 401 Aesthetics are prerequisites for ART A491 Senior Seminar. In part to fill CAS requirements that capstone have prerequisites outside the discipline and in order to provide Art students with business skills they will use as practicing artists.

BACHELOR OF ARTS, ART

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Program Admission Requirements - see pages _____.

GRADUATION REQUIREMENTS

Students must complete the following:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for Baccalaureate Degrees - see pages _____

A maximum of 60 credits in Art may be applied toward the degree. Transfer students who are candidates for the BA degree with a major in Art must complete a minimum of 18 Art credits in residence.

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees - see pages _____.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

Complete the College of Arts and Sciences requirements - see pages _____

D. MAJOR REQUIREMENTS

LOWER-DIVISION ART (27 CREDITS):

1. Complete the following core courses:
   - ART A105 Beginning Drawing
   - ART A111 Two-Dimensional Design
   - ART A113 Three-Dimensional Design
   - ART A205 Intermediate Drawing
   - ART A261 History of ~~World~~ **Western** Art I
   - ART A262 History of ~~World~~ **Western** Art II
2. Choose one two-dimensional course, one three-dimensional course, and one course from either list to total 9 credits:

Two-Dimensional Area:

- ART A112 Color Design
- ART A213 Beginning Painting
- ART A215 Beginning Printmaking
- ART/~~JPC~~ A224 Beginning Photography
- ~~ART A252 Beginning Graphic Design and Illustration~~
- ART A257 Digital Art and Design I
- ART A271 Beginning Surface Design
- ART A273 Beginning Woven Forms

Three-Dimensional Area:

- ART A201 Beginning Handbuilt Ceramics
- ART A202 Beginning Wheelthrown Ceramics
- ART A209 Beginning Metalsmithing and Jewelry
- ART A211 Beginning Sculpture
- ART A272 Beginning Fiber Structures
- ~~ID A141 Interior Design~~

UPPER-DIVISION STUDIO ART ~~(21 credits)~~ (15 Credits):

3. Complete a total of 15 credits in the areas of studio emphasis listed below, a minimum of 9 credits must be in a single area of studio emphasis:

Ceramics	Drawing
Digital Art & Graphic Design	Fibers*
~~Illustration~~	Jewelry/Metalsmithing
Painting	Photography
Printmaking	Sculpture

**: All courses in Fibers are currently taught at the Matanuska-Susitna College and Kenai Peninsula College campuses.*

~~4. Complete 6 credits in upper-division Art History courses~~

UPPER-DIVISION ART HISTORY (6 credits)

4 . Select six credits from the following

- **ART 360A History of Non-Western Art I**
- **ART 360B History of Non-Western Art II**
- **ART 361 History of Graphic Design**
- **ART 362 History of Modern Art**
- **ART 363 History of Contemporary Art**
- **ART 364 Italian Renaissance Art**
- **ART 365 Native Art of Alaska**
- **ART 366 ~~History of~~ Asian Art**
- **ART 367 History of Photography**
- **ART 492 Art History Seminars**

MISCELLANEOUS REQUIREMENTS (21 Credits):

5. Complete the following:
   - PHIL A401 Aesthetics
   - **ART A491 Senior Seminar (Capstone)**
   - **BA A166 Small Business Management**
   - Upper-division General Electives 12 credits
6. A total of 120 credits are required for the degree, of which 42 credits must be upper-division.

BACHELOR OF ARTS, ART

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Program Admission Requirements - see pages _____.

GRADUATION REQUIREMENTS

Students must complete the following:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for Baccalaureate Degrees - see pages _____

A maximum of 60 credits in Art may be applied toward the degree. Transfer students who are candidates for the BA degree with a major in Art must complete a minimum of 18 Art credits in residence.

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees - see pages _____.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

Complete the College of Arts and Sciences requirements - see pages _____

D. MAJOR REQUIREMENTS

LOWER-DIVISION ART (27 CREDITS):

1. Complete the following core courses:
   - ART A105 Beginning Drawing
   - ART A111 Two-Dimensional Design
   - ART A113 Three-Dimensional Design
   - ART A205 Intermediate Drawing
   - ART A261 History of Western Art I
   - ART A262 History of Western Art II
2. Choose one two-dimensional course, one three-dimensional course, and one course from either list to total 9 credits:

Two-Dimensional Area:

- ART A112 Color Design
- ART A213 Beginning Painting
- ART A215 Beginning Printmaking
- ART A224 Beginning Photography
- ART A271 Beginning Surface Design
- ART A273 Beginning Woven Forms

Three-Dimensional Area:

- ART A201 Beginning Handbuilt Ceramics
- ART A202 Beginning Wheelthrown Ceramics
- ART A209 Beginning Metalsmithing & Jewelry
- ART A211 Beginning Sculpture
- ART A272 Beginning Fiber Structures
- ~~ID A141 Interior Design~~

UPPER-DIVISION STUDIO ART (15 Credits):

3. Complete a total of 15 credits in the areas of studio emphasis listed below, a minimum of 9 credits must be in a single area of studio emphasis:

Ceramics Drawing
Digital Art & Graphic Design Fibers*
Jewelry/Metalsmithing Painting
Photography Printmaking
Sculpture

**: All courses in Fibers are currently taught at the Matanuska-Susitna College and Kenai Peninsula College campuses.*

UPPER-DIVISION ART HISTORY (6 credits)

4 . Select six credits from the following

- ART 360A History of Non-Western Art I
- ART 360B History of Non-Western Art II
- ART 361 History of Graphic Design
- ART 362 History of Modern Art
- ART 363 History of Contemporary Art
- ART 364 Italian Renaissance Art
- ART 365 Native Art of Alaska
- ART 366 ~~History of~~ Asian Art
- ART 367 History of Photography
- ART 492 Art History Seminars

MISCELLANEOUS REQUIREMENTS (21 Credits):

5. Complete the following:
   - PHIL A401 Aesthetics
   - ART A491 Senior Seminar
   - BA A166 Small Business Management
   - Upper-division General Electives 12 credits
6. A total of 120 credits are required for the degree, of which 42 credits must be upper-division.

FIRST YEAR		**FALL**	
	ART A105	Beginning Drawing	3
	ART A111	Two Dimensional Design	3
O	ENGL A111	Written Composition	3
	General Education Req.		6
			15
		SPRING	
	ART A113	Three Dimensional Design	3
O	ENGL A211	Written Composition	3
	General Education Req.		6
	Elective		3
			15
SECOND YEAR		**FALL**	
	ART A205	Intermediate Drawing	3
	ART	Beginning 2D or 3D Studio	3
O	ART A261	History of Western Art I	3
	General Education Req.		3
	Elective		3
			15
		SPRING	
	ART	Beginning 2D or 3D Studio	3
	ART	Beginning 2D or 3D Studio	3
O	ART A262	History of Western Art II	3
	General Education Req.		3
	Elective		3
			15
THIRD YEAR		**FALL**	
	ART	Prim Concen Inter Studio	3
	ART	Up Div Studio Art Elective	3
	General Education req.		6
	BA A166	Small Business Management	3
			15
		SPRING	
	ART	Prim Concen Inter Studio	3
	ART	Up Div Studio Art Elective	3
	General Education req.		3
	Elective		6
			15
FOURTH YEAR		**FALL**	
	ART	Prim Concen Adv Studio	3
	ART A491	Senior Seminar	3
O	Phil 401	Aesthetics	3
	General Education Req.		3
	Elective		3
			15
		SPRING	
	ART	Up Div Art History	3
X	General Education Req.		4
	Elective		3
			16

X	Indicates the semester when the Natural Science laboratory course might be taken.
O	These courses should be taken during indicated semester due to scheduling methods.

Suggested number of General Education Requirements are based on list showing combined UAA/CAS requirements available from the Art Office. Transfer students and those who do not follow the list may need additional credits to meet Gen. Ed. Requirements.

BACHELOR OF ARTS, ART

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Program Admission Requirements - see pages _____.

GRADUATION REQUIREMENTS

Students must complete the following:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for Baccalaureate Degrees - see pages _____

A maximum of 60 credits in Art may be applied toward the degree. Transfer students who are candidates for the BA degree with a major in Art must complete a minimum of 18 Art credits in residence.

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees - see pages _____.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

Complete the College of Arts and Sciences requirements - see pages _____

D. MAJOR REQUIREMENTS

LOWER-DIVISION ART (27 CREDITS):

1. Complete the following core courses:
   - ART A105 Beginning Drawing
   - ART A111 Two-Dimensional Design
   - ART A113 Three-Dimensional Design
   - ART A205 Intermediate Drawing
   - ART A261 History of **Western** Art I
   - ART A262 History of **Western** Art II
2. Choose one two-dimensional course, one three-dimensional course, and one course from either list to total 9 credits:

Two-Dimensional Area:

- ART A112 Color Design
- ART A213 Beginning Painting
- ART A215 Beginning Printmaking
- ART A224 Beginning Photography
- ART A257 Digital Art and Design I
- ART A271 Beginning Surface Design
- ART A273 Beginning Woven Forms

Three-Dimensional Area:

- ART A201 Beginning Handbuilt Ceramics
- ART A202 Beginning Wheelthrown Ceramics
- ART A209 Beginning Metalsmithing and Jewelry
- ART A211 Beginning Sculpture
- ART A272 Beginning Fiber Structures

UPPER-DIVISION STUDIO ART (15 Credits):

3. Complete a total of 15 credits in the areas of studio emphasis listed below, a minimum of 9 credits must be in a single area of studio emphasis:

Ceramics	Drawing
Digital Art & Graphic Design	Fibers*
Jewelry/Metalsmithing	Painting
Photography	Printmaking
Sculpture	

**: All courses in Fibers are currently taught at the Matanuska-Susitna College and Kenai Peninsula College campuses.*

UPPER-DIVISION ART HISTORY (6 credits)

4 . Select six credits from the following

- **ART 360A History of Non-Western Art I**
- **ART 360B History of Non-Western Art II**
- **ART 361 History of Graphic Design**
- **ART 362 History of Modern Art**
- **ART 363 History of Contemporary Art**
- **ART 364 Italian Renaissance Art**
- **ART 365 Native Art of Alaska**
- **ART 366 Asian Art**
- **ART 367 History of Photography**
- **ART 492 Art History Seminars**

MISCELLANEOUS REQUIREMENTS (21 Credits):

5. Complete the following:
   - PHIL A401 Aesthetics
   - **ART A491 Senior Seminar (Capstone)**
   - **BA A166 Small Business Management**
   - Upper-division General Electives 12 credits
6. A total of 120 credits are required for the degree, of which 42 credits must be upper-division.

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

1a. School or College	1b. Division	1c. Department
CAS	AFAR	ART

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

6. Complete Course/Program Title
Bachelor of Fine Arts in Art

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

☒ Other Catalog Copy Update

9. Repeat Status Yes Limit 3 Max Credits 12

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. Coordinate with Affected Units: All Community Colleges
Department, School, or College
Initiator Signature Date

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

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
See attached.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

DEPARTMENT OF ART
SUMMARY OF PROPOSED CHANGES
for
BACHELOR OF FINE ARTS IN ART

1. FOUNDATION CORE

a. add three courses

ART 112 Color Design	(existing course)
ART 257 Digital Art & Design I	(new course)
ART 307 Life Drawing & Composition I	(existing course)

Justification: current curriculum is deficient in these technical skill areas

b. remove from this section

ART 261 History of World Art I
ART 262 History of World Art II

Justification: rename and move to new section

2. BEGINNING STUDIO ELECTIVES

a. change from

Choose one two-dimensional course, one three dimensional course, and one course from either list to total 9 credits.

to

choose one course from the two-dimensional list and one course from the 3-dimensional list

b. Two-Dimensional Area -

ART 112 - remove (becomes a required Foundation Core course)
ART 224 Beginning Photography remove JPC 224 (course no longer cross-listed)

3. ART HISTORY REQUIREMENT

a. create separate art history section

ART HISTORY
Complete the following required art history courses

ART 261 History of Western Art I	(existing - change name)
ART 262 History of Western Art II	(existing - change name)

Select 9 credits of upper division art history courses

ART 360A History of Non-Western Art History I	**(new course)**
ART 360B History of Non-Western Art History II	**(new course)**
ART 361 History of Graphic Design	**(new course)**
ART 362 History of Modern Art	(existing course)
ART 363 History of Contemporary Art	(existing course)
ART 364 Italian Renaissance Art	(existing course)
ART 365 Native Art of Alaska	(existing course)
ART 366 ~~History of~~ Asian Art	(existing course)
ART 367 History of Photography	(existing course)
ART 492 Art History Seminars	**(new course)**

Justification: ART 360A History of Non-Western Art I amd Art 360B History of Non-Western Art II are new courses filling the need for a more diversified multi-cultural curriculum and GER requirements.

ART 361 History of Graphic Design course developed for the new ~~Digital Graphics and Design Degree~~ Digital Art and Graphic Design courses.

ART 492 Art History Seminars is a revised course changing the 300 level course to a 400 level building upon existing catalog courses at the 300 level. Previously these seminar themes were taught under ART 392 Seminars and Selected Topics. Art 392 is being revised into a topics course for the new art education curriculum.

4. PRIMARY STUDIO CONCENTRATION

a. delete existing format (complete 21 upper division credits in a concentration)

b. change format to

PRIMARY STUDIO CONCENTRATION (18 credits)

Select a primary studio concentration from the list below and complete the following studio courses in the same discipline

200 level beginning studio course (3 credits)

must be other than a course selected to fill the beginning studio electives listed above.

300 level intermediate studio course (6 credits)

400 level advanced studio course (6 credits)

Select a support course from following (3 credits)

ART A390 Selected Topics
ART A490 Selected Topics
ART A498 Individual Research
or other by permission of advisor

Justification: The BFA is a degree in Art not a specific concentration. It is the intention of the degree that students be encouraged to explore as many different disciplines as possible and to combine multi studio disciplines in their art work. The new format reduces the number of credits, required in a primary concentration, from 21 upper division (plus 3 lower division) to 18 total. This action allows students more opportunity to explore several discipline areas and reduces the necessity for students to take independent study sections in order to complete a full 21 credits.

5. SECONDARY STUDIO CONCENTRATION

a. delete existing format (complete 9 upper division credits in a concentration)

b. change format to

SECONDARY STUDIO CONCENTRATION (9 credits)

Select a secondary studio concentration from the list below and complete the following studio courses in the same discipline

200 level beginning studio course (3 credits)

must be other than a course selected to fill the beginning studio electives listed above.

300 level intermediate studio course (3 credits)

Select a support course from following (3 credits)

300 level intermediate studio course

400 level advanced studio course
ART A390 Selected Topics
ART A490 Selected Topics
ART A498 Individual Research

Justification: The BFA is a degree in Art not a specific concentration. It is the intention of the degree that students be encouraged to explore as many different disciplines as possible and to combine multi studio disciplines in their art work. The new format reduces the number of credits, required in a secondary concentration, from 9 upper division (plus 3 lower division) to 9 total. This action allows students more opportunity to explore several discipline areas.

6. PRIMARY AND SECONDARY STUDIO CONCENTRATIONS

a. change list to read

Select Primary and Secondary Studio Concentrations from the following:

Ceramics	Drawing
Digital Art & Graphic Design	Fibers*
Jewelry & Metalsmithing	Painting
Photography	Printmaking
Sculpture	

Justification: Removed from the list are both Graphic Design and Illustration replaced by Digital ~~Fine Arts~~ Art and Graphic Design. ~~Graphic Design has now become a separate degree (BFA in Digital Graphics and Design) and the Illustration courses will be counted under the new Digital Graphics concentration.~~

7. THESIS REQUIREMENTS

a. change to read

THESIS REQUIREMENTS (6 credits)
Complete the following courses
ART A491 Senior Seminar (Fall Semesters - new course, GER capstone)
ART A499 Thesis (Spring Semesters only) (existing course)

Justification: This action adds a second course to the Thesis Requirement and fills the need for content in professional practices missing from the curriculum, and meets new GER capstone requirements.

8. MISCELLANEOUS REQUIREMENTS

change to read

MISCELLANEOUS REQUIREMENTS (12 credits)
PHIL A401 Aesthetics
BA A166 Small Business Management
Art Electives (6 credits)
Complete 6 credits of electives selected from art history, art education, or art studio courses.

Justification: Adding BA A166 Small Business Management as a degree requirement meets CAS requirements that capstones have prerequisites outside the discipline also the course will provide Art students with business skills they will use as practicing artists.

Selecting art electives from the art history, art education or additional art studio courses expands curricular opportunities.

BACHELOR OF FINE ARTS, ART

The Bachelor of Fine Arts degree is a professionally oriented program designed to prepare students for careers in art. Enrollment in the BFA program is recommended only for those students willing to make the considerable commitment of time and energy necessary to achieve professional competence in their primary area of studio emphasis. **Students desiring to enter the BFA program should request a copy of the current program policy from the Department.**

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of this chapter. Admission into the BFA program, termination from it, and granting of the degree are done at the discretion of the BFA Committee.

Students admitted into the BFA program must complete a minimum of 24 art credits in residence at UAA after acceptance into the BFA program. For the transfer student, a minimum of 12 resident art credits must be completed in the primary area of studio emphasis, and a minimum of 3 resident art credits completed in the secondary area of studio emphasis.

Applicants for admission into the BFA program must meet the following minimum requirements:

1. Applicants must have been officially admitted to the ~~College of Arts and Sciences~~. **University of Alaska Anchorage and declared an intention to pursue the BFA Degree.**
2. Applicants must have completed all Lower Division Foundation Core Course requirements for the BFA degree.
3. Applicants must have been enrolled at the University of Alaska Anchorage for at least one semester.
4. Applicants must meet minimum academic GPA requirements of:
   - 2.50 overall course work
   - 3.00 overall art course work

BFA requirements:

All materials must be submitted to the Department of Art at least two weeks prior to the BFA Committee's scheduled application review:

1. Application for admission into the BFA Program.
2. Letter of intent stating objectives and qualifications. Student should indicate an awareness of the differences between the BA in Art and the BFA degree programs.
3. Copies of all college transcripts.
4. A list of all college art courses taken with grade received.
5. **Portfolio of 15-20 pieces of studio work in primary and secondary concentrations showing technical skills, design abilities, and a potential for developing a conceptual vision. Applicants must submit work for consideration in both slide form and as original works of art.**

~~Applicants seeking admission into the BFA program will present an application and portfolio to the BFA Committee. Acceptance into the BFA program will be determined by the BFA Committee members present at the meeting. Applicants should check with the Department of Art main office for meeting times and places. Meetings are generally held once a semester. Applicants may submit works for consideration in both slide form and as original works of art.~~

Applications will be reviewed once a semester, and admission decisions are determined in October and March. Acceptance into the BFA program will be determined by the BFA Committee members at the meeting.

ACADEMIC PROGRESS

To graduate with a BFA in Art students must have met the following GPA requirements:

1. A minimum overall major GPA of 3.00.
2. A minimum GPA of 3.50 in the primary area of studio emphasis.
3. A minimum cumulative GPA of 2.50 in all university course work.

SEMESTER REVIEWS

The progress of all BFA candidates will be reviewed a minimum of once a semester by the BFA committee.

THESIS PROJECT

~~Upon completion of all studio courses in the student's primary and secondary areas of emphasis , BFA Candidates will enroll in ART A499 Thesis and complete a body of work which will culminate in a formal exhibition or presentation. BFA students enrolled in ART A499 Thesis will meet with the BFA Committee a minimum of twice a semester in addition to the final thesis evaluation.~~

~~*Note: Students must have a thesis proposal accepted by the BFA Committee during the semester prior to enrollment in Art A499 Thesis. Thesis Proposal Reviews are generally scheduled once a semester. Check with Department of Art main office for meeting time and place.*~~

With approval, usually upon completion of all studio courses in the student's primary and secondary areas of emphasis, BFA Candidates will enroll in ART 491 Senior Seminar (offered Fall Semesters only). In ART 491 Senior Seminar students will prepare a thesis proposal outlining a project to be completed during the following semester while enrolled in ART 499 Thesis (offered Spring Semester only). Once the BFA Committee has reviewed and accepted the Thesis Proposals, candidates will be granted permission to register for ART 499 Thesis. During ART 499 Thesis students will complete a body of work that will culminate in a formal exhibition. BFA students enrolled in ART 499 Thesis will meet with the BFA Committee a minimum of twice a semester.

The BFA Committee's evaluation of the student's thesis project will be based on content, presentation, and the degree of success in visual realization of the written proposal. At least 10 slides of the student's thesis will be furnished to the Department of Art. These slides must be acceptable to the BFA Committee and will become the property of the Department of Art. Slides must be received

by the department before a grade for Art A499 Thesis is awarded.

EXHIBITIONS AND PRESENTATIONS

~~While~~ BFA Candidates will generally participate in the BFA **Group** Show to be held in the Kimura Gallery~~, some students may elect to prepare a formal presentation of the their thesis projects instead. Whatever the format,~~ **A**ll aspects of the thesis exhibition ~~or presentation~~ must be approved by the BFA Committee. Works will be selected by the BFA Committee.

~~The BFA Show may will be held more than once a year as determined by available space and number of graduating BFA students.~~ **The BFA Group Show will be held during the Spring Semester each year.** Graduating BFA students are invited, but not required, to donate one work of art to UAA's permanent collection. Acceptance of donated student work is left to the discretion of the BFA Committee. After successfully completing all BFA requirements, the student is responsible for submitting an Application for Graduation to obtain the degree.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS
Complete the General University Requirements for Baccalaureate Degrees - see pages _____

B. GENERAL EDUCATION REQUIREMENTS
Complete the General Education Requirements for Baccalaureate Degrees - see pages _____

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS
There are no additional college requirements for the BFA degree.

D. MAJOR REQUIREMENTS
Complete the following required art courses with a minimum overall major GPA of 3.00 and a minimum GPA of 3.50 in the primary area of studio emphasis. A minimum cumulative GPA of 2.50 in all university course work is required to graduate. A maximum of 84 credits in Art may be applied toward the degree.

FOUNDATION CORE COURSES (~~21~~ 18 credits)

1. Complete the following core courses
   - ART 105 Beginning Drawing
   - ART 111 Two-Dimensional Design
   - **ART 112 Color Design**
   - ART 113 Three-Dimensional Design
   - ART 205 Intermediate Drawing
   - ~~**ART 257 Digital Art and Design I**~~
   - ~~ART 261 History of World Art I~~
   - ~~ART 262 History of World Art II~~
   - **ART 307 Life Drawing and Composition**

BEGINNING STUDIO ELECTIVES (~~9~~ 6 credits)

2. Choose one **course from the** two-dimensional **list** ~~course~~ and one **course from the** three dimensional **list** ~~course, and one course from either list to total 9 credits~~.

Two-Dimensional Area:
- ~~ART A112 Color Design~~
- ART A213 Beginning Painting
- ART A215 Beginning Printmaking
- ART~~/JPC~~ A224 Beginning Photography
- ART A257 Digital Art and Design I
- ~~ART A252 Beginning Graphic Design and Illustration~~
- ART A271 Beginning Surface Design
- ART A273 Beginning Woven Forms

Three-Dimensional Area:
- ART A201 Beginning Handbuilt Ceramics
- ART A202 Beginning Wheelthrown Ceramics
- ART A209 Beginning Metalsmithing and Jewelry
- ART A211 Beginning Sculpture
- ART A272 Beginning Fiber Structures
- ~~ID A141 Interior Design~~

ART HISTORY (15 credits)

3. Complete the following required art history courses
- **ART 261 History of Western Art I**
- **ART 262 History of Western Art II**

4. Select 9 credits of upper division art history courses
- **ART 360A History of Non-Western Art I**
- **ART 360B History of Non-Western Art II**
- **ART 361 History of Graphic Design**
- **ART 362 History of Modern Art**
- **ART 363 History of Contemporary Art**
- **ART 364 Italian Renaissance Art**
- **ART 365 Native Art of Alaska**
- **ART 366 Asian Art**
- **ART 367 History of Photography**
- **ART 492 Art History Seminars**

~~**UPPER-DIVISION ART (42 CREDITS):**~~

~~3. Complete a total of 21 upper-division credits with a primary studio emphasis from the list below, with a minimum GPA of 3.50.~~

~~4. Complete a total of 9 upper-division credits with a secondary studio emphasis from the list below:~~
- ~~Painting — Ceramics~~
- ~~Photography — Sculpture~~
- ~~Jewelry/Metalsmithing — Fibers*~~
- ~~Drawing — Graphic Design~~
- ~~Printmaking — Illustration~~

~~*Note: All courses in Fibers are currently taught at the Matanuska-Susitna College and Kenai Peninsula College campuses~~

~~5. Complete 9 credits in upper-division Art History~~

~~6. Complete 15 credits in Studio Art courses, any level~~

~~7. Prepare and present a Thesis Project (ART A499)~~

~~8. Complete PHIL A401 Aesthetics~~

~~9. A total of 121 credits is required for the degree, of which 42 credits must be upper-division.~~

PRIMARY STUDIO CONCENTRATION (18 credits)

5. Select a primary studio concentration from the list below and complete the following studio courses in the same discipline
- **200 level beginning studio course (3 credits) must be other than a course selected to fill the beginning studio electives listed above.**
- **300 level intermediate studio course (6 credits)**
- **400 level advanced studio course (6 credits)**

6. Select a support course from following (3 credits)
- **ART A390 Selected Topics in Studio Art**
- **ART A490 Selected Topics in Studio Art**
- **ART A498 Individual Research**
- **or other by permission of advisor**

Select Primary and Secondary Studio Concentrations from the following:

Ceramics	**Drawing**
Digital Art and Graphic Design	**Fibers***
Jewelry & Metalsmithing	**Painting**
Photography	**Printmaking**
Sculpture	

***Fibers courses are available at Matanuska-Susitna and Kenai Peninsula College Campuses only.**

SECONDARY STUDIO CONCENTRATION (9 credits)

7. Select a secondary studio concentration from the list and complete the following studio courses in the same discipline
- **200 level beginning studio course (3 credits) must be other than a course selected to fill the beginning studio electives listed above.**
- **300 level intermediate studio course (3 credits)**

8. Select a support course from following (3 credits)
- **300 level intermediate studio course**
- **400 level advanced studio course**
- **ART A390 Selected Topics in Studio Art**
- **ART A490 Selected Topics in Studio Art**
- **ART A498 Individual Research**

THESIS REQUIREMENTS (6 credits)

9. Complete the following courses
- **ART A491 Senior Seminar (Fall Semesters only)/Capstone Class**
- **ART A499 Thesis (Spring Semesters only)**

MISCELLANEOUS REQUIREMENTS (12 credits)

10. Complete PHIL A401 Aesthetics
Complete BA A166 Small Business Management

11. Art Electives (6 credits)
- **Complete 6 credits of electives selected from art history, art education or art studio courses.**

12. A total of 121 credits is required for the degree, of which 42 credits must be upper division. A total of 84 credits in art may be applied to the degree.

BACHELOR OF FINE ARTS, ART

The Bachelor of Fine Arts degree is a professionally oriented program designed to prepare students for careers in art. Enrollment in the BFA program is recommended only for those students willing to make the considerable commitment of time and energy necessary to achieve professional competence in their primary area of studio emphasis. Students desiring to enter the BFA program should request a copy of the current program policy from the Department.

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of this chapter. Admission into the BFA program, termination from it, and granting of the degree are done at the discretion of the BFA Committee.

Students admitted into the BFA program must complete a minimum of 24 art credits in residence at UAA after acceptance into the BFA program. For the transfer student, a minimum of 12 resident art credits must be completed in the primary area of studio emphasis, and a minimum of 3 resident art credits completed in the secondary area of studio emphasis.

Applicants for admission into the BFA program must meet the following minimum requirements:

1. Applicants must have been officially admitted into the University of Alaska Anchorage and declared an intention to pursue the BFA Degree.
2. Applicants must have completed all Lower Division Foundation Core Course requirements for the BFA degree.
3. Applicants must have been enrolled at the University of Alaska Anchorage for at least one semester.
4. Applicants must meet minimum academic GPA requirements of:
   - 2.50 overall course work
   - 3.00 overall art course work

In addition the following materials must be submitted to the Department of Art at least two weeks prior to the BFA Committee's scheduled application review:

1. Application for admission into the BFA Program.
2. Letter of intent stating objectives and qualifications. Student should indicate an awareness of the differences between the BA in Art and the BFA degree programs.
3. Copies of all college transcripts.
4. A list of all college art courses taken with grade received.
5. Portfolio of 15-20 pieces of studio work in primary and secondary concentrations showing technical skills, design abilities, and a potential for developing a conceptual vision. Applicants may submit work for consideration in both slide form and as original works of art.

Applications will be reviewed once a semester generally in October and March. Applicants should check with the Department of Art main office for current schedule.

Acceptance into the BFA program will be determined by the BFA Committee members at the meeting.

ACADEMIC PROGRESS

To graduate with a BFA in Art students must have met the following GPA requirements:

1. A minimum overall major GPA of 3.00.
2. A minimum GPA of 3.50 in the primary area of studio emphasis.
3. A minimum cumulative GPA of 2.50 in all university course work.

SEMESTER REVIEWS

The progress of all BFA candidates will be reviewed a minimum of once a semester by the BFA committee.

THESIS PROJECT

With approval, usually upon completion of all studio courses in the student's primary and secondary areas of emphasis, BFA Candidates will enroll in ART 491 Senior Seminar (offered Fall Semesters only). In ART 491 Senior Seminar students will prepare a thesis proposal outlining a project to be completed during the following semester while enrolled in ART 499 Thesis (offered Spring Semester only). Once the BFA Committee has reviewed and accepted the Thesis Proposals candidates will be granted permission to register for ART 499 Thesis. During ART 499 Thesis students will complete a body of work that will culminate in a formal exhibition. BFA students enrolled in ART 499 Thesis will meet with the BFA Committee a minimum of twice a semester.

Evaluation, by the BFA Committee, of the student's thesis project will be based on content, presentation, and the degree of success in visual realization of the written proposal. At least 10 slides of the student's thesis will be furnished to the Department of Art. These slides must be acceptable to the BFA Committee, and will become the property of the Department of Art. Slides must be received by the department before a grade for Art A499 Thesis is awarded.

EXHIBITIONS AND PRESENTATIONS

BFA Candidates will generally participate in the BFA Group Show to be held in the Kimura Gallery. All aspects of the thesis exhibition must be approved by the BFA Committee.. Exhibited and presented works will be selected by the BFA Committee.

The BFA Group Show will be held during the Spring Semester each year. Graduating BFA students are invited, but not required, to donate one work of art to UAA's permanent collection. Acceptance of donated student work is left to the discretion of the BFA Committee. After successfully completing all BFA requirements, the student is responsible for submitting an Application for Graduation to obtain the degree.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for Baccalaureate Degrees - see pages _____

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees - see pages _____

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

There are no additional college requirements for the BFA degree.

D. MAJOR REQUIREMENTS

Complete the following required art courses with a minimum overall major GPA of 3.00 and a minimum GPA of 3.50 in the primary area of studio emphasis. A minimum cumulative GPA of 2.50 in all university course work is required to graduate. A maximum of 84 credits in Art may be applied toward the degree.

FOUNDATION CORE COURSES (~~21~~ 18 credits)

1. Complete the following core courses
   - ART 105 Beginning Drawing
   - ART 111 Two-Dimensional Design
   - ART 112 Color Design
   - ART 113 Three-Dimensional Design
   - ART 205 Intermediate Drawing
   - ~~ART 257 Digital Art and Design I~~
   - ART 307 Life Drawing and Composition

BEGINNING STUDIO ELECTIVES (6 credits)

2. Choose one course from the two-dimensional list and one course from the three dimensional list

Two-Dimensional Area:

- ART A213 Beginning Painting
- ART A215 Beginning Printmaking
- ART A224 Beginning Photography
- ART A271 Beginning Surface Design
- ART A273 Beginning Woven Forms

Three-Dimensional Area:

- ART A201 Beginning Handbuilt Ceramics
- ART A202 Beginning Wheelthrown Ceramics
- ART A209 Beginning Metalsmithing & Jewelry
- ART A211 Beginning Sculpture
- ART A272 Beginning Fiber Structures
- ~~ID A141 Interior Design~~

ART HISTORY (15 credits)

3. Complete the following required art history courses
- ART 261 History of Western Art I
- ART 262 History of Western Art II

4. Select 9 credits of upper division art history courses
- ART 360A History of Non-Western Art I
- ART 360B History of Non-Western Art II
- ART 361 History of Graphic Design
- ART 362 History of Modern Art
- ART 363 History of Contemporary Art
- ART 364 Italian Renaissance Art
- ART 365 Native Art of Alaska
- ART 366 History of Asian Art
- ART 367 History of Photography
- ART 492 Art History Seminars

PRIMARY STUDIO CONCENTRATION (18 credits)

5. Select a primary studio concentration from the list below and complete the following studio courses in the same discipline
- 200 level beginning studio course (3 credits) must be other than a course selected to fill the beginning studio electives listed above.
- 300 level intermediate studio course (6 credits)
- 400 level advanced studio course (6 credits)

6. Select a support course from following (3 credits)
- ART A390 Selected Topics in Studio Art
- ART A490 Selected Topics in Studio Art
- ART A498 Individual Research
- or other by permission of advisor

SECONDARY STUDIO CONCENTRATION (9 credits)

7. Select a secondary studio concentration from the list below and complete the following studio courses in the same discipline
- 200 level beginning studio course (3 credits) must be other than a course selected to fill the beginning studio electives listed above.
- 300 level intermediate studio course (3 credits)

8. Select a support course from following (3 credits)
- 300 level intermediate studio course
- 400 level advanced studio course
- ART A390 Selected Topics in Studio Art
- ART A490 Selected Topics in Studio Art
- ART A498 Individual Research

Select Primary and Secondary Studio Concentrations from the following:

Ceramics	Drawing
Digital Art and Graphic Design	Fibers*
Jewelry & Metalsmithing	Painting
Photography	Printmaking
Sculpture	

Note: Fibers courses are available at Matanuska-Susitna and Kenai Peninsula College Campuses only.

THESIS REQUIREMENTS (6 credits)

9. Complete the following courses
- ART A491 Senior Seminar (Fall Semesters only)
- ART A499 Thesis (Spring Semesters only)

MISCELLANEOUS REQUIREMENTS (12 credits)

10. Complete PHIL A401 Aesthetics
    Complete BA A166 Small Business Management
11. Art Electives (6 credits)
    Complete 6 credits of electives selected from art history, art education or art studio courses.
12. A total of 121 credits is required for the degree, of which 42 credits must be upper division. A total of 84 credits in art may be applied to the degree.

FIRST YEAR		**FALL**	
	ART A105	Beginning Drawing	3
	ART A111	Two Dimensional Design	3
O	ENGL A111	Written Composition	3
	General Education Req.		6
			15
		SPRING	
	ART A205	Intermediate Drawing	3
	ART A113	Three Dimensional Design	3
O	ENGL A211	Written Composition	3
	General Education Req.		6
			15
SECOND YEAR		**FALL**	
	ART A112	Color Design	3
	ART	Beginning 2D or 3D Studio	3
	ART	Beginning 2D or 3D Studio	3
O	ART A261	History of Western Art I	3
X	General Education Req.		4
			16
		SPRING	
	ART	Prim Concen Beg. Studio	3
	ART A257	Digital Art & Design I	3
	ART	Sec. Concen Beg Studio	3
O	ART A262	History of Western Art II	3
	General Education Req.		3
			15
THIRD YEAR		**FALL**	
	ART	Prim Concen Inter Studio	3
	BA A166	Small Business Management	3
	ART A307	Life Drawing & Composition I	3
	ART	Up Div Art History	3
	General Education req.		3
			15
		SPRING	
	ART	Prim Concen Inter Studio	3
	ART	Sec. Concen Inter Studio	3
	ART	Art Elective	3
	ART	Up Div Art History	3
	General Education req.		3
			15
FOURTH YEAR		**FALL**	
	ART	Prim Concen Adv Studio	3
O	ART A491	Senior Seminar	3
	ART	Sec. Concen Support Course	3
	ART	Art Elective	3
O	Phil A401	Aesthetics	3
			15
		SPRING	
	ART	Prim Concen Adv Studio	3
	ART	Prim Concen Support Course	3
	ART	Up Div Art History	3
O	ART A499	Thesis	3
	General Education Req.		3
			15

X	Indicates the semester when the Natural Science laboratory course might be taken.
O	These courses should be taken during indicated semester due to scheduling methods

BACHELOR OF FINE ARTS, ART

The Bachelor of Fine Arts degree is a professionally oriented program designed to prepare students for careers in art. Enrollment in the BFA program is recommended only for those students willing to make the considerable commitment of time and energy necessary to achieve professional competence in their primary area of studio emphasis. **Students desiring to enter the BFA program should request a copy of the current program policy from the Department.**

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of this chapter. Admission into the BFA program, termination from it, and granting of the degree are done at the discretion of the BFA Committee.

Students admitted into the BFA program must complete a minimum of 24 art credits in residence at UAA after acceptance into the BFA program. For the transfer student, a minimum of 12 resident art credits must be completed in the primary area of studio emphasis, and a minimum of 3 resident art credits completed in the secondary area of studio emphasis.

Applicants for admission into the BFA program must meet the following minimum requirements:

1. Applicants must have been officially admitted to the **University of Alaska Anchorage and declared an intention to pursue the BFA Degree.**
2. Applicants must have completed all Lower Division Foundation Core Course requirements for the BFA degree.
3. Applicants must have been enrolled at the University of Alaska Anchorage for at least one semester.
4. Applicants must meet minimum academic GPA requirements of:
   - 2.50 overall course work
   - 3.00 overall art course work

BFA requirements:

All materials must be submitted to the Department of Art at least two weeks prior to the BFA Committee's scheduled application review:

1. Application for admission into the BFA Program.
2. Letter of intent stating objectives and qualifications. Student should indicate an awareness of the differences between the BA in Art and the BFA degree programs.
3. Copies of all college transcripts.
4. A list of all college art courses taken with grade received.
5. **Portfolio of 15-20 pieces of studio work in primary and secondary concentrations showing technical skills, design abilities, and a potential for developing a conceptual vision. Applicants must submit work for consideration in both slide form and as original works of art.**

Applications will be reviewed once a semester, and admission decisions are determined in October and March. Acceptance into the BFA program will be determined by the BFA Committee members at the meeting.

ACADEMIC PROGRESS

To graduate with a BFA in Art students must have met the following GPA requirements:

1. A minimum overall major GPA of 3.00.
2. A minimum GPA of 3.50 in the primary area of studio emphasis.
3. A minimum cumulative GPA of 2.50 in all university course work.

SEMESTER REVIEWS

The progress of all BFA candidates will be reviewed a minimum of once a semester by the BFA committee.

THESIS PROJECT

With approval, usually upon completion of all studio courses in the student's primary and secondary areas of emphasis, BFA Candidates will enroll in ART 491 Senior Seminar (offered Fall Semesters only). In ART 491 Senior Seminar students will prepare a thesis proposal outlining a project to be completed during the following semester while enrolled in ART 499 Thesis (offered Spring Semester only). Once the BFA Committee has reviewed and accepted the Thesis Proposals, candidates will be granted permission to register for ART 499 Thesis. During ART 499 Thesis students will complete a body of work that will culminate in a formal exhibition. BFA students enrolled in ART 499 Thesis will meet with the BFA Committee a minimum of twice a semester.

The BFA Committee's evaluation of the student's thesis project will be based on content, presentation, and the degree of success in visual realization of the written proposal. At least 10 slides of the student's thesis will be furnished to the Department of Art. These slides must be acceptable to the BFA Committee and will become the property of the Department of Art. Slides must be received by the department before a grade for Art A499 Thesis is awarded.

EXHIBITIONS AND PRESENTATIONS

BFA Candidates will generally participate in the BFA **Group** Show to be held in the Kimura Gallery. **A**ll aspects of the thesis exhibition must be approved by the BFA Committee. Works will be selected by the BFA Committee. **The BFA Group Show will be held during the Spring Semester each year.** Graduating BFA students are invited, but not required, to donate one work of art to UAA's permanent collection. Acceptance of donated student work is left to the discretion of the BFA Committee. After successfully completing all BFA requirements, the student is responsible for submitting an Application for Graduation to obtain the degree.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS

Complete the General University Requirements for

Baccalaureate Degrees - see pages _____

B. GENERAL EDUCATION REQUIREMENTS

Complete the General Education Requirements for Baccalaureate Degrees - see pages _____

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS

There are no additional college requirements for the BFA degree.

D. MAJOR REQUIREMENTS

Complete the following required art courses with a minimum overall major GPA of 3.00 and a minimum GPA of 3.50 in the primary area of studio emphasis. A minimum cumulative GPA of 2.50 in all university course work is required to graduate. A maximum of 84 credits in Art may be applied toward the degree.

FOUNDATION CORE COURSES (~~21~~ 18 credits)

1. Complete the following core courses
   - ART 105 Beginning Drawing
   - ART 111 Two-Dimensional Design
   - **ART 112 Color Design**
   - ART 113 Three-Dimensional Design
   - ART 205 Intermediate Drawing
   - **ART 307 Life Drawing and Composition**

BEGINNING STUDIO ELECTIVES (~~9~~ 6 credits)

2. Choose one **course from the** two-dimensional **list** and one **course from the** three dimensional **list**.

Two-Dimensional Area:

- ART A213 Beginning Painting
- ART A215 Beginning Printmaking
- ART A224 Beginning Photography
- ART A257 Digital Art and Design I
- ART A271 Beginning Surface Design
- ART A273 Beginning Woven Forms

Three-Dimensional Area:

- ART A201 Beginning Handbuilt Ceramics
- ART A202 Beginning Wheelthrown Ceramics
- ART A209 Beginning Metalsmithing and Jewelry
- ART A211 Beginning Sculpture
- ART A272 Beginning Fiber Structures

ART HISTORY (15 credits)

3. Complete the following required art history courses
- **ART 261 History of Western Art I**
- **ART 262 History of Western Art II**

4. Select 9 credits of upper division art history courses
- **ART 360A History of Non-Western Art I**
- **ART 360B History of Non-Western Art II**
- **ART 361 History of Graphic Design**
- **ART 362 History of Modern Art**
- **ART 363 History of Contemporary Art**
- **ART 364 Italian Renaissance Art**
- **ART 365 Native Art of Alaska**
- **ART 366 Asian Art**
- **ART 367 History of Photography**
- **ART 492 Art History Seminars**

PRIMARY STUDIO CONCENTRATION (18 credits)

5. Select a primary studio concentration from the list below and complete the following studio courses in the same discipline
- **200 level beginning studio course (3 credits) must be other than a course selected to fill the beginning studio electives listed above.**
- **300 level intermediate studio course (6 credits)**
- **400 level advanced studio course (6 credits)**

6. Select a support course from following (3 credits)
- **ART A390 Selected Topics in Studio Art**
- **ART A490 Selected Topics in Studio Art**
- **ART A498 Individual Research**
- **or other by permission of advisor**

Select Primary and Secondary Studio Concentrations from the following:

Ceramics	**Drawing**
Digital Art and Graphic Design	**Fibers***
Jewelry & Metalsmithing	**Painting**
Photography	**Printmaking**
Sculpture	

***Fibers courses are available at Matanuska-Susitna and Kenai Peninsula College Campuses only.**

SECONDARY STUDIO CONCENTRATION (9 credits)

7. Select a secondary studio concentration from the list and complete the following studio courses in the same discipline
- **200 level beginning studio course (3 credits) must be other than a course selected to fill the beginning studio electives listed above.**
- **300 level intermediate studio course (3 credits)**

8. Select a support course from following (3 credits)
- **300 level intermediate studio course**
- **400 level advanced studio course**
- **ART A390 Selected Topics in Studio Art**
- **ART A490 Selected Topics in Studio Art**
- **ART A498 Individual Research**

THESIS REQUIREMENTS (6 credits)

9. Complete the following courses
- **ART A491 Senior Seminar (Fall Semesters only)/Capstone Class**
- **ART A499 Thesis (Spring Semesters only)**

MISCELLANEOUS REQUIREMENTS (12 credits)

10. Complete PHIL A401 Aesthetics
Complete BA A166 Small Business Management

11. Art Electives (6 credits)
- **Complete 6 credits of electives selected from art history, art education or art studio courses.**

12. A total of 121 credits is required for the degree, of which 42 credits must be upper division. A total of 84 credits in art may be applied to the degree.

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

1a. School or College	1b. Division	1c. Department
CAS	AFAR	ART

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

6. Complete Course/Program Title
Minor in Art

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major
☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Corequisites ☐ Registration Restrictions
☒ Other Catalog Copy Update

9. Repeat Status Yes Limit 3 Max Credits 12

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. Coordinate with Affected Units: All Community Colleges
Department, School, or College

_____
Initiator Signature Date

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

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
See attached.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

MINOR, ART

Students majoring in another subject who wish to minor in Art must complete the following requirements. A total of 18 credits is required for the minor, 6 of which must be upper-division.
ART/ED A418 and A442 are not applicable to the Art Minor.

Art History (ART A261 or A262)	3
Design (ART A111 or A113)	3
Drawing (ART A105, A205, A305, A307, ~~A356,~~ A405, or **A407**)	3
Studio Emphasis Courses	6
Art History or Studio Emphasis Course	3

MINOR, ART

Students majoring in another subject who wish to minor in Art must complete the following requirements. A total of 18 credits is required for the minor, 6 of which must be upper-division.
ART/ED A418 and A442 are not applicable to the Art Minor.

Art History (ART A261 or A262)	3
Design (ART A111 or A113)	3
Drawing (ART A105, A205, A305, A307, A405, or A407)	3
Studio Emphasis Courses	6
Art History or Studio Emphasis Course	3

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

1a. School or College	1b. Division	1c. Department
CAS	AFAR	ART

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
ART	A360A		3	(3+0)

6. Complete Course/Program Title
History of Non-Western Art I

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☒ Add
☐ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status No Limit Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. Coordinate with Affected Units: with UAA, & Undergraduate Affairs Board.
Department, School, or College

_____
Initiator Signature Date

14. List any programs or college requirements that require this course
Applies to the BA in Art and BFA in Art degrees (selective), and GER Fine Arts & Humanities requirements.

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

16. Course Description
Emphasis will be on a comparative approach to non-western civilizations including Indian Art, Tibetan and Southeastern Art, Chinese Art, and Japanese Art.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
Engl A111, and (Art A261, OR Art A262)	NA	NA

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	Instructor Permission

18. ☒ Mark if course has fees

19. Justification for Action
New survey course to expand curriculum opportunities in Art History focusing on multi-cultural diversity to meet GER in the fine arts and humanities.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: March 2006

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Title:	History of Non-Western Art I
C.	Course Subject/Number:	ART A360A
D.	Credit Hours:	3.0 Credits
E.	Contact Time:	3+0 Contact Time
F.	Grading Information:	A-F
G.	Course Description:	Emphasis will be on a comparative approach to non-western civilizations including Indian Art, Tibetan and Southeastern Art, Chinese Art, and Japanese Art.
H.	Status of course relative to degree or certificate program	Course required for BA and BFA in Art and applies to the GER Fine Arts and Humanities Requirements
I.	Lab Fees:	YES
J.	Coordination:	Undergraduate Academic Board
K.	Course Prerequisites:	ENGL A111 Methods of Written Composition and (ART A261 History of Western Art I or ART A262 History of Western Art II)

III. Course Activities

Lecture course. Readings and written work as assigned including brief research papers.

IV. Evaluation

Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting. Interpretative analysis focusing on the formal and contextual aspects of works of art based on a comparative approach.

V. Course Level Justification

This course satisfies the need for a non-western art history class to meet the General Education requirements in the Fine Arts and Humanities as well as an art history requirement for a B.A., B.F.A., or elective in the visual arts.

VI. Outline

A. INDIAN ART

1. Indus Valley Civilization (Harappan Civilization)
2. The Vedic & Maurya Periods
3. The Period of the Shungas and Early Andhras: Stupas, Buddhist Rock-Cults, Buddhist Art, Early Buddhist Art & Figurative Buddhist Sculpture
4. The Kushan and Later Andhra Period, The Gandhara, Mathura, & Amaravati Schools
5. The Gupta & Post-Gupta Periods
    a. Buddhist Sculpture & Painting
    b. The Early Northern Temple
    c. Monumental Narrative Reliefs
    d. The Early Southern Temple
6. The Early Medieval Period
    a. The Monumental Northern Temple
    b. The Monumental Southern Temple
    c. The Bhakti Movement in Art
7. Architectural Elements: Stupas and Temples
8. Late Medieval Period
    a. Buddhist Art, Jain Art, Hindu Art
    b. Images of Hindu Deities
    c. The Hindu Temple
9. Mughal Period
    a. Mughal Painting & Architecture
       Indian Painting on Paper
    b. Rajput Painting
10. Modern Period
    a. Colonialism, Extrication from the Colonial Yoke
    b. British and European Connections
    c. Contemporary Indian Identity in the Arts

B. TIBETAN AND SOUTHEASTERN ASIAN ART

1. Tibet: Shamanism & The Tanka
2. Java: Buddhist Stupas: Borobudur
3. Cambodia: Khmer, Angor Thom and Angor Wat, & Hindu Connections
4. Thailand
    a. Buddhist Sculpture
    b. Hinayana & Mahayana Buddhism

C. CHINESE ART

Chinese Art Before 1280

1. The Middle Kingdom
2. Neolithic Cultures: Painted Pottery & Beyond the Yellow River Valley
3. Bronze Age China: Shang & Zhou Dynasties
4. The Chinese Empire: Qin Dynasty
5. Han Dynasty
    a. Taoism and Confucianism
    b. Confucianism and the State

c. Architecture
6. Six Dynasties: Painting, Calligraphy & Buddhism
7. Sui and Tang Dynasties: Buddhist Art and Architecture & Figure Painting
8. Song Dynasty: Neo-Confucianism, Landscape Painting, Southern Song, Northern Song
9. Materials and Processes
    a. Three-Dimensional Media: Ceramics, Bronze and Piece-Mold Casting, Wood & Jade
    b. Painting: Materials and Methods, Early Painting through the Tang Dynasty, Monochrome Ink Painting, Son through Qing
    c. Architecture: Pagodas
10. Mongol Invasions
11. Yuan Dynasty
12. Ming Dynasty
    a. Court and Professional Painting
    b. Gardens and Decorative Arts
    c. Architecture and City Planning
    d. Literati Painting
13. Classifications of Chinese Painting: handscrolls, hanging scrolls, albums
14. Qing Dynasty
    a. Orthodox Painting
    b. Individualists
15. The Modern Period
    a. European Connections and Western Influence
    b. Rise of Communism: Mao Tse Tung - Art in Service of the State
    c. Contemporary Art: Postmodern Developments

D. JAPANESE ART
1. Japanese Art Before 1392
    a. Prehistory Japan; Jomon Period, Yayoi and Kofun Periods, & Shinto
    b. Asuka Period
    c. Nara Period
    d. Buddhist Influences
    e. Heian Period: Esoteric Buddhism, Pure Buddhism, Poetry and Calligraphy, Secular Painting
    f. Kamakura Period
        - Pure Land Buddhist Art
        - Zen: Painting, The Arts of Tea
        - Garden Design
    g. Joined-wood Sculpture
    h. Screen Painting
    i. Woodblock Prints
    j. Emperors and Warriors
2. Japanese Art After 1392
    a. Muromachi Period: Ink Painting & Ryoan-ji
    b. Momoyama Period: Architecture, Decorative Painting & Tea
    c. Edo: Tea, Rimpa School, Nanga School, Zen, Maruyama-Shijo School, &

Ukiyo-e Pictures of the Floating World

d. The Meiji and Modern Periods
   - Contact with Western Europeans
   - Modernism
   - Contemporary Art (Postmodernism and Japanese Identity)

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor Will:

1. Develop and examine the contextual background from which non-western art works emerge within their cultural and historical settings.
2. Develop student's historical, critical, aesthetic, and analytical written and oral communication skills as they apply to non-western art.
3. Develop an understanding of the various historical approaches and methodologies allowing the student to effectively construct viable comparative paradigms, research techniques and interpretive approaches relevant to non-western art by using application, classification and reasoned argumentation.

B. Student Outcomes. The student will be able to:

OUTCOME	ASSESSMENT
Analyze primary and secondary research materials, theoretical approaches and interpretive models pertaining to non-western art	research paper.
Develop analytical, written and oral skills	tests, papers and in-class presentations
Demonstrate an understanding of the various methodologies, significant texts, and theoretical approaches presented in course Materials relevant to non-western art	tests and papers
Develop a body of concepts and ideas that will effectively embody non-western art course material.	tests, papers, and in-class presentations
Assess from a comparative perspective the similarities and differences across the non-western cultures presented.	tests, papers, in-class presentation

VIII. Suggested Text:

Andrews, Julia Frances. Painters and Politics in the People's Republic of China,1949-1979. Berkeley: University of California Press, 1994.

Harle, James C. Art and Architecture of the Indian Subcontinent. Pelican History of Art. Harmondsworth, Eng.: Penguin, 1987.

Kawakita, Michiaki. Modern Currents in Japanese Art. Trans. and adapted by Charles S. Terry. Heibonsha Survey of Japanese Art, vol. 24 New York: Weatherhill, 1974.

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China Before 1280

Ackerman, Phyllis. Ritual Bronzes of Ancient China. New York: Dryden, 1945.

Billeter, Jean François. The Chinese Art of Writing. New Haven: Yale University Press, 1991.

Cahill, James. Art of Southern Sung China. New York: Asia Society, 1962.

Chinese Painting. Treasures of Asia. Geneva: Skira, 1960.

Index of Early Chinese Painters and Paintings: T'ang, Sung and Yuan. Berkeley: University of California Press, 1980.

De Silva, Anil. The Art of Chinese Landscape Painting: In the Caves of Tun-huang. Art of the World. Press, 1980.

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Juliano, Annette I. Art of the Six Dynasties: Centuries of Change and Innovation. New York: China House Gallery, 1975.

Lawton, Thomas. Chinese Art of the Warring State Period: Change and Continuity, 480-222 BC. Washington, D.C.: Freer Gallery of Art, Smithsonian Institution, 1973

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Tsu, Frances Ya-sing. Landscape Design in Chinese Gardens. New York: McGraw-Hill, 1988.

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Yonezawa, Yoshiho, and Chu Yoshizawa. Japanese Painting in the Literati Style. Trans. and adapted by Betty Iverson Monroe. Heibonsha Survey of Japanese Art, vol. 23. New York: Weatherhill, 1974.

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Addis, Stephen. The Art of Zen: Painting and Calligraphy by Japanese Monks: 1600-1925. New York: Abrams, 1989.
Forrer, Mathi. *Hokusai*. New York: Rizozoli, 1988.
Hayashiya, Tastsuburo, Masao Nakamura, and Seizo Hayashiya. Japanese Arts and the Tea Ceremony. Trans. and adapted by Joseph P. Macadam. Heibonsha Survey of Japanese Art, vol. 15. New York: Weatherhill, 1974.
Kanazawa, Hiroshi. Japanese Ink Painting: Early Zen Masterpieces. Trans. and adapted by Barbara Ford. Japanese Ar, 1974.
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Merritt, Helen. Modern Woodblock Prints. *The Early Years*. Honolulu: University of Hawaii Press, 1990.
Michener, James A. The Floating World. New York: Random House, 1954.
Mizuo, Hiroshi. Edo Painting: Sotatsu and Korin. Trans. John M. Shields. Heibonsha Survey of Japanese Art, vol. 18. New York: Weatherhill, 1973.
Oka, Isaburo. Hiroshige: Japan's Great Landscape Artist. Trans. Stanleigh H. Jones. Tokyo: Kodansha International, 1992.
Okawa, Naoami. Edo Architecture: Katsura and Nikko. Trans. Alan Woodhull and Akito Miyamoto. Heibonsha Survey of Japanese Art, vol. 20. New York: Weatherhill, 1975.
Takahashi, Seichiro. Traditional Woodblock Prints of Japan. Trans. Richard Stanley-Baker. Heibonsha Survey of Japanese Art. New York: Weatherhill, 1972.
Terada, Toru. Japanese Art in World Perspective. Trans. Thomas Guerin. Heibonsha Survey of Japanese Art, vol. 25. New York: Weatherhill, 1976.
Thompson, Sarah E. and H. D. Harootunian. Undercurrents in the Floating World: Censorship and Japanese Prints. New York: Asia Society Gallery, 1992.
Yamane, Yuzo. Momoyama Genre Painting. Trans. John M. Shields. Heibonsha Survey of Japanese Art, vol. 17. New York: Heibonsha, 1973.

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

1a. School or College	1b. Division	1c. Department
CAS	AFAR	ART

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
ART	A360B		3	(3+0)

6. Complete Course/Program Title
History of Non-Western Art II

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status No Limit Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. Coordinate with Affected Units: with UAA, & Undergraduate Affairs Board.
Department, School, or College
Initiator Signature Date

14. List any programs or college requirements that require this course
Applies to the BA in Art and BFA in Art degrees (selective), and GER Fine Arts & Humanities requirements.

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

16. Course Description
Emphasis will be on a comparative approach to non-western civilizations including Islamic Art, African Art, Art of Pacific Cultures, and Art of the Americas.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
Engl A111, and (Art A261, OR Art A262)	NA	NA

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	

18. ☒ Mark if course has fees

19. Justification for Action
New survey course to expand curriculum opportunities in Art History focusing on multi-cultural diversity and to meet general education requirements in the Fine Arts and Humanities.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: March 2006

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Title:	History of Non-Western Art II
C.	Course Subject/Number:	ART A360B
D.	Credit Hours:	3.0 Credits
E.	Contact Time:	3+0 Contact Time
F.	Grading Information:	A-F
G.	Course Description:	Emphasis will be on a comparative approach to non-western civilizations including Islamic Art, African Art, Art of Pacific Cultures, and Art of the Americas.
H.	Status of course relative to degree or certificate program	Course required for BA and BFA in Art and applies to the GER Fine Arts and Humanities Requirements
I.	Lab Fees:	YES
J.	Coordination:	Undergraduate Academic Board
K.	Course Prerequisites:	ENGL A111 Methods of Written Composition and (ART A261 History of Western Art I or ART A262 History of Western Art II)

III. Course Activities

Lecture course. Readings and written work as assigned including brief research papers.

IV. Evaluation

Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting. Interpretative analysis focusing on the formal and contextual aspects of works of art based on a comparative approach.

V. Course Level Justification

This course satisfies the need for a non-western art history class to meet the General Education requirements in the Fine Arts and Humanities as well as an art history requirement for a B.A., B.F.A., or elective in the visual arts.

VI. Outline

A. ISLAMIC ART: THE GATEWAY TO THE WEST AND EAST
   1. Islam and Early Islamic Society
   2. Art During the Early Caliphates: Architecture, Calligraphy, Ceramic and Textile Arts
   3. Later Islamic Art: Architecture, Portable Arts, Manuscript, Illumination and Calligraphy
   4. Technical and Architectural Developments: Carpet Making, Mosque Plans, Arches and Muqarnas
   5. Contemporary Islamic Art: Politics and the Continuity of Life

B. AFRICAN ART
   1. Art of Ancient and Medieval Africa
      a. Saharan Rock Art
      b. Sub-Saharan Civilizations: Nok Culture, Ife, & Benin
      c. Nilotic Cultures
      d. Islamic Africa
      e. Urban Centers: Djenné, & Great Zimbabwe
   2. Colonial Africa: Asanti, Yoruba, Dogon, Luba, Kuba, & Kota
   3. Art of Africa: The Modern Era
      a. Traditional and Contemporary Africa
      b. Children and the Continuity of Life
      c. Initiation Rites
      d. the Spirit World
      e. concepts of Leadership
      f. Death and Ancestors
      g. Contemporary Art: Postmodernism and the African Diaspora

C. ART OF PACIFIC CULTURES
   1. Australia: Australian Aboriginal Art
   2. Melanesia: Papua New Guinea, Irian Jaya, & New Ireland
   3. Micronesia: Nan Mandol
   4. Polynesia: Easter Island, Marquesas Islands, Islands, New Zealand
   5. Pacific Rim Contemporary Developments

D. ART OF THE AMERICAS
   1. Art of the Americas Before 1300
      a. Mesoamerica: The Olmec, Teotihuacan, The Maya, & Western Mexican Ceramics
      b. Central America: Diquis Culture
      c. South America: The Central Andes
         1.1 Chavin Culture: Sculpture
         1.2 The Paracas Culture: Textiles
         1.3 Nazca Culture
         1.4 Moche Culture: Ceramics
         1.5 Chimu Culture: Metals
         1.6 Inca Culture: Inka masonry
   2. Art of the Americas After 1300

a. Indigenous American Art
b. Mexico and South America: The Aztec Empire, The Inka Empire
   1.1 The Aftermath of the Spanish Conquest
   1.2 Modernism and Postmodernism in Mexico and South America
c. North America
   1.3 Ancient Period, before first contact
      1.4 Eastern Woodlands
      1.5 Southwest: Basketry
      1.6 Historic Period, after first contact
      1.7 Northwest Coast, Eastern Woodlands, Great Plains & Southwest
      1.8 Contemporary Native American Art

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor Will:

1. Develop and examine the contextual background from which non-western art works emerge within their cultural and historical settings.
2. Develop student's historical, critical, aesthetic, and analytical written and oral communication skills as they apply to non-western art.
3. Develop an understanding of the various historical approaches and methodologies allowing the student to effectively construct viable comparative paradigms, research techniques and interpretive approaches relevant to non-western art by using application, classification and reasoned argumentation.

B. Student Outcomes. The student will be able to:

OUTCOME	ASSESSMENT
Analyze primary and secondary research materials, theoretical approaches and interpretive models pertaining to non-western art	research paper.
Develop analytical, written and oral skills	tests, papers and in-class presentations
Demonstrate an understanding of the various methodologies, significant text, and theoretical approaches presented in course materials relevant to non-western art	tests and papers
Develop a body of concepts and ideas that will effectively embody non-western art course material.	tests, papers, and in-class presentations
Assess from a comparative perspective the similarities and differences across the non-western cultures presented.	tests, papers, in-class presentation

VIII. Suggested Text:

Berlo, Janet Catherine and Lee Ann Wilson. Arts of Africa, Oceania, and the Americas: Selected Readings. Englewood Cliffs, N.J.: Prentice Hall, 1993.

Blair, Sheila S., and Jonathan M. Brown. The Art and Architecture of Islam 1250-1800. New Haven: Yale University Press. 1991

Caruana, Wally. Aboriginal Art. World of Art. New York: Thames and Hudson, 1993

Cole, Herbert M. Icons: Ideas and Power in the Art of Africa. Washington, D.C.; National Museum of African Art, Smithsonian Institution, 1989

Ettinghausen, Richard, and Olga Graber. The Art and Architecture of Islam: 650-1250. Pelican History of Art. Harmondsworth, Eng.: Penguin, 1987

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Kubler, George. The Art and Architecture of Ancient America: The Mexican, Maya and Andean Peoples. 2nd ed. Pelican History of Art. Harmondsworth, Eng.: Penguin, 1975.

Miller, Mary Ellen. The Art of Mesoamerica: From Olmec to Aztec. World of Art. New York: Thames and Hudson, 1986.

Smith, W. Stevenson. The Art and Architecture of Ancient Egypt. Rev. ed. Pelican History of Art. Harmondsworth, England: Penguin, 1981.

Wade, Edwin, and Carol Haralson, eds. The Arts of the North American Indian: Native Traditions in Evolution. New York: Hudson Hills 1986

IX. Bibliography and Resources

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Blair, Sheila S., and Jonathan M. Brown. The Art and Architecture of Islam 1250-1800. New Haven: Yale University Press, 1991.

Ettinghausen, Richard, and Oleg Grabar. The Art and Architecture of Islam: 650-1250. Pelican History of Art. Harmondsworth, Eng.: Penguin, 1987.

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Meaning. Ed. George Mitchell. New York: Morrow, 1978.
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Raby, Julian, ed. The Art of Syria and Jazira, 1100-1250. Oxford Studies in Islamic Art Rizzoli, 1977.
Schimmel, Annemaire. Calligraphy and Islamic Culture. New York: New York University Press, 1983.
Ward, R. M. Islamic Metalwork. New York: Thames and Hudson, 1993.

African Art

General and Nilotic

Aldred, Cyril. Akhenaten and Nefertiti. New York: Brooklyn Museum, 1973.
Aldred, Cyril. Egyptian Art in the Days of the Pharoahs, *3100-320 BC.* World of Art. London: Thames and Hudson, 1980
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Berlo, Janet Catherine and Lee Ann Wilson. Arts of Africa, Oceania, and the Americas:Selected Readings. Englewood Cliffs, N.J.: Prentice Hall, 1993.
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Chicago Press, 1987.
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Ancient Africa

Bassani, Ezio and William Fagg. Africa and the Renaissance: Art in Ivory. New York: Center for African Art, 1988.
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Abiodun, Rowland, Henry J. Drewal, and John Pemberton III, eds. The Yoruba Artist: New Theoretical Perspectives on African Arts. Washington, D.C.: Smithsonian Institution, 1994.
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Neyt, François. Luba: To the Sources of the Zaire. Trans. Murray Wylie. Paris: Editions Dapper, 1994.

Sieber, Roy and Roslyn Adele Walker. African Art in the Cycle of Life. Washington, D.C.: National Museum of African Art, Smithsonian Institution, 1987.

Thompson, Robert Farris, and Joseph Cornet. The Four Moments of the Sun: Kongo Art in Two Worlds. Washington, D.C.: National Gallery of Art, 1981.

Art of Pacific Cultures

Allen, Louis. Time Before Morning: Art and Myth of the Australian Aborigines. New York: Crowell, 1975.

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Rabineau, Phyllis. Feather Arts: Beauty, Wealth, and Spirit from Five Continents. Chicago: Field Museum of Natural History, 1979.

Scott, R. W. B. and Christopher Gotch. Art, Sex and Symbol: The Mystery of Tattooing. 2nd ed. New York: Cornell University Press, 1986

Art of the Americas: Before 1300

Abrams, Eliot Marc. How the Maya Built Their World: Energetics and Ancient Architecture. Austin: University of Texas Press, 1994.

Alcina, Franch, José. Pre-Columbian Art. Trans. I. Mark Paris. New York: Abrams,1983.

Berrin, Kathleen and Esther Pasztory. Teotihuacan: Art from the City of the Gods. New York: Thames and Hudson, 1993.

Clewlow, C. William. Colossal Heads of the Olmec Culture. Contributions of the University of California Archaeological Research Facility. Berkeley: Archaeological Research Facility, University of California, 1967.

Coe, Michael. The Jaguar's Children: Pre-Classical Central Mexico. New York: Museum of Primitive Art, 1965.

Donnan, Christopher B. Ceramics of Ancient Peru. Los Angeles: Fowler

Museum of Cultural History, University of California, 1992.
Fewkes, Jesse Walter. The Mimbres: Art and Archaeology. Albuquerque: Avanyu Press, 1989.
Frazier, Kendrick. People of Chaco: A Canyon and its Culture. New York: Norton, 1986.
Miller, Mary Ellen. The Art of Mesoamerica: From Olmec to Aztec. World of Art. New York: Thames and Hudson, 1993.
Miller, Mary Ellen and Karl Taube. The Gods and Symbols of Ancient Mexico and the Maya. An Illustrated Dictionary of Mesoamerican Religion. New York: Thames and Hudson, 1993.
Townsend, Richard. The Aztecs. Ancient Peoples and Places. London: Thames and Hudson, 1992.

Art of the Americas: After 1300

Bringhurst, Robert F. The Black Canoe: Bill Reid and the Spirit of Haida Gwaii. Seattle: University of Washington Press, 1991.
Coe, Ralph. Lost and Found Traditions: Native American Art 1965-1985. Ed. Irene Gordon. Seattle: University of Washington Press, 1986.
Conn, Richard. Circles of the World: Traditional Art of the Plains Indians. Denver: Denver Art Museum, 1982.
Feest, Christian F. Native Arts of North America. Updated ed. World of Art. New York: Hudson Hills, 1987.
Jonaitis, Aldona. Art of the Northern Tlingit. Seattle: University of Washington Press, 1986.
Kahlenberg, Mary Hunt, and Anthony Berlant. The Navajo Blanket. New York: Praeger, 1972.
McNair, Petter I., Alan I . Hoover and Kevin Neary. Legacy: Tradition and Innovation in Northwest Coast Indian Art. Vancouver: Douglas and McIntyre, 1984.
Smith, Jaune Quick-to-See and Harmony Hammond. Women of Sweetgrass: Cedar and Sage. New York: American Indian Center, 1984.
Stierlin, Henri. Art of the Aztecs and Its Origins. New York: Rizzoli, 1992.
Walters, Anna Lee. Spirit of Native America: Beauty and Mysticism in American Indian Art. San Francisco: Chronicle, 1989.

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP	Computer Information Systems

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CIS	A376		3	(3+0)

6. Complete Course/Program Title
Management Information Systems

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Capstone GER

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: F/2006 To: /9999

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

13. List any programs or college requirements that require this course
BBA in all CBPP majors, except Accounting; BS, Aviation Technology

14. Coordinate with Affected Units: CS, CTC, COMM, ListServ
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Analysis of the historical, current, and future implications of Information Systems (IS) and emerging technologies on businesses and on the society in general. Class discussions on the ethical dilemmas due to technological challenges to cultural norms and to the traditional legal framework. Focuses on e-commerce and globalization issues.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIS A305 or COMM A241	N/A	N/A

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

17e. Registration Restriction(s) (non-codable)
BBA students must be admitted to upper-division standing. Completion of all Tier 1 GER (basic college-level skills) courses and junior standing.

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

19. Justification for Action
Revised content to meet the GER Integrative Capstone requirements.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 4, 2006

II. Course Information

College/School: College of Business and Public Policy
Department: Computer Information Systems
Program: Bachelor of Business Administration, Computer Information Systems
Course Subject: Management Information Systems
Course Number: CIS A376
Credits: 3.0
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
Approximately 6 -9 hours outside of class per week x 15 weeks = 90 - 135 hours
Course Title: Management Information Systems
Grading Basis: A – F

Course Description: Analysis of the historical, current, and future implications of Information Systems (IS) and emerging technologies on businesses and on the society in general. Class discussions on the ethical dilemmas due to technological challenges to cultural norms and to the traditional legal framework. Focuses on e-commerce and globalization issues.
Course Prerequisites: CIS A305 or COMM A241
Registration Restrictions: BBA students must be admitted to upper-division standing. For GER Capstone credit, must have completed all Tier I GER courses and junior standing.
Fees: Standard CBPP computer lab fee.

III. Course Activities

A. Discussion and lecture augmented by case analyses, guest speakers, and student presentations
B. Multimedia presentations
C. Class projects exploring applications, technologies, or societal issues of relevance to the Management Information Systems (MIS) field

IV. Guidelines for Evaluation

A. Homework and class discussions
B. Written exams
C. Group project presentations
D. Research papers and presentations

V. Course Level Justification

This is an Integrative Capstone course dealing with the theory, analysis, and design of IS for management planning and control, from both historical and future perspective.

VI. Outline

A. Introduction to Management Information Systems (MIS)
   1. Business IS
   2. Systems development
   3. Competitive advantage
   4. Problem solving
   5. Decision making
   6. IS personnel

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

C. Organizing Data and Information
   1. Data management
   2. Data modeling and database models
   3. Database Management Systems
   4. Database development
   5. Database security

D. Telecommunications and Networks
   1. Use and functioning of the Internet
   2. Internet and telecommunications services
   3. Intranets and extranets
   4. Networking issues

E. Electronic Services and Transactions Processing Systems
   1. Introduction to E-commerce
   2. Applications of E-commerce
   3. E-Commerce technology components
   4. Strategies for successful E-commerce
   5. Transaction Processing Systems
   6. Enterprise Resource Planning

F. Information and Decision Support Systems
   1. Overview of MIS
   2. Functional aspects of MIS
   3. Decision Support Systems
   4. Group Decision Support Systems
   5. Executive Support Systems

G. Specialized Business IS
   1. Artificial Intelligence
   2. Expert Systems
   3. Virtual Reality

H. Systems Development

1. Systems Development Life Cycle (SDLC)
2. Systems investigation
3. Systems analysis and design
4. Systems implementation
5. Systems maintenance and review
6. Alternative systems development approaches

I. IS Security, Privacy, and Ethical Issues in Today's Society

1. Computer waste and mistakes
2. Computer crime
3. Privacy
4. Health concerns
5. Disaster preparedness

VII. Suggested Text

Kroenke, D. Using MIS. Upper Saddle River, NJ: Prentice-Hall, 2007.

VIII. Bibliography

Jessup, L., & Valacich, J. Information Systems Today. Upper Saddle River, NJ: Prentice-Hall, 2003.

Kisielnicki, J. Modern Organizations in Virtual Communities. Hershey, PA: IRM Press, 2002.

Kudyba, S. & Hoptroff, R. Data Mining and Business Intelligence: A Guide to Productivity. Hershey, PA: Idea Group, 2001.

McDonald, K. Mastering the SAP Business Information Warehouse. New York, NY: John Wiley, 2002.

McNurlin, B. C. & Sprague, R. H. Jr. Information Systems Management in Practice. Upper Saddle River, NJ: Prentice-Hall, 2005.

O'Brian, J. A. Introduction to Information Systems; Essentials for the e-Business Enterprise. Boston, MA: McGraw-Hill Irwin, 2003.

Schwalbe, K. Information Technology; Project Management. Boston, MA: Course Technology, 2005.

Thompson, R. & Cats-Baril, W. Information Technology and Management. Boston, MA: McGraw-Hill Irwin, 2003.

IX. Instructional Goals and Student Outcomes

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

B. Student Outcomes. **Students will be able to:**	**Assessment Methods**
1. Knowledge Integration a. Describe why businesses use IS and how IS has evolved to meet changing business needs, considering technological, economical, geographic, and cultural reasons. b. Describe the interaction of hardware, software, people, database, and network components of the information processing systems in support of business value creation. c. Explain the central role people play in the planning, development and operation of IS.	a. Homework, class discussions, research paper, and written exam b. Homework, class discussion, and written exam c. Homework and class discussion
2. Effective Communication a. Debate implications of emerging technologies and globalization on businesses and on IS. b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology.	a. Homework, class discussion, and written exam b. Research paper and presentation
3. Critical Thinking a. Identify and differentiate the competitive advantages attained through e-commerce and online transaction processing systems, as well as the implications of emerging technologies and globalization on businesses and on IS. b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society.	a. Homework, class discussion, and written exam b. Group project presentation and class discussion
4. Information Literacy a. Identify the options in acquiring and maintaining a system for a given business situation and how the system life cycle affects mission critical functions. b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer.	a. Homework, class discussion, and written exam b. Homework, class discussion, and written exam

c. Evaluate the human resources and societal implications of the Internet; with emphasis on the new security, privacy, and ethical issues introduced for both technical and non-technical personnel. d. Engage in library research involving online resources.	c. Research paper and presentation d. Homework
5. Quantitative Perspectives Develop analysis and database tools to support quantitative decision making.	Homework and class discussion

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

College of Business & Public Policy
Program/Course Title: CIS A376, Management Information Systems

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Trina Carter, Head of Reference/Assoc. Professor, LIB 116, Phone: 786-1846, Fax: 786-6050, afcc@uaa.alaska.edu

2. Please list any new library resource and/or information that you recommend to support this course/program change.

   None will be needed to support this course.

_____

Initiator signature

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

1a. School or College	1b. Division	1c. Department
CT	AAPT	Career and Technical Education

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CTE	A411	VE A411	3 Credits	(3+0)

6. Complete Course/Program Title

Historical and Philosophical Foundations of Career and Technical Education

Abbreviated Title for Transcript (30 character) Philosophical Foundations CTE

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☒ Prefix
☐ Credits
☒ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☒ Other Goals and Outcomes

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Corequisites
☐ Registration Restrictions

9. Repeat Status No Limit NA Max Hours NA

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

12. ☐ Cross Listed with NA

☒ Stacked with CTE A611 Cross-Listed Coordination Signature

13. Coordinate with Affected Units: College of Education: Adult Education and Counseling, UAA Listserve
Department, School, or College

Initiator Signature Date

14. List any programs or college requirements that require this course NA

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

16. Course Description
Studies theory, development, and philosophical foundations of career and technical education. Looks at career and technical education in Alaska, including secondary, postsecondary, and applied programs along with models of career education including career clusters.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Corequisite(s) (concurrent enrollment required)
NA	NA	NA

17d. Other Restriction(s) NONE
☐ College ☐ Major ☐ Class ☐ Level

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

18. ☐ Mark if course has fees NONE

19. Justification for Action
Change prefix from VE (Vocational Education) to CTE because (CTE) Career and Technical Education is used by the field. Change title and course description to represent course content. Identify course goals and outcomes. Update content. Continue stacking with CTE 611 to allow integration of learners including teachers, journey persons, technicians, counselors, and workforce development professionals.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Community and Technical College

Division:	AAPT: Applied Technology	April 3, 2006
Programs:	Career and Technical Education	
Course Title:	Historical and Philosophical Foundations of Career and Technical Education	
Course Number:	CTE A411	3.0 Credits

I. Course Description:

Studies theory, development, and philosophical foundations of career and technical education. Looks at career and technical education in Alaska, including secondary, postsecondary, and applied programs along with models of career education including career clusters.

II. Course Design:

A. Designed as a course for students seeking a bachelor's degree in a career and technical education related area.
B. 3.0 credits.
C. Class includes 45 hours of lecture and class participation and 90 hours outside work.
D. N/A
E. No additional fees are charged.
F. This course maybe taught in any time frame, but not less than 3 weeks.
G. This is a revised course.
H. Coordinated with College of Education, UAA Listserve.
I. This course is generally for juniors/seniors working toward a baccalaureate degree.

III. Course Activities: Class is conducted using discussion, projects, written assignments, simulation, debate, lecture, and technology.

IV. Course Prerequisites: N/A

V. Course Evaluation: Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 General classroom safety
- 1.2 General building safety
- 1.3 General campus safety

2.0 Philosophical Foundations
- 2.1 Terminology
  - 2.1.1 Ontology
  - 2.1.2 Epistemology
  - 2.1.3 Axiology
- 2.2 Philosophy and education
  - 2.2.1 General education
  - 2.2.2 Career education
  - 2.2.3 Technical education
  - 2.2.4 Tech Prep and articulation
- 2.3 Components of a philosophy

3.0 Economic Foundations
- 3.1 Stages of U. S. economic history (agrarian, industrial, and information)
- 3.2 Projected labor needs
- 3.3 Cyclical and seasonal unemployment patterns upon the Alaskan economy
- 3.4 Perceptions of skills needed by entry-level workers

4.0 Sociological Foundations
- 4.1 Concept of work
- 4.2 Effect of education on status
- 4.3 Federal and state programs
- 4.4 Effect and implications of expanding technologies
- 4.5 Ethics
- 4.6 Special needs populations
- 4.7 Partnerships

5.0 Psychological Foundations
- 5.1 Learning styles
- 5.2 Teaching methodologies
  - 5.2.1 Contextual teaching and learning
  - 5.2.2 Performance assessment
- 5.3 SCANS and soft skills

6.0 Guidance and Counseling
- 6.1 Career guidance
- 6.2 Career clusters
- 6.3 Rogerian client-centered approach
- 6.4 Participation in nontraditional occupations

7.0 Delivery Systems
- 7.1 Public secondary and postsecondary
- 7.2 Proprietary
- 7.3 Apprenticeship
- 7.4 Industry led
- 7.5 On-the-job experience and work-based learning

7.6 Career and technical student organizations
7.7 Instruction and assessment

8.0 Impact of Federal Legislation
8.1 1862 to the present
8.2 Carl Perkins legislation
8.3 No Child Left Behind
8.4 Workforce Development Act and Alaska Workforce Development Board (AWIB)
8.5 Competitive and formula grants

9.0 Current Issues and Trends
9.1 Implications of current research
9.2 Consequences of current legislation
9.3 Effect of current educational practices
9.4 Significance of current world events
9.5 Standards and certifications

10.0 Influential Leaders
10.1 John Dewey
10.2 Booker T. Washington
10.3 W.E.B. Dubois
10.4 Dale Parnell
10.5 Charles Prosser
10.6 David Snedden
10.7 Dan Hull
10.8 Ellen Swallow Richards

VII. Suggested Texts

Gordon, H. R. D. (2003). *The history and growth of vocational education in America* (2nd ed.). Prospect Heights, IL: Waveland Press.

VIII. Bibliography

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling: Processes and techniques.* Upper Saddle River, NJ: Pearson Prentice Hall.

Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Hoerner, J., & Wehrley J. (1995). *Work-based learning: The key to school-to-work transition.* Westerville, OH: Glencoe/McGraw Hill.

Hull, D., & Parnell, D. (1991). T*ech-prep associate degree: A win/win experience.* Waco, TX: Center for Occupational Research and Development.

Johnson, E. (2002). *Contextual teaching and learning: What it is and why it is here to stay.* Thousand Oaks, CA: Corwin Press.

Martinello, M., & Cook, G. (2000). *Interdisciplinary inquiry in teaching and learning*. Columbus, OH: Merrill.

Miller, M.D. (1985). *Principles and a philosophy for vocational education*. Columbus, Ohio: NCRVE.

Miller, W. R., & Miller, M. F. (2002). *Instructors and their jobs.* (3rd ed.). Homewood, IL: American Technical.

Miller, W. R., & Miller, M. F. (2005). *Hints for the highly effective instructor: Survival skills for the technical trainer.* Homewood, IL: American Technical.

National Board for Professional Teaching Standards. (2001). *Career and technical education standards*. Washington, DC: Author.

Parnell, D. (1985). *The neglected majority.* Washington, DC: Community College Press.

Parnell, D. (1995). *Why do I have to learn this*: *Teaching the way children learn best.* Waco, TX: CORD Communications.

Pautler, A. (1999). *Workforce education: Issues for the new century.* Ann Arbor, MI: Prakken.

Scott; J. L., & Sarkees-Wircenski, M. (2004). *Overview of career and technical education* (3rd ed.). Homewood, IL: American Technical.

Storm, G. (1998) *Managing the occupational education laboratory*. Ann Arbor, MI: Prakken.

Washington, B. T. (1978). *Up from slavery: An autobiography*. Williamstown, MA: Corner House. (Original work published 1901)

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal: Prepare students to use literature and personal experience to develop and defend a philosophy of career and technical education.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	**Assessment Procedures**
State and defend a personal philosophy of career and technical education.	Discussion Written work Simulation
Identify landmark federal legislation and describe the influence upon career and technical education.	Discussion Written work
Apply principles of career and technical education in program planning and development.	Discussion Written work Project
Compare and contrast current economic, political, and social trends to new developments in career and technical education.	Discussion Written work
Advocate for or argue against career and technical education.	Written work Simulation Project

Curriculum Coordination Form

Notification Date: 3/17/06

Initiating unit: Career and Technical Education, CTC

Affected unit(s): NA

Course Prefix and Number: CTE A411 Previous Prefix and Number: VE A411

Complete Course/Program Title:Historical and Philosophical Foundations of Career and Technical Education

Previous Course/Program Title: Philosophical Foundations of Vocational Education

Description of Action: Update name, description, goals, outcomes, and assessments.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

UAA UNIVERSITY of ALASKA ANCHORAGE
Department of Languages

RECEIVED
FEB 28 2005
a.m.
College of Arts & Sciences
University of Alaska Anchorag

To: Chair, CAS Course and Curriculum

Fr: Susan Kalina, Chair, International Studies Curriculum Committee

Susan Kalina

Date: February 27, 2006

Re: International Studies Degree Packet

On behalf of the International Studies Curriculum Committee I am pleased to submit this proposal for an interdisciplinary International Studies Degree. I will be pleased to answer any questions that you might have before the presentation to CAS Course and Curriculum.

Your consideration of this proposal is much appreciated.

Received
APR - 5 2006

1 Providence Drive, ADM 287 ▪ Anchorage, Alaska 99508-4614 ▪ T 907.786.4030 ▪ F 907.786.4190 ▪ http://language.uaa.alaska.ed

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

1a. School or College	1b. Division	1c. Department
AS CAS	AHUM	INTL

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

6. Complete Course/Program Title
BA in International Studies

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☐ Course ☒ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status # of Repeats Max Credits

10. Grading Basis ☐ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: F/07 To: /9999

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

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

14. Coordinate with Affected Units: Faculty List Serve
Department, School, or College
Initiator Signature Date

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

16. Course Description

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level	17e. Registration Restriction(s) (non-codable)

18. ☐ Mark if course has fees

19. Justification for Action
This interdisciplinary degree responds to student interest, community demand, and state need. It prepares students to be engaged citizens in an increasingly interconnected world. The combination of core courses, language study, and emphasis tracks, allows for both breadth and depth. The design also allows for the addition of future tracks and the creation of future partnerships across disciplines, schools, and colleges.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Proposed Catalog Copy

INTERNATIONAL STUDIES

http://internationalstudies.uaa.alaska.edu

The International Studies program at UAA prepares students to be global citizens in an increasingly interdependent world. International and intercultural understanding and competency are essential in all aspects of life and work, and this program seeks to prepare students to be contributing members of the international community.

The interdisciplinary Bachelor of Arts in International Studies provides students with the analytical skills and cross-cultural sensitivities required of an informed, global citizen. Core courses introduce students to different modes of enquiry and understanding and provide the foundation for a comparative approach to issues across regions, societies, and cultures. Coursework in a specific track focuses the student on a particular language and region. The program capstone requires students to apply acquired analytical skills and modes of enquiry across regions, societies, and cultures in a comparative examination of various topics.

To further develop their global competence, students majoring in International Studies will have the option to participate in Study Abroad or an approved Internship. Students must petition to fulfill major requirements with Study Abroad or internship credits.

Students who complete a Bachelor of International Studies will gain an understanding of the challenges and complexities of cross-cultural interactions in an increasingly interconnected world. Students will experience different ways of viewing and questioning the world as expressed in primary sources, as well as the complexities of a specific area (Russian Far East, Northeast Asia) informed by multiple perspectives.

HONORS IN INTERNATIONAL STUDIES

Students majoring in International Studies are eligible to graduate with Honors if they satisfy the following requirements:

1. Meet the requirements for “Graduation with Honors” as listed in Chapter 7 of the UAA catalog.
2. Meet the requirements for a Bachelor of Arts in International Studies.
3. Maintain a grade point average of 3.50 or above in courses applicable to the degree requirements.
4. Complete the program capstone course (HIST A390) with an honor grade (A).

BACHELOR OF ARTS in INTERNATIONAL STUDIES

ADMISSION REQUIREMENTS
Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, "*Academic Standards and Regulations".*

GRADUATION REQUIREMENTS
Students must complete the following graduation requirements:

A. GENERAL UNIVERSITY REQUIREMENTS
Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. GENERAL EDUCATION REQUIREMENTS
Complete the General Education Requirements for Baccalaureate Degrees located at the beginning of this chapter.

C. COLLEGE OF ARTS AND SCIENCES REQUIREMENTS
Complete the College of Arts and Sciences Bachelor of Arts Requirements listed at the beginning of the CAS section.

D. MAJOR REQUIREMENTS
Note: Courses which may be used to meet GER and/or CAS BA requirements are designated by an asterisk (*) after their numbers.

1. Complete 18 credits of required core courses: (18)

Introductory Survey

GEOG/INTL A101*	Local Places/Global Regions: An Introduction to Geography	3

Social Sciences Selection 6

ANTH A250*	Rise of Civilization (3)
GEOG/PS A327	Political Geography (3)
GEOG A323	Economic Geography and the Global Economy (3)
INTL A301*	Canada: Introductory Survey (3)
PS A102*	Introduction to Political Science (3)
PS A321	International Relations (3)

Humanities and Fine Arts Selection 6

ART A262*	History of World Art II (3)
ENGL A202*	Masterpieces of World Literature (3)
ENGL A343	Contemporary Literature (3)
LANG A400	Literature in Translation (3)
THR A312*	Representative Plays II (3)

Capstone Course Selection 3

HIST A390* Themes in World History (3)

2. Complete four semesters of college-level language appropriate to track (101-102, 201-202, or higher) (16)

3. Complete 12 credits and the language requirement specified in one of the tracks below: (12)

Russian Far East Track (Language: Russian)

Russian Far East 3

HIST A330 Russia in East Asia (3)
or
INTL A355 Russian Far East (3)

Russia Elective Course Selection 9

Either course above (over and above the 3 credits required) (3)

ANTH A434	Peoples and Cultures of Northeast Asia (3)
ART A492	Art History Seminar (with topic 20th Century Russian Art: Symbolist Developments-Perestroika and Beyond) (3)
ECON/PS A418	Politics and Economics of the RFE (3)
GEOG A343	The Slavic World (3)
GEOG A447	The Silk Road (3)
HIST/RUSS A384	Russian Women (3)
HIST A423	Medieval Russian History (3)
HIST A424	Imperial Russian History (3)
HIST A425	Soviet Union (3)
HIST/RUSS A427*	Post-Soviet Culture and Society (3)
HIST A477	Senior Seminar in History (3) (with appropriate content)
HIST A486	Studies in Modern Europe (with appropriate content)
PS A312	Comparative Politics: Case Studies (3) (with Russia case)
PS A490	Studies in Politics (3) (with appropriate content)
PS A492	Senior Seminar in Politics (3) (with appropriate content)

RUSS A390	Selected Topics in Advanced Russian (3)
RUSS A490A	Selected Topics in Russian Culture (3)
RUSS A490B	Selected Topics in Russian Culture in Translation (3)
THR A490	Modern Russian Drama: Gogol to the Present (3)

Any course with the appropriate focus and approved for the category. For example, a topics course that focuses on Russia. (3)

Northeast Asia Track (Language: Chinese or Japanese)

INTL/HIST/PS A325 Northeast Asia in the 21st Century	3
Northeast Asia Elective Course Selection	9

ANTH A434	Peoples and Cultures of Northeast Asia (3)
ART A366	History of Asian Art (3)
HIST A320	Rise, Fall, and Reinvention of the Samurai (3)
HIST A321	Modern China (3)
HIST A322	Modern Japan (3)
HIST A323	"Communist" China (3)
HIST A330	Russia in East Asia (3)
HIST A477	Senior Seminar in History (3) (with appropriate content)
JPN A310	Selected Topics in Advanced Japanese (3)
PHIL A313B	Eastern Philosophy and Religion (3)
PS A312	Comparative Politics: Case Studies (3) (with China, Japan cases)
PS A490	Studies in Politics (with appropriate content) (3)
PS A492	Senior Seminar in Politics (3) (with appropriate content)

5. A total of 120 credits is required for the degree, of which 42 credits must be upper division, and 46 credits earned to meet the requirements of the major as specified above.

Minor in International North Pacific Studies

Students majoring in another subject and wishing to minor in International North Pacific Studies must complete the following requirements:

1. Complete the following courses: 9

   INTL A301 Canada: Introductory Survey (3)

   INTL/HIST/PS A325 Northeast Asia in the 21st Century (3)

   HIST A330 Russia in East Asia (3)
   or
   INTL A355 Russian Far East (3)

2. Complete 8 credits of a language appropriate to either the Russian Far East or the Northeast Asia track of the Bachelor of Arts in International Studies. 8

3. Complete one elective course from either the Russian Far East or the Northeast Asia track. 3

4. A total of 20 credits is required for the minor.

Kelly-Frances Poston

From: Nancy J. Furlow
Sent: Wednesday, April 12, 2006 9:03 AM
To: Brian Wick
Cc: Kelly-Frances Poston; MARILYN BORELL
Subject: Internat Studies BA

Brian,

I understand you are chair of the committee for the proposed International Studies BA, I am writing to oppose it. There are several reasons for this objection.

This BA is being proposed at a time that all departments within CAS were told to cut back due to the large deficit. The goal of these cutbacks is to reduce the deficit and balance the budget. Alaska Native studies has lost valuable research time because of cutback's to Marie Meade's term position and we've had reduced FTE's for spring semester 2007. Because of this we are facing the loss of our Native Arts instructor. I understand that all departments had FTE cutbacks and are in the process of scheduling spring 2007 courses in order to adjust to these reductions and that Alaska Native Studies situation is not unique in this regard. I do believe that when cutbacks are being implemented is not the time to bring in a new department. This makes it appear that there are available resources that existing departments are giving up in order to support a new program.

Additionally, in the past, a committee was formed to explore the possibility of an Alaska Native Studies BA program. This committee was told that because of budget concerns, a BA program would not be approved and the committee disbanded after that. This was before the present budget crisis. This suggests that it was not a funding issue, but some other reason that the BA in AKNS was discouraged. If it was truly a budgetary concern, than bringing in a new department in a crisis mode should not even be considered. It should be put on hold until the current budget crisis is over.

Alaska Native Studies formally opposes the International Studies BA at this time. This is the time to provide reduced resources to existing departments and faculty, not add further strains to an already strained budget. In the long-term, I believe this would impact morale and commitment by departments who are in the process of tightening up already constricted resources.

Sincerely,
Nancy J. Furlow

Nancy J. Furlow, Interim Dir. Alaska Native Studies
University of Alaska Anchorage
Office: CAS 377
Phone: (907) 786-6136
Email: afnjf1@uaa.alaska.edu

Curriculum Coordination Form

Notification Date: February 28, 2006

Initiating unit: INTL

Affected unit(s): ANTH, ENGL, PS, HIST, LANG, GEOG, ECON, ART, PHIL, THR

Course Prefix and Number: Previous Prefix and Number:

Complete Course/Program Title:BA in International Studies

Previous Course/Program Title:

Description of Action: Faculty List Serve

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

From SUSAN KALINA <afsmk@uaa.alaska.edu>
Sent Tuesday, February 28, 2006 12:21 pm
To uaa-faculty@lists.uaa.alaska.edu
Cc
Bcc
Subject Interdisciplinary International Studies Degree Proposal

The International Studies Curriculum Committee respectfully submits a proposal for an interdisciplinary BA in International Studies. The degree includes a core of general international courses, language study, an option for study abroad and/or local internships, and coursework in a specific track. The degree is designed to b modular, and the hope is that new tracks will be added in the future and that departments from across the University will contribute.

If you have any questions or would like to review the curricular documents, please contact Susan Kalina at afsmk@uaa.alaska.edu or 786-4031.

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: BA in International Studies

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Judith Green, Ralph Courtney

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: :http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   1. The collections have been enhanced in coordination with recent curricular development in North Pacific Studies, Russian Far East studies, Northeast Asia studies, and Canadian studies.
   2. Faculty will continue to coordinate with the library liaisons to further enhance the holdings in these areas as well as to enhance the holdings in international, intercultural, and global studies in general.

_____

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course BA in International Studies

3. Course Prefix

4. Course Number

5. Implementation Date Fall 2007

6. Type of Action and Category

☐ Course addition ☐ Course change ☒ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	$
☐ new full-time faculty	$
☐ reassignment of full-time faculty	$
☐ additional class/lab space	$
☐ modification of class/lab space	$
☐ additional library resources	$
☐ additional computer equipment	$
☐ other costs	$

8. Explanation: The program will have no immediate new costs. Existing resources for INTL will be used. The degree is comprised of current course offerings.

_____ Approved

_____ Disapproved _____

Department Chair Date

_____ Approved

_____ Disapproved _____

Dean/Director of School/College Date

_____ Approved

_____ Disapproved _____

Provost Date

INTERNATIONAL STUDIES

Educational Effectiveness

Assessment Plan

Version 1

Adopted by

The International Studies Curriculum Committee: February, 2006

Submitted to

Dean James Liszka, College of Arts and Sciences
The Office of Academic Affairs

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INTRODUCTION

This document defines the educational objectives and expected outcomes for BA in International Studies and outlines a plan for assessing the achievement of the stated objectives and outcomes.

The outcomes and assessment tools were developed by the International Studies Curriculum Committee in AY2005-06.

The faculty met and accepted the objectives, outcomes, and assessment processes on February 23, 2006.

PROGRAM OUTCOMES

The specific educational outcomes that support the program objectives are to produce graduates who are able to:

1) Demonstrate an understanding of the challenges and complexities of cross-cultural interactions.

2) Demonstrate knowledge of different ways of viewing and questioning the world as expressed in primary sources.

3) Demonstrate a nuanced understanding of a specific area (Russian Far East, North East Asia) informed by multiple perspectives.

ASSESSMENT TOOLS

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 4.

There is a separate appendix for each tool that describes the factors that affect the results and give examples of the tools and how they will be implemented.

Table 1
Program Outcomes Assessment Tools and Administration

Tool	Description	Frequency/ Start Date	Collection Method	Administered by
Capstone Course HIST A390	Final Paper/Project: a thematic comparison across culture and chronology.	Fall 06/Annually	Teaching faculty collects papers from INTL majors	Teaching faculty in conjunction with INTL Director
4th Semester Language Course	Proportion of INTL students who achieve A or B grades on language exams	Annually	Teaching faculty collates grades of INTL majors	Teaching faculty in conjunction with INTL Director
Area Studies Course INTL/HIST/ PS A325; INTL A330 or INTL A355	Proportion of INTL students who achieve A or B grades on Final paper/project/exam	Annually	Teaching faculty collates grades of INTL majors	Teaching faculty in conjunction with INTL Director

Table 4
Association of Assessment Tools to Program Outcomes

	HIST A390 Final Paper	4th Semester Language Course	Area Studies Course
Demonstrate an understanding of the challenges and complexities of cross-cultural interactions	1	1	1
Demonstrate knowledge of different ways of viewing and questioning the world as expressed in primary sources	1	0	1
Demonstrate a nuanced understanding of a specific area (Russian Far East, North East Asia) informed by multiple perspectives	0	0	1

0 = Tool is not used to measure the associated objective.
1 = Tool is used to measure the associated objective.

ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

The Director of International Studies will oversee the implementation of the Outcomes Assessment Plan for the International Studies BA degree. The Director will be assisted by the teaching faculty in those courses being assessed each academic year.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The International Studies Curriculum Committee will meet to review the data collected using the assessment tools at least once a year. This review will result in recommendations for program changes that are designed to enhance performance relative to the program's objectives and outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be forwarded to the office of Academic Affairs (in the required format) by the end of May each year. A plan for implementing the recommended changes, including advertising the changes to all the program's stakeholders, is also to be completed at this time.

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the dean/director's office and the Office of Academic Affairs.

APPENDIX A: CAPSTONE COURSE HIST A390

Tool Description:

Final Paper/Project: a thematic comparison across culture and chronology.

Factors that affect the collected data:

Students taking the HIST A390 capstone course before they declare an International Studies major will not be assessed.

How to interpret the data:

The final paper/project will measure the students' cross-cultural awareness and analytical skills.

APPENDIX B: 4TH SEMESTER LANGUAGE COURSE

Tool Description:

Oral or written examination evaluating cultural knowledge and awareness of cross-cultural issues. Grades on this examination will provide a good measure of student outcomes.

Factors that affect the collected data:

Students taking the language courses before they declare an International Studies major will not be assessed.

How to interpret the data:

The written or oral examination will measure the students' cross-cultural awareness.

APPENDIX C: AREA STUDIES COURSE: INTL/HIST/PS A325; INTL A330 OR INTL A355

Tool Description:

Final Paper or Project for the areas studies course: INTL/HIST/PS A325 Northeast Asia in the 21st Century for the Northeast Asia track; and INTL A330 Russia in East Asia or INTL A355 Russian Far East for the Russian Far East track. The final paper or project will be a cross-cultural, thematic analysis of key issues and problems in that particular area of study. Grades on this final paper or project will provide a good measure of student outcomes.

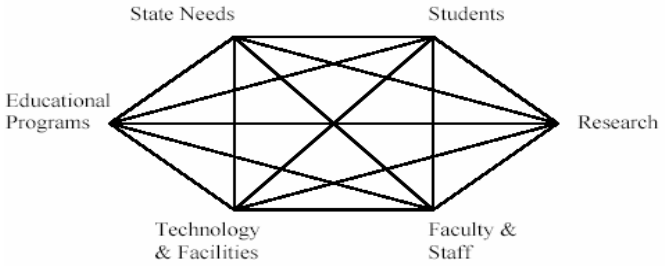
Factors that affect the collected data:

Students taking the area studies course before they declare an International Studies major will not be assessed.

How to interpret the data:

The final paper/project will measure the students' cross-cultural awareness and analytical skills.

University of Alaska Board of Regents



Board of Regents Summary Form

University of Alaska Anchorage
College of Arts and Sciences
Bachelor of Arts in International Studies

Target Admission Date: Fall 2007

Relation to the Academic Mission of the University of Alaska:

This program responds to the Five-year Program Review of International Studies. It is also the outcome of a U.S. Department of Education Title VIA Undergraduate International Studies and Foreign Language Program Grant, which funded curricular and faculty development.

The College of Arts and Sciences established the International Studies Curriculum Committee in Fall Semester 2005, inviting faculty from different colleges to participate in the creation of the new degree. An open forum, at which the curriculum was presented and discussed, was held in December 2005.

In response to the Program Review and to the requirements of the U.S. Department of Education Grant, this is an interdisciplinary international studies degree with a core of broadly international courses that can support any number of tracks. In line with grant obligations, the first tracks will be regional and will focus on Russia/Russian Far East and Northeast Asia. Existing full-time faculty and regularly-offered courses will support these first two tracks.

The degree directly responds to Undergraduate Education and Scholarship Goal #6 of the University's Academic Plan. "Develop and/or strengthen programs that add significant international and/or intercultural perspectives, with an emphasis on the North Pacific context."

There is no international studies degree in the UA system. This program complements existing programs and degrees, and it is expected that many students will choose to double major.

State Needs:

Letters of support from community members in education, business, nonprofit organizations, and government clearly indicate the need for graduates in Alaska with an understanding of the world, proficiency in more than one language, and a high degree of sensitivity to cross-cultural issues. The 2005 survey of 1410 currently-enrolled University of Alaska Anchorage students is a significant testament to the importance the students themselves place on international studies. Student petitions further demonstrate support for a degree.

Student Opportunities:

The focus on analytical skills prepares students for a wide array of post-graduate opportunities. Students have the option of doing an internship, which can provide direct entry into a job. Anchorage and Alaska's future are intimately tied to building up foreign trade and investment and providing local businesses with the employees trained not merely in job skills but in language and cultural fluency as well as in depth knowledge of the areas where Alaskans are most likely to do business in the future.

Student Outcomes:

The International Studies program at UAA prepares students to be global citizens in an increasingly interdependent world. International and intercultural understanding and competency are essential in all aspects of life and work, and this program seeks to prepare students to be contributing members of the international community.

PROGRAM OUTCOMES

Students who complete the Bachelor of International Studies will demonstrate:

- An understanding of the challenges and complexities of cross-cultural interactions.
- Knowledge of different ways of viewing and questioning the world as expressed in primary sources.
- A nuanced understanding of a specific area (Russian Far East, Northeast Asia) informed by multiple perspectives

Enrollment projections:

	07-08	08-09	09-10
Majors	0	5-10	10-15
Graduates	0	0	1-5

Describe Research opportunities:

Students will engage in research in the degree courses. In particular, the final paper for the capstone course provides students the opportunity to synthesize and apply skills and knowledge. The internship option provides research opportunities within the community. Students will present research at local and national conferences, meetings, and workshops. The annual Pacific Rim Literary Conference at UAA and the Student Conference on U.S. Affairs at West Point are excellent examples of existing opportunities.

Describe Fiscal Plan for development and implementation:

Because of the interdisciplinary nature of the degree, this program will take maximum advantage of existing courses. One course, INTL A101 Local Places/Global Regions: An Introduction to Geography, has been revised to serve as the introductory survey for the

program. An existing GER Capstone course, HIST A390 Themes in World History, will serve as the program capstone.

The College of Arts and Sciences will support the program with existing International Studies resources.

The program will be delivered by an impressive group of fulltime faculty. Some of the lower-division courses, particularly those with multiple sections, will be delivered by qualified adjuncts.

UAA Bachelor of Arts in International Studies—Faculty Planning Table

Russian Far East and Northeast Asia Tracks

Faculty Name, Highest Degree	***Areas of expertise***	***Courses/Credits-Fall***	***Courses/Credits - Spring***	***Semester of Hire***
Carlos Alsua, Ph.D., Arizona State University	Business Administration; Cross-cultural Management, Organizational Behavior; Leadership and Motivation; International Strategy	BA A393 Managing Across Cultures: Russian Far East 3 cr.		Assistant Professor
Mark Carper, Ph.D., University of Kansas	Geography; Russian and East European Studies; Societal Response to Political and Economic Change and Environmental Risk	GEOG A343 3 cr.		Assistant Professor
Elizabeth Dennison, Ph.D., University of Illinois, Urbana-Champaign	Russian History	HIST A423 3 cr. [HIST A424 3 cr.] [HIST A427 3 cr.] [HIST A486 3 cr.] [HIST A330 3 cr.]	HIST A425 3 cr. [HIST A384 3 cr.] [HIST A424 3 cr.]	Associate Professor
Paul Dunscomb, Ph.D., University of Kansas	East Asian History	HIST A121 3 cr. HIST A320 3 cr. HIST A321 3 cr. [HIST A322 3 cr.] [HIST A323 3 cr.] [HIST A330 3 cr.] [HIST A377 3 cr.] [HIST A477 3 cr.]	HIST A122 3 cr. HIST A322 3 cr. HIST A477 3 cr. [HIST A321 3 cr.] [HIST A325 3 cr.] [HIST A390 3 cr.] [HIST A402 3 cr.]	Assistant Professor
David Edgecombe, Ph.D., Kent State University	Theatre History; Directing; Modern Russian Drama		THR A490	Professor
Kristin Hanson, Ph.D., Emory University	Eastern and Western Philosophy and Religion, Alaska Native Studies, Women in Religion	PHIL A313B		Adjunct
Term Instructor	Japanese Language and Culture	JPN A101 4 cr. JPN A102 4 cr. JPN A201 4 cr.	JPN A101 4 cr. JPN A102 4 cr. JPN A202 4 cr.	Term Instructor
Hiroko Harada, Ph.D., University of Illinois, Urbana-Champaign	Japanese Language, Literature and Culture	JPN A102 4 cr. JPN A201 4 cr. JPN A301 4 cr. [JPN A310 3 cr.]	JPN A202 4 cr. JPN A302 4 cr. JPN A310 3 cr.	Associate Professor
Diddy Hitchins, Ph.D., University of	Comparative Politics, International Relations, Canadian	PS A490 3 cr.	PS A325 3 cr. PS A312 3 cr. PS A492 3 cr.	Professor

Essex (England)	and North Pacific Politics, US Foreign Policy			
Susan Kalina, Ph.D., University of Michigan	Russian Language, Literature and Culture	RUSS A101 4 cr. RUSS A301 4 cr. [RUSS A427 3 cr.]	RUSS A101 4 cr. RUSS A302 4 cr. RUSS A490 3 cr. [RUSS A384 3 cr.]	Professor
Gunnar Knapp, Ph.D., Yale University	Economics; Fisheries; Alaska and the North Pacific			Professor
Sean Licka, Ph.D., University of Washington	Art History; Asian Art; Russian Art	ART A366 3 cr.	ART A492 3 cr.	Professor
Alexandra Maloney, Ph.D., State Mari University (Yoshkar-Ola, Russia)	Anthropology; Linguistics; Languages and Cultures of Indigenous Peoples of Siberia and North America; Foreign Language Instruction	RUSS A101 4 cr. RUSS A201 4 cr. RUSS A390 3 cr.	RUSS A102 4 cr. RUSS A202 4 cr.	Term Instructor
Jeremy Tasch, Ph.D., Clark University	Environmental Geography; Regional Geography of Siberia and the RFE; Social Theories of Nature; Energy Management and Policy	.	INTL A355 3 cr. GEOG A347 3 cr	Assistant Professor
David Yesner, Ph.D., University of Connecticut	Anthropology and Human Ecology; Northeast Asia and Russian Far East	ANTH A434 3 cr.		Professor

This table presents existing faculty offering the courses that will count toward the Russian Far East and Northeast Asia tracks. The table does not attempt to show complete workloads. It simply shows the course options relevant to the tracks.

Four Year Course Offering Plan

Program: International Studies Core Courses

Implementation Date: F2007

Instruction: For each course and semester, enter one of the following:

a. The name of the existing full-time faculty member, regular or term, expected to teach the course.

b. NFTF for those courses expected to be delivered by new full-time faculty.

c. ADJ for those courses expected to be delivered by adjunct faculty.

	2006-2007			2007-2008			2008-2009			2009-2010		
Course (Prefix and Number)	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
GEOG/INTL A101	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*
ANTH A250	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*
INTL A301		*X*			*X*			*X*			*X*	
PS A102	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*
PS A321	X						X					
ART A262		X			X			X			X	
ENGL A202	X	X	X	X	X	X	X	X	X	X	X	X
ENGL A343	X			X			X			X		
THR A312		X			X						X	
HIST A390	X	X		X	X		X	X		X	X	

Four Year Course Offering Plan

Program: International Studies: Russian Far East Track

Implementation Date: F2007

	2006-2007			2007-2008			2008-2009			2009-2010		
Course (Prefix and Number)	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
HIST A330				*Dunscomb*						*Dennison*		
INTL A355		*Tasch*						*Tasch*				
ANTH A434	*Yesner*						*Yesner*					
ART A492		Licka									Licka	
ECON/PS A418			Knapp/ Hitchins									
GEOG A343	Carper						Carper					
GEOG A347					Tasch						Tasch	
HIST/RUSS A384								Dennison/ Kalina				
HIST A423	Dennison									Dennison		
HIST A424				Dennison							Dennison	
HIST A425					Dennison							
HIST/RUSS A427							Dennison/ Kalina					
HIST A477	Dennison										Dennison	
HIST A486				Dennison								
PS A312					Hitchins						Hitchins	
RUSS A101	Kalina/ Maloney	Kalina		Kalina/ Maloney	Kalina		Kalina/ Maloney	Kalina		Kalina/ Maloney	Kalina	
RUSS A102	ADJ	Maloney		ADJ	Maloney		ADJ	Maloney		ADJ	Maloney	
RUSS A201	Maloney			Maloney			Maloney			Maloney		
RUSS A202		Maloney			Maloney			Maloney			Maloney	
RUSS A390	Maloney			Maloney			Maloney			Maloney		
RUSS A490		Kalina			Kalina			Kalina			Kalina	
THR A490									Edgecombe			

*Additional courses will be available to students depending on the topic selected.

Four Year Course Offering Plan

Program: International Studies: Northeast Asia Track

Implementation Date: F2007

Instruction: For each course and semester, enter one of the following:

a. The name of the existing full-time faculty member, regular or term, expected to teach the course.

b. NFTF for those courses expected to be delivered by new full-time faculty.

c. ADJ for those courses expected to be delivered by adjunct faculty.

	2006-2007			2007-2008			2008-2009			2009-2010		
Course (Prefix and Number)	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
INTL/HIST/PS A325					*Dunscomb*						*Dunscomb*	
ANTH A434	*Yesner*						*Yesner*					
ART A366		*Licka*						*Licka*				
HIST A320	*Dunscomb*											
HIST A321	Dunscomb			Dunscomb				Dunscomb				
HIST A322		Dunscomb					Dunscomb			Dunscomb		
HIST A323							Dunscomb					
HIST A330				Dunscomb						Dennison		
HIST A477		Dunscomb								Dunscomb		
JPN A101	Term	Term		Term	Term		Term	Term		Term	Term	
JPN A102	Harada	Term		Harada	Term		Harada	Term		Harada	Term	
JPN A201	Harada			Harada			Harada			Harada		
JPN A202		Harada			Harada			Harada			Harada	
JPN A310	Harada	Harada		Harada	Harada		Harada	Harada		Harada	Harada	
PHIL A313B	Hanson			Hanson			Hanson			Hanson		
PS A312					Hitchins						Hitchins	

Additional courses will be available to students depending on the topic selected.

UNIVERSITY OF ALASKA ANCHORAGE
Office of Academic Affairs
3211 Providence Drive
Anchorage, AK 99508-4614

May 16, 2005

From: Theodore L. Kassier
Provost

To: Kerry Feldman
Interim Dean, CAS

Patricia Linton
Associate Dean, CAS

Diddy Hitchins
Coordinator, International Studies

Susan Kalina, Paul Dunscomb, Dorn Van Dommelen
International Studies Faculty

Rachel Eidson
OAA Budget Manager

CC: Gebeyehu Ejigu
Vice Chancellor of Administrative Services

Tom Miller
Assistant Provost

Subject:: Program Review for International Programs
Final meeting notes and action plan – January 27, 2005

All in attendance agree that the current arrangement of staffing courses with teams of volunteer faculty members and the limits imposed by having minors alone (currently with specializations in Canadian Studies and International North Pacific Studies) as academic offerings have caused the program to become less effective than desired. This is evidenced by a low frequency of course offerings, low course enrollments and few minors awarded. A multi-faceted approach is planned to revitalize this essential area of studies and to renew its emphasis within UAA. The following concepts are approved:

1. Development of a major in International Studies
   a) Drawing initially upon existing curriculum, CAS will develop a baccalaureate degree in International Studies. This process should have begun in Spring 05 with the formation of a curriculum committee composed of key faculty who have developed and delivered the current international minors. The general outline of the major will be a common core of foundation courses applicable across nations, regions, or professions, plus a choice of tracks or emphasis areas. Each track will include a language requirement appropriate to the content.
   b) The program will be interdisciplinary, drawing upon expertise in international content from multiple disciplines (including disciplines outside CAS).
   c) The baccalaureate program will be housed in an administrative structure yet to be determined, with the ultimate goal an International Studies Department or

equivalent with a chair and faculty who hold joint appointments in a "home" discipline and in international or regional studies.

d) Joint appointments will be offered to key faculty who teach regularly in the program and participate in departmental activities such as curriculum development and student advising. Faculty will be tenured, or eligible for tenure, in their "home" disciplines, but their joint appointments will specify what proportion of their workload is committed to international studies.

e) Faculty with joint appointments in International Studies will be paid for their workload in International Studies by the colleges in which they hold appointments—i.e., faculty with appointments in CAS will be paid by CAS; faculty from other colleges will be paid by the colleges in which they hold appointments.

f) The initial tracks to be developed for the major will be Pacific Russian Studies, Canadian Studies, and East Asian Studies, reflecting the establishment of minor programs in these areas as well as the expertise and investment in International Studies already contributed by faculty who deliver the existing programs. The core curriculum plus a track in Pacific Russian Studies will be developed in AY 06. Pending approval of the major, tracks in Canadian and East Asian studies will be developed in sequence.

g) Development of additional tracks will be planned and coordinated by the appropriate curriculum committee(s) in collaboration with other faculty and appropriate administrators.

Implementation of newly approved Post-Baccalaureate Certificates

a) Pending final Board of Regents' approval, current and future undergraduate offerings in International Studies and related areas will be configured as certificates so as to make them available to those who already possess baccalaureate degrees, using the new Post-Baccalaureate Certificate mechanism.

Broadened University Commitment to International Studies

a) UAA will place international studies in the Academic Plan with appropriate priority to reflect the need for graduates to perform productively within the diverse cultural, economic and social systems of the global community. The priority given to the international studies in the Academic Plan will be reflected in allocation of resources to develop and staff the program.

b) A method for more fully measuring the success of International Studies as an interdisciplinary program will be devised.

c) The university will fund a need and demand analysis with sufficient detail to project student enrollments in International Studies and placements over a 5 year period. The analysis will consider demand for the baccalaureate degree, as well as the potential for a Post-Baccalaureate Certificate to prepare graduates for international activities.

d) The university will fund an expanded office of international programs with capabilities to support greater numbers of students in international transfer, study abroad, and internship programs.

e) The university will provide resources for formation and maintenance of a community advisory committee to advise program faculty and administrators, support internships and other forms of engagement, and promote international programs.

International Studies Major Needs Assessment
3/30/06

The necessity for an International Studies degree at UAA is justified by three major factors: unprecedented student demand, strong and continuing community demand, and the disproportionate influence international factors have upon conditions of life in Alaska.

For many years a dedicated corps of faculty have committed themselves to offering courses at UAA with international content and while many of these have had strong student enrollments, others have suffered because there was not a focused program of study through which students could readily navigate. Faculty members have long been asked by students to provide a more structured program to meet student needs for more International Studies opportunities.

Beyond such anecdotal evidence student demand can be demonstrated by strong response to surveys. The initial impetus for this project was a Title VI grant to develop a Pacific Russia Studies Major. Since implementation of the grant began in the fall of 2003, students have been asked to indicate their interest through survey forms and petitions. In the fall of 2005 these forms were redesigned to indicate the evolution of the project towards creation of an International Studies major.

Taking the combined product of student petitions and surveys between 2003 and 2005 there has been continuous strong positive response to the creation of the proposed programs. Two hundred ninety seven (297) students signed petitions in favor of the Pacific Russia or International Studies Major. In a smaller survey of upper-division students, out of one hundred fifteen (115) students surveyed, sixty two (62) strongly agreed and forty one (41) agreed that a major should be created. Of those students, forty one (41) would have chosen the degree had it been an option. Original forms are available for review if requested.

More general student interest in and awareness of the need for International Studies at UAA is also available through an online survey recently conducted by the American Russian Center. This online survey, conducted in the fall of 2005 brought in 1410 responses, the strongest response to such a survey ever received at the University. Detailed survey results are attached as appendix A.

Community organizations like the Alaska World Affairs Council, the World Trade Center Alaska, the Northern Forum and others promoting international understanding have existed for decades. UAA faculty active in such organizations receive numerous inquiries regarding the possibilities for international studies at UAA. These are driven by the knowledge that Anchorage's and Alaska's future are intimately tied to foreign trade and investment and providing local businesses with the employees trained not merely in job skills but in language and cultural fluency as well as in-depth knowledge of the areas where Alaskans are most likely to do business in the future. Letters from community members supporting the creation of an International Studies major is attached as appendix B.

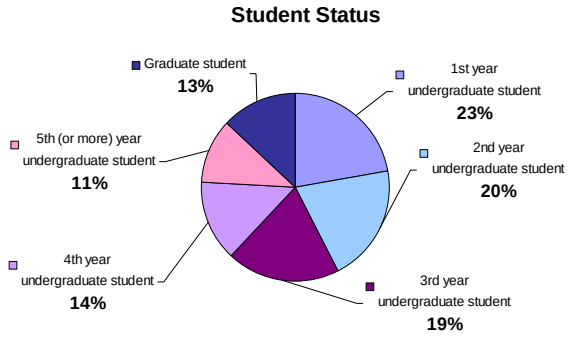
Additionally, there is recognition that UAA can serve as a point of observation for unfolding events in the region. In May of 2005 UAA hosted the highly successful Russi@sia: Russia in Asia Faculty Development Workshop (Web site: http://russiainasia.uaa.alaska.edu/) in conjunction with the Asian Studies Development Program, a program of the East-West Center and the University of Hawaii. The workshop was highly praised by East-West Center Director Peter Hershock and can serve as the basis for continued future cooperation. UAA will continue to serve as a venue for such activities such as hosting the U.S. Department of Education Title VIA Project Directors Meeting in the summer of 2007.

Senator Lisa Murkowski, while conducting a field hearing of the Senate Foreign Relations Committee Subcommittee on East Asian and Pacific affairs in December of 2005 noted "I have often told my colleagues in the Senate that Alaska is closer to our Asian neighbors than we are to the nation's capitol – and sometimes in more ways than just geographically speaking….Three of Alaska's top four trading partners are Asian nations. Over $2.1 billion, or two thirds of our trade occurs within the Asia-Pacific region [which] includes the nations with whom the United States has its two largest trade deficits: China and Japan."

At that hearing the point was repeatedly stressed that Alaska's economic destiny will be shaped by international conditions. The factors that determine the demand and price for the products that Alaska produces exist overseas, not in the United States. The services and knowledge base that Alaska can offer will find their most eager customers outside of the continental United States. Alaskans must be able to act with knowledge and understanding of the cultures and conditions that will affect the international economic climate. A rapidly changing global security environment will also have disproportionate effects on Alaska.

In conclusion, the creation of an International Studies major at UAA is justified by evidence of strong demand from both potential students and potential employers of those students. More fundamentally, we see the pursuit of international studies as not merely cogent with UAA's expressed goals and missions but to be the highest expression of UAA's desire to be both a university of first choice and a town square for our community defined most broadly.

Total Respondents: 1410

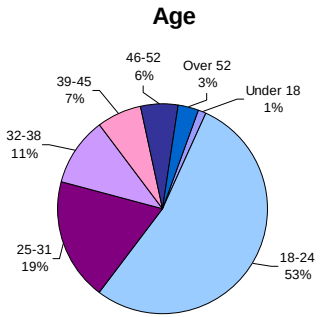


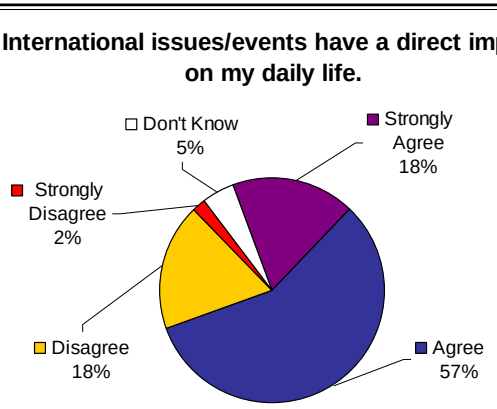
Male: 29.7%

Female: 70.3%

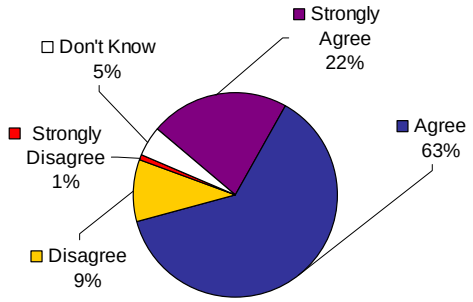
Full-time: 69%

Part-time: 31%

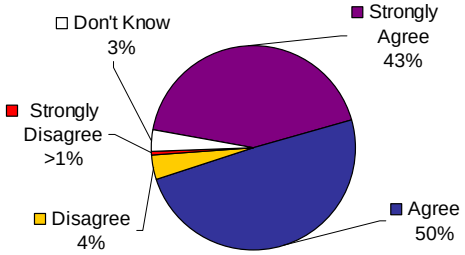




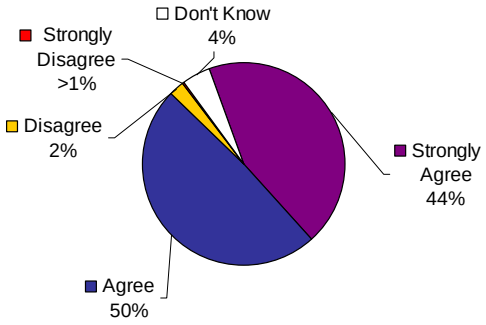
Knowlegde about international issues is important to the careers of people in my community



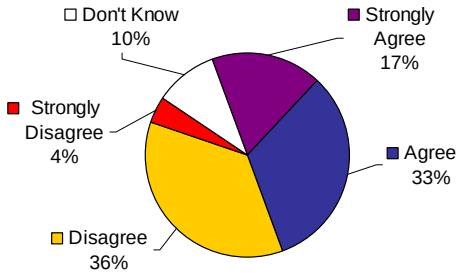
It will be difficult to compete successfully in an international economy unless our workforce is knowledgeable about international issues.



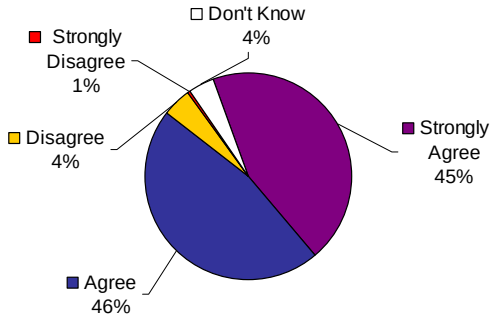
Citizens who have an understanding of the world can give Alaska a competitive edge in the marketplace.



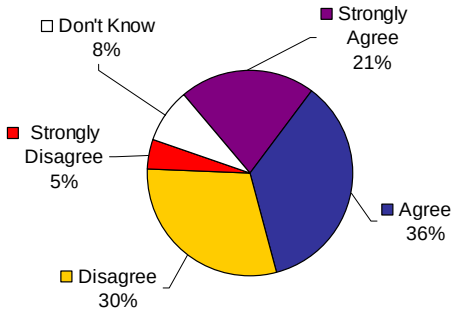
It is more important for Alaskans to be knowledgeable about international issues than for residents of many other states.



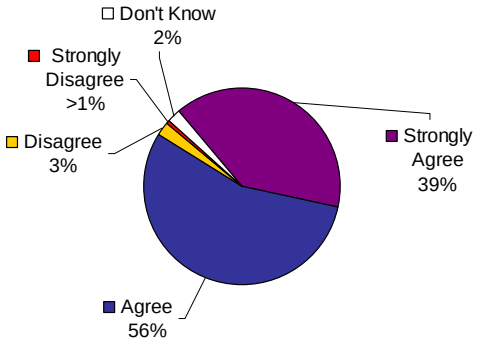
Alaska students should be encouraged to study/travel abroad during high school and/or college.



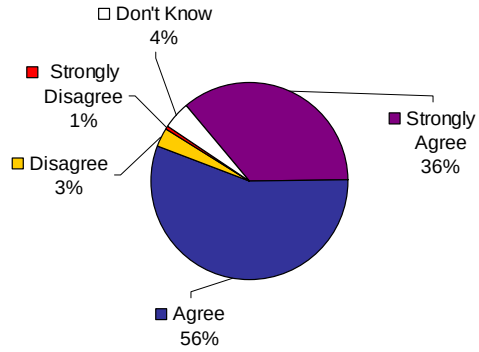
Alaska universities should require students to take courses that include international topics.

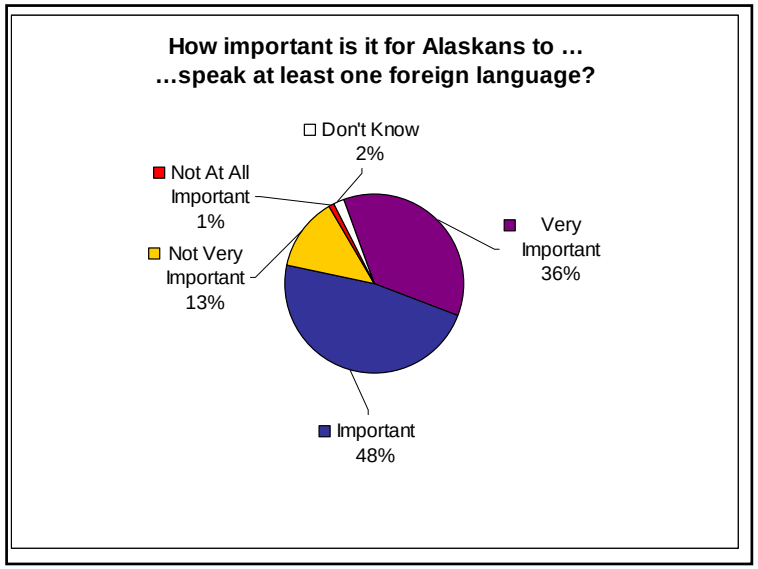


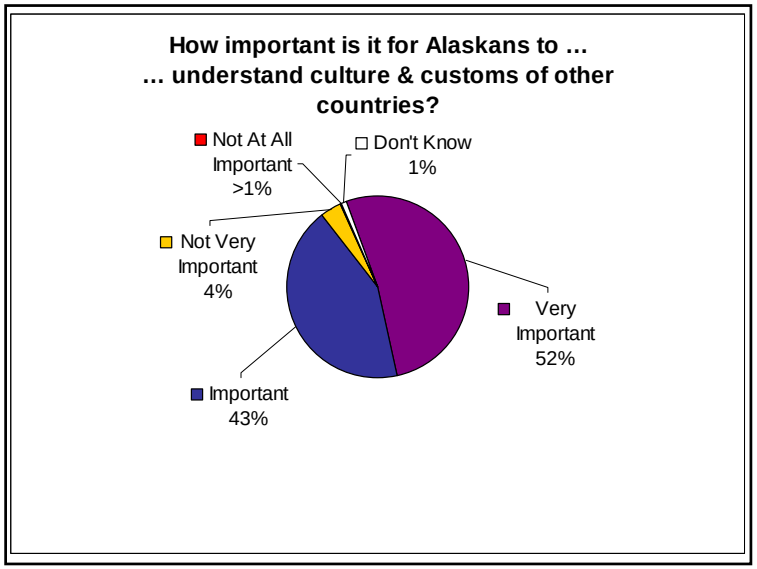
Alaska universities should offer students courses that include international topics.

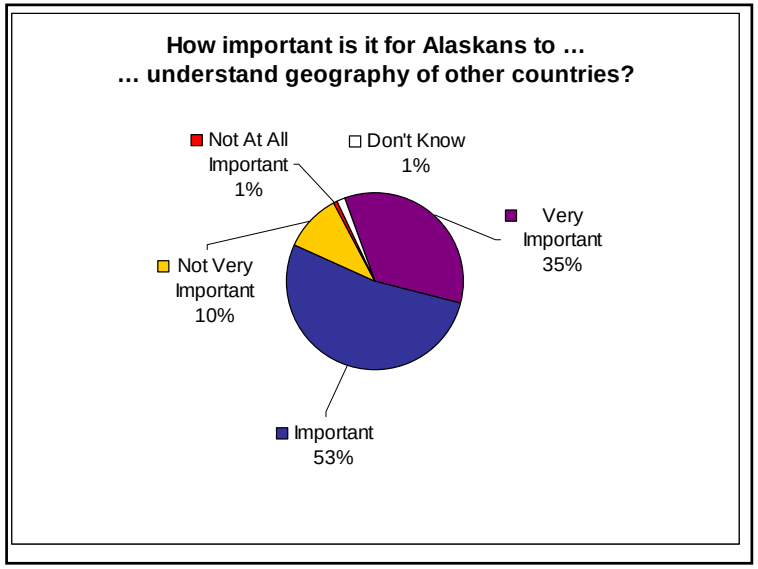


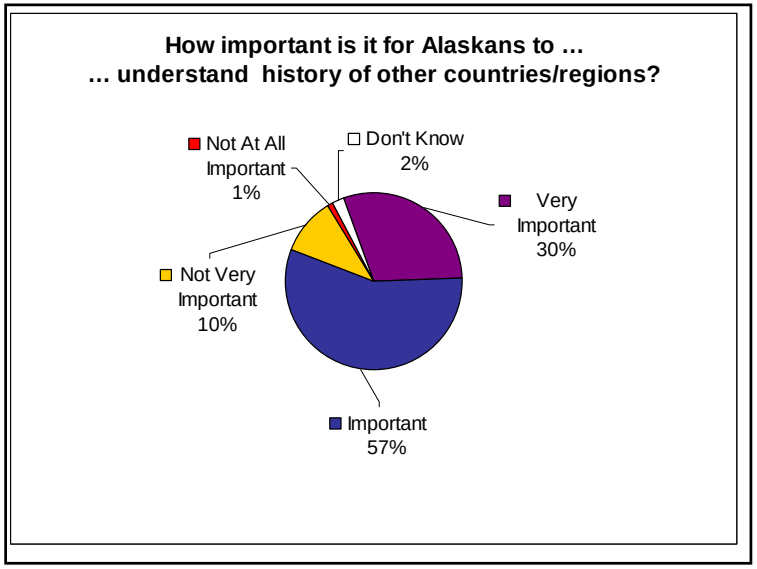
Alaska universities should offer students majors and minors with international focus.

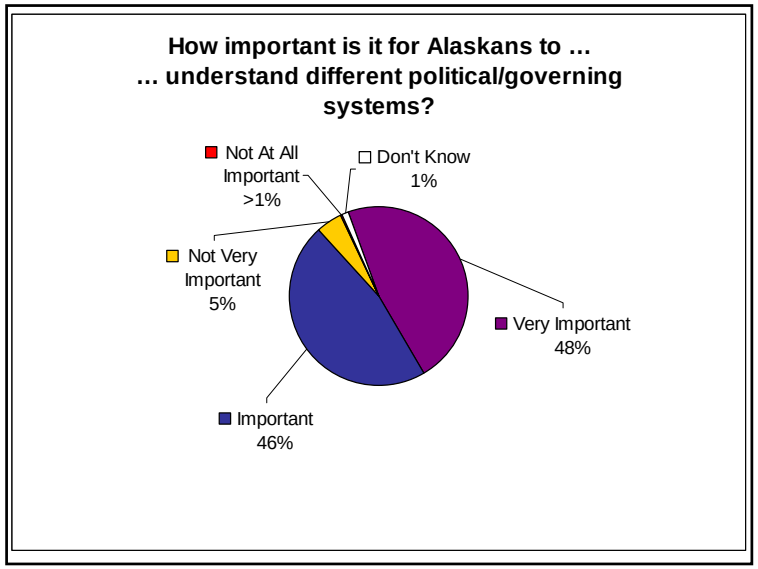


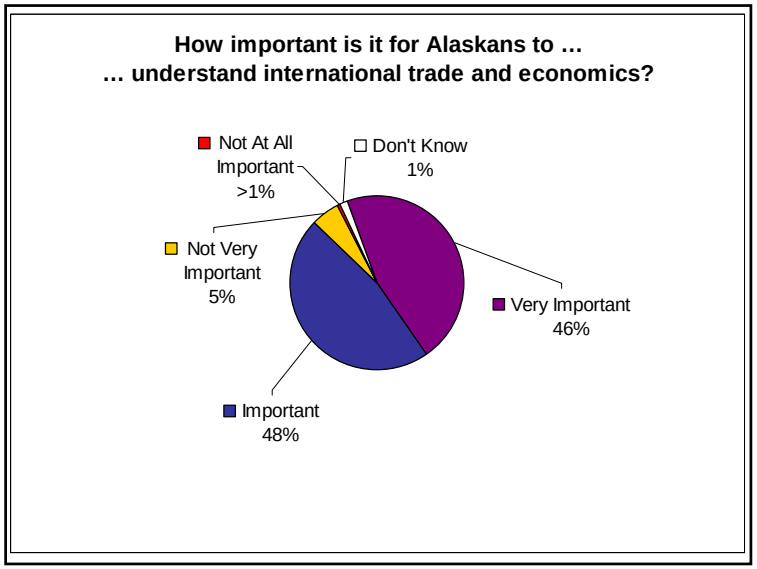

How important is it for Alaskans to …
…speak at least one foreign language?
Don't Know 2%
Not At All Important 1%
Very Important 36%
Not Very Important 13%
Important 48%

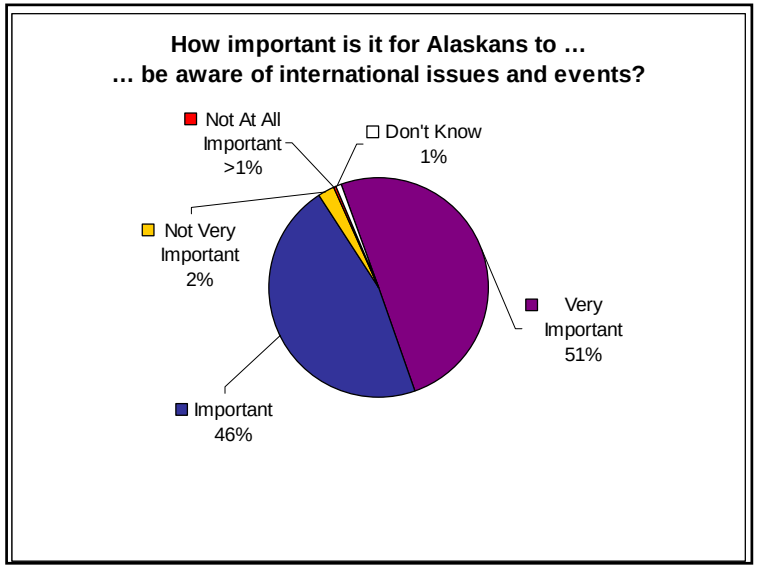

How important is it for Alaskans to …
… understand culture & customs of other countries?
Not At All Important >1%
Don't Know 1%
Not Very Important 4%
Very Important 52%
Important 43%

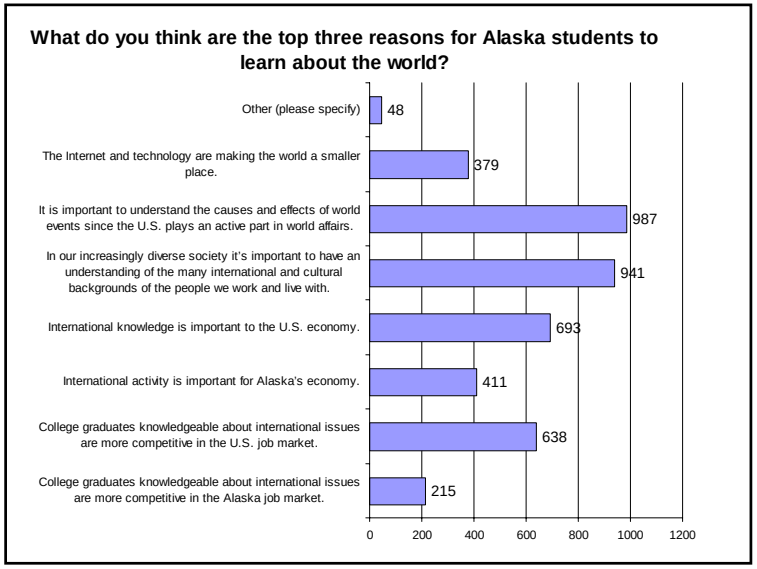

How important is it for Alaskans to …
… understand geography of other countries?
Not At All Important 1%
Don't Know 1%
Very Important 35%
Not Very Important 10%
Important 53%


How important is it for Alaskans to …
… understand history of other countries/regions?
Not At All Important 1%
Don't Know 2%
Very Important 30%
Not Very Important 10%
Important 57%

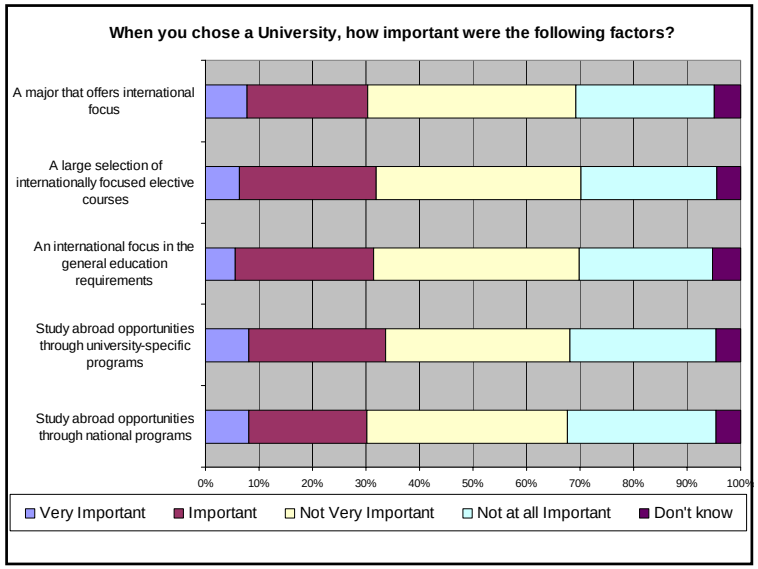

How important is it for Alaskans to ...
... understand different political/governing systems?
Not At All Important >1%
Don't Know 1%
Not Very Important 5%
Very Important 48%
Important 46%

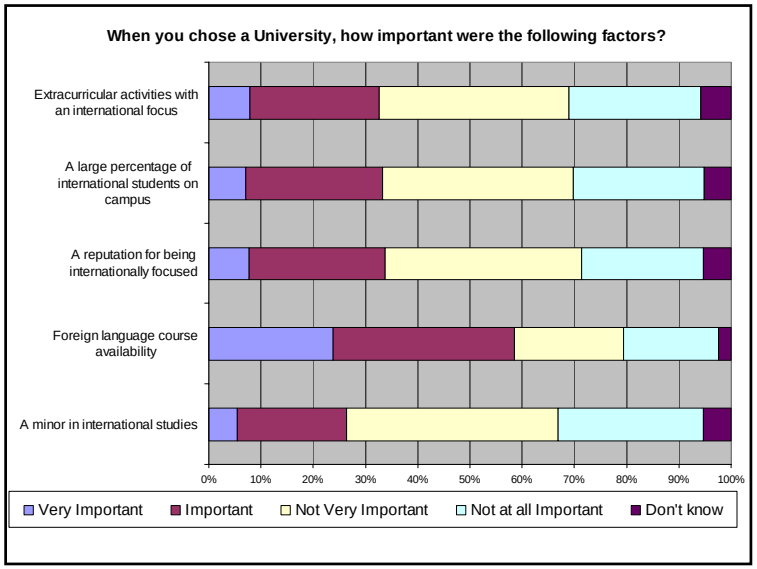

How important is it for Alaskans to ...
... understand international trade and economics?
Not At All Important >1%
Don't Know 1%
Not Very Important 5%
Very Important 46%
Important 48%

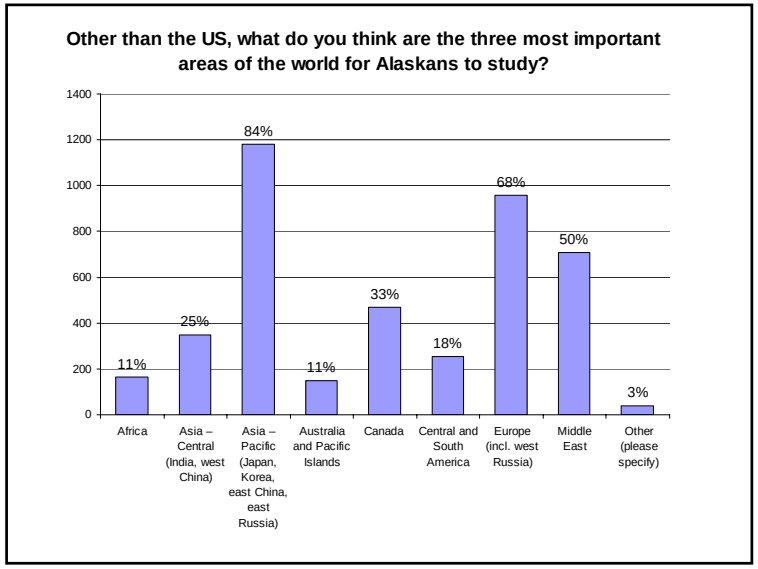

How important is it for Alaskans to ...
... be aware of international issues and events?
Not At All Important >1%
Don't Know 1%
Not Very Important 2%
Very Important 51%
Important 46%

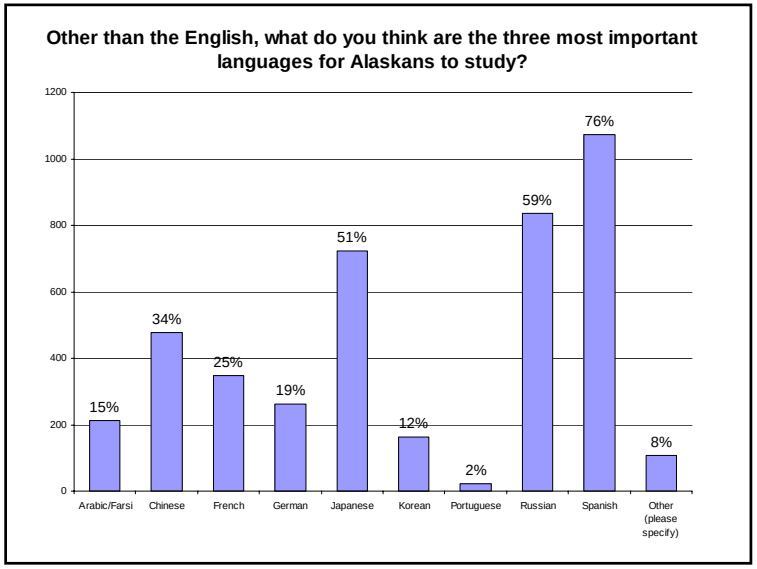

What do you think are the top three reasons for Alaska students to learn about the world?
Other (please specify) 48
The Internet and technology are making the world a smaller place. 379
It is important to understand the causes and effects of world events since the U.S. plays an active part in world affairs. 987
In our increasingly diverse society it's important to have an understanding of the many international and cultural backgrounds of the people we work and live with. 941
International knowledge is important to the U.S. economy. 693
International activity is important for Alaska's economy. 411
College graduates knowledgeable about international issues are more competitive in the U.S. job market. 638
College graduates knowledgeable about international issues are more competitive in the Alaska job market. 215
0 200 400 600 800 1000 1200

Appendix B: International Survey Results









Bachelor of Arts in International Studies
Support Letters

Chuck Becker, Director, Alaska Export Assistance Center

Mark Begich, Mayor, Anchorage

Mary Bristol, Project Director, CIVITAS Alaska

Tom Case, Dean, College of Business and Public Policy

Elena Farkas, Coordinator, Russian Immersion Program, Turnagain Elementary

Victor Fischer, Professor of Public Affairs and Director Emeritus, Institute of Social and Economic Research and Office of Russian Affairs

Janice Gullickson, Coordinator, Anchorage School District World Languages Program

Russ Howell, Director, UAA American Russian Center

Meg Kibler, Parent, Turnagain Elementary Russian Immersion Program

Karen Matthias, Consul, Canadian Consulate

Frank Murkowski, Governor, State of Alaska

Robert Poe, President & CEO, Anchorage Economic Development Corporation

Arliss Sturgulewski, Former Member, State Senate

Alden Todd, Member, Commonwealth North

Greg Wolf, Executive Director, World Trade Center Alaska

Municipality of Anchorage

P.O. Box 196650 • Anchorage, Alaska 99519-6650 • Telephone: (907) 343-4431 • Fax: (907) 343-4499 http://www.muni.

Mayor Mark Begich

Office of the Mayor

February 13, 2006

Dr. James Liszka
Dean, College of Arts and Sciences
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Dear Dean Liszka:

I am pleased to add my name to the list of supporters for creation of an interdisciplinary, international studies bachelor's degree program at the University of Alaska Anchorage.

Anchorage is becoming an increasingly diverse city. Currently, 93 different languages are spoken in the Anchorage Public School System, and that is projected to increase over the coming decade. Given our state's geographic position, we serve as a gateway for commerce to the Pacific Rim, including the Russian Far East, China, Japan, Korea and other parts of Southeast Asia. We at the Municipality of Anchorage work to encourage such connections through our six sister-city relationships.

Already, UAA offers a number of foreign language courses and international studies classes. But I believe consolidating them into an international studies degree program would greatly enhance the university and our city. At least weekly, I meet with international visitors to our city, from business leaders to government officials. Having a degree program with an international focus would help prepare young Anchorage residents to compete in the international economy of the 21st century.

As always, I remain prepared the assist UAA in any way possible develop this program which I believe will greatly enhance the partnership between the university and Anchorage.

Sincerely,

Mark Begich
Mayor

U.S. COMMERCIAL SERVICE
United States of America
Department of Commerce

Alaska Export Assistance Center
431 West 7th Avenue, Suite 108
Anchorage, AK 99510
Tel: (907) 271-6237 Fax: +6242
cbecker@mail.doc.gov

RECEIVED
FEB 15 2006
College of Arts & Sciences
University of Alaska Anchorage

February 8, 2006

Dr. James Liszka, Dean
College of Arts and Sciences
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99518

Ref: International Studies Program

I have just learned that you are contemplating the establishment of an international studies program. That is terrific!

Given Alaska's geo-strategic location, I was astonished to learn some time ago that an international studies degree was not available through UAA. With our merchandise sales into the global marketplace estimated to have reached $3.5 billion last year, coupled with substantial penetration of foreign markets by Alaska's services companies, the program should have been in place years ago.

I understand that study of at least one foreign language will be required. I urge you to ensure that those languages are germane to Alaska's international trade, i.e. Japanese, Chinese, Korean, Spanish and German.

Thomas Friedman's latest book, "The World is Flat," clearly defines the need for our young men and women to be able to engage other peoples with a background of their culture and in their language for their economic prosperity, indeed for their economic survival. We can no longer afford to graduate monolingual Americans for our universities.

I wish you the best of luck with this important initiative.

Sincerely,

Chuck Becker
Director

Mark Begich responds
To the UAA Faculty Association

1. How do you see the role of UAA as a benefit to the municipality?

I firmly believe the notion that any great city must have a great university. UAA is a vital economic engine for our city, generating millions of dollars for the economy, creating thousands of jobs and helping diversify our economy. At the same time, UAA enhances our cultural and intellectual life by offering arts and educational events and through professors contributing their intellectual capital to our community.

2. In what ways could we do it better?

In past years, UAA was more isolated from the community and not broadly considered a key part of Anchorage. Under Chancellor Gorsuch and now Chancellor Maimon, I believe the business community considers UAA a vital partner. UAA employees actively participate in business organizations. Today, less than 10 UAA faculty and staff serve on city boards and commissions, yet those who do make invaluable contributions. I would encourage more to serve. UAA, the municipality and business community need to better coordinate to identify future employer needs and train young Alaskans for jobs of the future.

3. In what ways do you believe the municipality is supporting UAA? Or a more general question, what is your perception of UAA?

The municipality actively interacts with UAA daily. We have UAA students as interns and UAA graduates as employees, and many city workers attend UAA. I personally perceive UAA as an essential partner with the city in keeping our economy healthy and our community diverse. I am on campus probably weekly and am always impressed with what I see, from the award-winning debate team to business competitions.

4. In what ways can the municipality strengthen and increase our partnership?

We could take better advantage of each other. For example, I'd like to challenge UAA to help solve the challenges of delivering city services, everything from setting up police precincts to developing paint that remains on city street lanes to better designing sidewalk curb cuts for the disabled. Although we like to think otherwise, Anchorage is a winter city and we could benefit from UAA expertise in designing our facilities for winter challenges. From our perspective, we would welcome more UAA interns and employees. This becomes increasingly more important as more municipal employees retire. I also would like to take better advantage of the brainpower offered through ISER in determining the types of services our city will require in the future.

5. What are your views on the development of the U-Med area?

The U-Med district is one of Anchorage's key employment centers and will become even more so in the future with the growth in nearby medical facilities, the new UAA science building and the possible relocation of the city's Health Department to the area. UAA and the city must work together to improve transportation links which serves the district and UAA without destroying the campus setting.

6. Other comments?

I believe we need to support what I consider UAA's backbone, the College of Arts and Sciences, which has faced funding problems recently. UAA and UA management need to provide adequate support to the essential courses the college offers. I commend UAA's efforts to broaden its reach internationally, especially to China and Russia. Anchorage is a diverse, international city and your efforts here will strengthen it.

Center for Civic Education

CIVITAS

An International Civic Education Exchange Program
CIVITAS Alaska

February 27, 2006

Mary Bristol
CIVITAS Alaska Project Director
3305 GlennDon
Anchorage, Alaska 99504

Dr. James Liszka, Dean
College of Arts and Sciences
University of Alaska Anchorage

Dear Sir,

I am writing to support the creation of an interdisciplinary, international studies BA at the University of Alaska Anchorage. This degree program would prepare UAA graduates to make a meaningful contribution in the arena of regional and international business and non-profit projects for Alaska.

CIVITAS is an international civic education program funded by the U.S. Congress and administered by the Center for Civic Education. This program is active domestically and also in over 70 other countries. Civitas Alaska works primarily with educators and policy makers in the Russian Far East. Currently we are working in five regions of the Russian Far East and we have also just begun a project with Nigeria. We have enjoyed a close relationship with the University of Alaska Anchorage and would be interested in working with an intern from an international studies program.

I have been an educator in Alaska for over 33 years this has included working as the Social Studies Curriculum Coordinator for the Anchorage School District. In that position it became clear to me that there is a desire and need for a strong International Studies Program. Students who are interested in such programs currently must seek the degree elsewhere. We need to keep that talent in Alaska.

Thank you for considering this proposal. The world is indeed becoming smaller and more interdependent. Alaska will continue to be involved with other Pacific Rim countries and expertise will be needed to lead that involvement.

Sincerely,

Mary J. Bristol

Mary J. Bristol
Civitas Alaska

21 February 2006

Dr James Lizska,
Dean, College of Arts and Sciences
University of Alaska Anchorage
3211 Providence Drive
Anchorage Alaska, 99508

Dear Dean Lizska:

Given Alaska's strategic location as the North American gateway to Asia and Europe and the state's increasing reliance on international trade, Alaska needs international business specialists, engineers and professionals to lead the state into the global economy of the 21st century.

I believe the current proposal to create an international studies program at UAA is a major step towards satisfying that requirement. UAA needs a world class international studies program which provides Alaskans the opportunity to become expert in the languages and cultures of America's (and Alaska's) most important foreign partners and also infuses knowledge of the international arena and Alaska's neighbors into every graduate regardless of discipline.

UAA's educational mission must include providing the skills and education Alaskans will need to make Alaska competitive and to take the state into the global economy. International education is an important component of that mission. It promotes cultural awareness which is essential to the future success of UAA graduates across the university. I strongly support the effort to create an international degree program.

Sincerely,

-Signed-

Thomas R. Case
Dean
College of Business and Public Policy
University of Alaska Anchorage

Russian Immersion Program
Turnagain Elementary School
1317 W. Northern Lights Blvd, Ste 12,
Anchorage, AK 99503
(907) 742-7200

March 1, 2006

Dr. James Liszka
Dean, College of Arts and Sciences

Dear Dean Liszka,

I am writing this letter in support of the proposal to create an interdisciplinary, International Stud BA at the University of Alaska Anchorage.

The Anchorage School District is a strong proponent of world language learning in the public schools. The most recent success is the federal grant to create a Russian immersion program at Turnagain Elementary School, the first program of its kind in the United States.

As the Coordinator of the Russian Immersion Program, I work closely with parents and communi members. It is clear to me that this degree will bring more students to the University of Alaska Anchorage, and that it already has the support of the parents with whom I work. It will certainly attract high school graduates of the various ASD Russian language programs, which already have significant ties to the UAA Russian program.

The recent emphasis on language initiatives in the Bush administration and the growing need for globally competent graduates further emphasize the importance of degrees such as the BA in International Studies. The University of Alaska Anchorage is to be commended for its role in fulfilling this need.

If you would like to visit the Turnagain Russian Immersion Program or if you have any further questions, I will be happy to assist you. My contact information is 907-742-7200 or Email Farkas_Elena@asdk12.org

Sincerely,

Elena Farkas

Elena Farkas
Coordinator, Russian Immersion Program

February 22, 2006

Dr. James Liszka, Dean
College of Arts and Sciences
University of Alaska Anchorage

Dear Dr. Lizska:

I write to support establishing an international, interdisciplinary bachelor's program at the University of Alaska Anchorage.

I have on a number of occasions visited the University of Hawaii and its East-West Center. These are vibrant and exciting institutions, largely thanks to their international academic programs and their multinational student bodies. While different from Hawaii in many ways, Alaska is similarly in a strategic position in the Pacific that can allow the university to expand its international focus. This point hardly requires elucidation.

UAA already has an international focus in its teaching, research, and service programs, some of these going back decades. Current efforts to bring cohesion and cross-fertilization to these disparate efforts are most commendable. Formalizing an undergraduate degree program is the next logical step for UAA.. It will benefit the university, the community, and the state.

I'll be glad to expand on any of these or other points.

Best regards,

Victor Fischer, Professor of Public Affairs
Director Emeritus
Institute of Social and Economic Research
and Office of Russian Affairs

Anchorage School District

4600 DeBarr Road
P. O. Box 196614
Anchorage, Alaska 99519-6614
(907) 742-4000

March 1, 2006

Dr. James Liszka, Dean
College of Arts and Sciences
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

Dear Dr. Liszka:

This letter is to express support for the proposal to create an interdisciplinary, international studies BA program at the University of Alaska Anchorage. From the perspective of the Anchorage School District, this new BA degree will greatly expand and enhance the district's K-12 academic program.

The Anchorage School District serves a student body of nearly 50,000 with 80 different languages represented. In addition to the traditional core academic areas, the district supports a well-established, articulated world languages program, which offers different languages, French, German, Japanese, Russian, Spanish and Latin. The district has also committed to provide students an opportunity to begin second language study early. Beginning in kindergarten and continuing language and culture study until graduation, over 1500 students are enrolled in the district's Japanese, Russian, and Spanish immersion programs.

The interest for programs of second language and culture stud continues to rise within our community. This is not surprisin given changing demographics and demands from business companies for international education. At the National Governors' Conference this week in Washington, D.C, Stephanie-Bell-Rose, president of the Goldman Sachs Foundation, defined "international education" as the knowledge of other world regions, cultures, and global issues, being skilled in communicating in other languages, and working in a cross-cultural environment. According to Bell-Rose, "The world today is radically different than 20 years ago. In a globalized economy, the international competitiveness of the US will depend on how competent its citizens are in working in a global environment. "

By exposing students to world culture early on, students can more easily become culturally aware and will be able to fit mor easily into a professional world that is quickly becoming internationally driven. The addition of a local BA degree program in international studies will ensure that our students have the uninterrupted sequential learning environment in which to develop the requisite skills to live and work successfully in the global marketplace.

Sincerely,



Janice Gullickson
Coordinator, World Languages Program

16 March 2006

Dr James Liszka
Dean
UAA College of Arts and Sciences
3211 Providence Drive
Anchorage, AK 99508

ARC AMERICAN RUSSIAN CENTER

UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive, Anchorage, Alaska 99508-4614
▲ Telephone (907) 786-4300 ▲ Facsimile (907) 786-4319

SUBJECT: Support for an International Studies Program at UAA

Dear Dr Liszka

This letter is to express my strong support for creating an International Studies program at the University of Alaska Anchorage.

As I am sure you are aware China is an emerging economic, political and military superpower in the world today that will have a profound effect on the United States and Alaska in the coming decades.

China exports 849 billion dollars of goods to the United States and has become the world's manufacturer. With a population of 1.5 billion people they are also a rapidly growing market for US goods and services. China is also an important international partner for Alaska. Last year they became Alaska's third largest trading partner and with the future huge increases planned in air cargo routes to China, that country will have a significant impact on Alaska's future.

Unfortunately, as a country and a state, we know little about China. We know little of the languages, culture and history of one of the oldest civilizations on earth. If we are to prosper in the future this must change. Without excluding the study of western values and culture, we must also look to the East. The University of Alaska Anchorage proposal is a major step in the right direction to accomplish this.

I believe an important part of UAA's mission is to provide the international skills and education Alaskans need to make Alaska competitive and to lead the state into the global economy of the 21st Century. An international studies program at UAA is a major step towards satisfying that requirement. UAA needs a first rate international studies program which teaches Alaskans the language skills and cultures of Alaska's (and America's) most important foreign partners and also infuses knowledge of the international arena and Alaska's neighbors into every graduate regardless of discipline.

I commend CAS for entertaining this proposal and I strongly endorse its implementation.

Sincerely,

Russ Howell
Director
UAA American Russian Center

RECEIVED
FEB 24 2006
College of Arts & Sciences
University of Alaska Anchorage

February 24, 2006

Dr. James Liszka
Dean, College of Arts & Sciences

Dear Dr. Liszka,

I am writing in support of U.A.A. creating an interdisciplinary, international studies BA.

I am a parent of a child currently in the Russian Immersion Program at Turnagain Elementary. It is important that students interested in pursuing education that involves foreign languages and career paths with international connections, be able to receive that education and training here in Alaska.

Our Immersion students are interested in continuing their language studies beyond their high school years. And currently are choosing to leave Alaska to attend Universities that offer languages and international studies that they can not access at U.A.A.

Our community would greatly benefit from having the option for students to stay in state and earn their degree. They would be more likely to seek employment here which will only make our economy stronger.

Thank you for giving this serious consideration.

Meg Kibler

Meg Kibler
2820 Katalla Circle
Anchorage, AK 99517
(907) 563-1355

Canadian Consulate Consulat du Canada

310 K Street, Suite 220 Anchorage, AK 99501 • Tel: 907-264-6734; Fax: 907-264-6713 • www.anchorage.gc.ca

March 7, 2006

Jim Liszka, Dean
College of Arts and Sciences
University of Alaska Anchorage
3211 Providence Dr.
Anchorage, AK 99508

Re: Letter of Support
International Studies Major at University of Alaska Anchorage (UAA)

Dear Dean Liszka:

The Consulate of Canada in Anchorage strongly supports the creation of an international studies major at the University of Alaska Anchorage.

As you know, Alaska is unique among many states, sharing a 1,500 mile border with Canada (more than any other state) and almost touching Russia. Alaska's economy is diversified by its trade and investment relations with the Far East, Russia, and its closest neighbor, Canada. Training UAA students to better understand international issues, in a range of disciplines such as politics economics, logistics, and public health issues, is critical for developing Alaska's future leaders.

Knowledge of the world beyond our borders also is important for future graduates to compete in a globalized community. Locally, the business community is increasingly oriented towards foreign trade and investment, and Alaska's unique geography means that the state will continue to do business with Canada and its Pacific neighbors. Better knowledge of Alaska's international partners ultimately will help Alaskans understand the many complex issues facing the state in years to come.

We also hope that the UAA can achieves its goal of serving as Anchorage's "town square" by acknowledging that the city already is an international community, with residents from around the world.

Please contact our office if we can be of additional assistance. We appreciate the excellent relations that the UAA continues to foster with Canada through its Canadian Studies Program and through its many faculty who are working on a range of Canada-U.S. issues.

Yours sincerely,

Karen Matthias,
Consul

FRANK H. MURKOWSKI
GOVERNOR
GOVERNOR@GOV.STATE.AK.US

STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

P.O. BOX 110001
JUNEAU, ALASKA 99811-000
(907) 465-3500
FAX (907) 465-3532
WWW.GOV.STATE.AK.US

March 28, 2006

Dr. Elaine Maimon
Chancellor
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Via facsimile: (907) 786-6123

Dear Dr. Maimon:

Thank you for your leadership at the University of Alaska Anchorage. I am writing today to support the University's proposed international studies program with an East Asia focus.

East Asia is an area of major interest to Alaska. First as a U.S. Senator on the Foreign Relations Committee and now as Governor, I understand the importance of international relations with our Pacific neighbors who are Alaska's major trading partners. Our state needs first-rate international studies programs that teach young students language skills and culture.

The current proposal to create an East Asia international studies program is a positive step towards fulfilling that need. The University's initiative in creating an international studies program will provide many of Alaska's future leaders a foundation of critical cultural awareness and language skills.

Sincerely yours,

Frank H. Murkowski
Governor

ANCHORAGE
Economic Development
Corporation

RECEIVED
FEB 15 2006
College of Arts & Sciences
University of Alaska Anchorage

February 9, 2006

Dr. James Liszka
Dean
College of Arts and Sciences, UAA
Social Studies Building, Room 335
3211 Providence Drive
Anchorage, AK 99508

Dear Dr. Liszka,

The purpose of this letter is to voice my support for the creation of an interdisciplinary, international studies bachelor's degree program at UAA. As President/CEO of the Anchorage Economic Development Corporation, I can attest that a workforce well-versed in international studies is vital to our city's continued economic and cultural growth.

Anchorage is truly an international city, the "Crossroads to the World." We are located within nine flying hours of 95 percent of the industrialized world. We have over 90 languages spoken in our school district. And, we are poised to become the preeminent air cargo hub for goods shipped between Asia and the United States.

Our importance as an air cargo hub will be even more apparent as China's economy continues to grow, and trade between the United States and China steadily increases. More local businesses are looking to develop international ties and expand globally. In order to stay competitive, these businesses will need a well-educated workforce with a global perspective.

Our organization's mission is "to grow and diversify the Anchorage economy." In that light, I respectfully encourage you to consider implementing an international studies degree program.

Sincerely,

Robert Poe
President & CEO

907-258-3700 • 800-462-7275 • fax 907-258-6646 • 900 West Fifth Avenue, Suite 300, Anchorage, AK 99501
www.aedcweb.com

Arliss Sturgulewski
3201 "C" Street, Suite 405
Anchorage, Alaska 99503
(907) 561-5286
(907) 561-7683 (FAX)
a.sturgulewski@swallingcpas.com

RECEIVED
FEB 24 2006
College of Arts & Sciences
University of Alaska Anchorage

February 15, 2006

Dr. James Liszka, Dean
College of Arts and Sciences
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Dear Dr. Liszka:

I enthusiastically support your proposal to create an interdisciplinary, international studies Bachelor of Arts at the University of Alaska. I am pleased to hear the proposed BA will integrate a core of broadly focused international courses with emphasis tracks on the Russian Far East, North East Asia, Canada and international relations.

Alaska, and particularly Anchorage due to its location and population, is a hub for economic activity with the Pacific Rim and Canada. Interests in mining, petroleum, fisheries, tourism, trade, freight forwarding and social and health exchanges create a lively interchange of many cultures and interests.

The Anchorage School District is large and serves nearly 50,000 students from kindergarten through grade 12. Some 94 languages are spoken in this system creating a demand for delivery of immersion language programs in Japanese, Russian and Spanish among others. Forty-five percent of the students attending the Anchorage School District, including Alaska Natives, are ethnically diverse. As these students move to post-secondary education, demand for international studies will increase.

I understand that surveys have indicated that current student demand for an international curriculum is high. The Alaska World Affairs Council and the World Trade Center-Alaska have expressed great interest for UAA to be far more proactive in providing a knowledgeable workforce educated in foreign trade and investment.

It is truly good to know that UAA is continuing to provide leadership in offering opportunities to our students to meet changing global and Alaskan needs.

Sincerely,

Arliss Sturgulewski

Arliss Sturgulewski
Former Member State Senate

ALDEN TODD
CHESTER PARK #247
2020 MULDOON ROAD
ANCHORAGE, ALASKA 99504
907-274-5105

RECEIVED
JAN 23 2006
College of Arts & Sciences
University of Alaska Anchorage

January 20, 2006

Dean James J. Liszka
UAA College of Arts & Sciences
Rm 339, Social Sciences Bldg.
3211 Providence Dr.
Anchorage AK 99508

Dear Dean Liszka,

I am happy to have met you the other day at the Commonwealth North forum, and to be introduced by Steve Rollins. To follow up on what I was saying about the idea of establishing an institute for teaching the languages of the Pacific rim, I enclose my two-page proposal -- prepared as you see more than two years ago -- along with copies of various items relating to the need for such teaching.

Most of these are newspaper clippings, and some are cut off and incomplete. I thought the gist of them is contained in the part I am sending you.

It seems to me that UAA is the ideal place to establish such an institute, and no time is better than now. There is a crying need, and a strong desire, in many quarters for foreign-language training in this country for many purposes. It seems to me that many institutions, organizations and companies would pay willingly for training some of their people in the languages of the countries where they have an interest. UAA could lead the country with such a program, offering a great service and reaping considerable prestige as a consequence.

To get started it seems to me that startup money is needed, and a strong organizer to move the right people from general approval to action. Perhaps Senator Lisa Murkowski, as a member of the Senate Foreign Relations Committee's subcommittee on Asian affairs,might be able to help. If she did so, it would add a feather to her cap.

I would appreciate hearing how you react to all this.

Cordially,

Alden Todd

ALDEN TODD
2020 MULDOON ROAD #247
ANCHORAGE, ALASKA 99504
907-274-5105
kizhur@alaska.net

October 15, 2003

PROPOSAL: A PACIFIC RIM LANGUAGES INSTITUTE IN ANCHORAGE

Establishment in Alaska of a Languages Institute concentrating on the languages of the Pacific Rim would bring economic benefits to the state, with minimal cost or use of the state's resources.

Such an Institute should draw on the entire United States, and even on foreign countries, for students and staff. Like tourism, this would increase cash flow into the Alaskan economy and consequent expenditures in the state for goods and services.

The Institute's aim should be to teach proficiency in oral communication, written translation and reading for analysis and comprehension. Instruction should range from elementary to expert.

Because of its location as America's gateway to the Pacific Rim, with a major international airport and a university, Anchorage would be the ideal place for such an Institute. Facilities at UAA, APU, and Charter College, as well as at Fort Richardson and Elmendorf AFB, could be used in the start-up phase.

Among its bilingual immigrant population from countries of the Pacific Rim, Anchorage already has sufficient talent to form a starting faculty, which could be upgraded as experience proves the need.

The national need for foreign-language training has long been recognized in government, the military, business, the professions and education. This need is particularly acute as communication with our Pacific Rim neighbors becomes increasingly important. Many U.S. universities and colleges offer training in European languages and Chinese. But few offer training in such tongues as Tagalog, Japanese, Samoan, Hmong (Cambodian), Korean, Lao, Kmer (Cambodian), Thai, Vietnamese, Hawaiian, etc.

Among potential students and patrons of the Institute would be:

GOVERNMENT:

State Department: foreign service officers, junior diplomats, diplomatic service dependents
CIA, FBI, and other intelligence agencies
Military Services: Those posted overseas in operational units; embassy military attaches, specialists in radio monitoring
Immigration and Naturalization Service staff
Courts at all levels

BUSINESS:

Corporate executives serving overseas, or in training
International sales staffs
Advertising and P. R. professionals working abroad

PROFESSIONS:

Association and learned society officers attending or directing international meetings

EDUCATION:

Classroom teachers facing non-English students
Teachers improving their language skills
Graduate students working with documents in Pacific Rim languages

* * *

NEEDED:

The backing of State Executive and Legislature, the Anchorage Municipality, and UAA.
Start-up appropriations from federal, state, municipal and private funds
A strong, imaginative Director to organize the Institute.

WORLD TRADE CENTER
ALASKA

431 West Seventh Avenue, Suite 108
Anchorage, Alaska 99501 U.S.A.

Tel: 907-278-7233 Fax: 907-278-2982
Email: info@wtcak.org Website: www.wtcak.org

27 March 2006

Dean Jim Liszka
College of Arts and Sciences
University of Alaska, Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

Dear Dean Liszka:

The purpose of this letter is to voice our support for the effort at the University of Alaska, Anchorage to establish an international studies degree program. We understand that the proposed program would place special emphasis on North East Asia, an area of particular importance to Alaska's export community.

International trade is big business in Alaska: In 2005, the state's overseas export reached $3.6 billion, an increase of 14% over the previous year. This total accounts only for commodity exports (primarily natural resources, including seafood, minerals and forest products) and does not include the export of professional and technical services (such as logistics, construction and oil and gas field services). Overseas exports represent approximately 10% of Alaska's Gross State Product.

Alaska's exports are concentrated in the Pacific Rim, especially to the Asian markets of Japan, Korea and China. These three countries are the state's top three trading partners, respectively, and together account for more than 60% of the state's total worldwide exports.

Trade is about more than commerce. To be successful, an understanding of the history, language, politics and culture of one's trading partners is important. A degree program in international studies at the University of Alaska, Anchorage would help to build such understanding among the current and future business and government leaders of our state. It would benefit the young people of Alaska who find themselves in a world increasingly interconnected, on many levels, and needing the skills to compete in an economy that with each passing day is more global in nature.

We hope that the University will give serious consideration to the establishment of an international studies degree program. Please feel free to contact me if you have any questions or need further information.

Sincerely,

Greg Wolf
Executive Director

AMBASSADOR CIRCLE AWARD
1997-John McClellan • 1998-Brian Brundin • 1999-E.H. Pete Nelson • 2000-Ben Barerra • 2002-Dennis Bird

PREMIUM LEVEL MEMBERS
CEO CLUB: Lynden International • South Central Timber Development • Wells Fargo Bank Alaska
CORPORATE: Alaska Airlines • Alaska Business Publishing Co. • Alaska Interstate Construction, LLC • Alaska Railroad Corporation • ASCG, Inc.
BP Exploration (Alaska), Inc. • FedEx • International Telecom, Inc. • UBS Financial Services • United Parcel Service

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

1a. School or College	1b. Division	1c. Department
AS CAS	AHUM	INTL

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
INTL	A495		3	(01+08)

6. Complete Course/Program Title
International Studies Internship
INTL Studies Internship
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☒ Add
☐ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status Yes # of Repeats 1 Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: F/06 To: /9999

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

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

14. Coordinate with Affected Units: Faculty List Serve
Department, School, or College
Initiator Signature Date

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

16. Course Description
Internship in which student gains intensive experience applying cross-cultural and international knowledge and skills to specific, assigned projects. Internships are available in a variety of Anchorage-based international governmental and private settings and require a formal agreement between the student, the faculty member, and the supervisor. Special Note: Repeatable for credit with change of internship venue.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)

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

17e. Registration Restriction(s) (non-codable)
International Studies Major, Junior Standing

18. ☒ Mark if course has fees

19. Justification for Action
The internship will further expand the student's global competence. It provides the opportunity to apply international and cross-cultural skills and knowledge to problem solving in the workplace, and it can lead to career opportunities.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences

I. School /College: CAS **Date:** February 2, 2006

II. Course Information:

Course Subject: INTL
Course Number: A495
Course Title: International Studies Internship
Credits: 3 credits
Contact Hours: 1+8
Degree Program BA in International Studies
Grading Basis: A-F

Course Description: Internship in which student gains intensive experience applying cross-cultural and international knowledge and skills to specific, assigned projects. Internships are available in a variety of Anchorage-based international governmental and private settings and require a formal agreement between the student, the faculty member, and the supervisor.

Special Note: Repeatable for credit with change of internship venue

Registration Restrictions: International Studies Major, Junior Standing
Course Fee: Yes
Coordinated With Affected Units: N/A

III. Instructional Goals and Student Outcomes

A. Instructional Goals

1.0 To provide practical and professional experience working in an international organization.
2.0 To provide the opportunity for students to gain personal insight into the challenges and complexities of cross-cultural interactions and to bring acquired cross-cultural strategies to problem solving.
3.0 To provide the opportunity for students to bring to bear multiple perspectives and ways of questioning the world.

B. Student Outcomes and Evaluation

Student Outcomes	Assessment Tool
1.0 Demonstrate an appropriate level of professionalism, responsibility, and cross-cultural sensitivities	Evaluations by the host organization; Reflection papers/self evaluations
2.0 Demonstrate analytical proficiency	Final paper and presentation
3.0 Apply program course content to real situations	Evaluations by the host organization; Reflection papers/self evaluations; Final paper and presentation
4.0 Demonstrate a heightened understanding of the international context	Presentation

IV. Guidelines for Evaluation (See chart above)

V. Course Level Justification

The internship goal is to provide the opportunity to apply acquired knowledge and skills. It is, therefore, most appropriate that a student participate in an internship near the end of the academic program.

VI. Topical Course Outline

Topics will vary with internship placement. Specific content, topics, and approaches will be arranged by and for individual students in consultation with an International Studies faculty member and the community partner.

VII. Suggested Text(s)

Materials will change according to the internship.

VIII. Bibliography

Bibliography will change according to the internship.

Curriculum Coordination Form

Notification Date: February 28, 2006

Initiating unit: International Studies

Affected unit(s):

Course Prefix and Number: INTL A495 Previous Prefix and Number:

Complete Course/Program Title: International Studies Internship

Previous Course/Program Title:

Description of Action: Addition

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

MEMO TO: Accounting & Enrollment Services subj: **LAB FEE REQUEST**

DEPARTMENT FROM: International Studies

Course & Title: INTL A495 International Studies Internship

Year: 2007 **Section:** Spring 001- Summer 301- Fall 601-

Lab Fee Account Number: 11505 (Org.) 9159 (Obj.) 104110 (Fund)

Current Lab Fee	Requested Action	Total Lab Fee
$	Initiate - Increase - Decrease - Delete (Please Circle One) $	$ 20

Justification: Students participating in an internship must purchase accident insurance.

Justification Worksheet: Materials/Supplies Used (list each item separately)

Item Description	Cost
1. Student Accident Insurance	$20.00
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Total Cost $20.00 / 1 = $20.00
Anticipated Enrollment ***Cost Per Student***

Department Chair's Signature Date

_____ Recommended _____ Disapproved
Associate Dean, CAS Date

_____ Recommended _____ Disapproved
Dean, CAS Date

_____ Approved _____ Disapproved
Provost Date

cc: Accounting Services
CAS Budget Office
Enrollment Services
Department Administrative Assistant/Secretary

revised 04/03/00

Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A. - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: Bachelor of Arts in International Studies

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Judy Green, Ralph Courtney

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: :http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   1. No change in current needs. International will continue to work closely with the library to enhance the holdings.
   2.
   3.

_____

Initiator signature

Resource Implication Form

1. School/College CAS

2. Program/Course INTL

3. Course Prefix INTL

4. Course Number A495

5. Implementation Date F2006

6. Type of Action and Category

☒ Course addition ☐ Course change ☐ Program addition ☐ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

☐ part-time faculty	$
☐ new full-time faculty	$
☐ reassignment of full-time faculty	$
☐ additional class/lab space	$
☐ modification of class/lab space	$
☐ additional library resources	$
☐ additional computer equipment	$
☐ other costs	$

8. Explanation:

_____ Approved

_____ Disapproved _____

Department Chair Date

_____ Approved

_____ Disapproved _____

Dean/Director of School/College Date

_____ Approved

_____ Disapproved _____

Provost Date

Proposed Process for Approval of the Delivery of Courses at levels above 299 at UAA Community Campuses

UAA curriculum approval processes are established to provide for quality control by faculty and administrative control by the Deans, Directors and the Provost. Faculty, through the established academic boards, rule on the content, level, credits, outcomes, and design of courses; and on admissions, general education requirements, major requirements and other significant academic characteristics of academic programs. The provost and dean or director determine the location, frequency and delivery methods, and assign resources to enable course and program offerings. Issues that need attention and disputed decisions are brought to the attention of the Provost, who, as the chief academic officer for the institution, makes the final determination for academic and for administrative issues.

Faculty selection and assignment is a responsibility of the dean or director and is based on the department's recommendation and the dean's evaluation of course and program needs and faculty member's availability and capabilities. Deans and directors have authority to assign faculty members to teach any lower division (001 – 299 course numbers) course. Anchorage based deans also assign faculty to teach upper division and graduate level courses. Community Campus Directors work with Anchorage based deans and department chairs, and with their approval, assign faculty to teach upper division and graduate courses. This policy is included in the Curriculum Handbook and is designed to provide appropriate quality control for upper division and graduate offerings. The criteria listed in (3) below are expected to be applied equally in all colleges, at all locations.

The following establishes the criteria and the process used for approval of the offering of established upper division and graduate courses at community campuses. Preliminary collegial discussions among faculty members from the Community Campuses and the Anchorage-based departments are encouraged as a means of arriving at a mutually agreeable proposal.

1. Community Campus Faculty proposes upper division offerings and upper division instructors to Campus Director/College President.
2. Campus Director/College President requests approval from the Anchorage Department Chair through the Dean of the college. Included in the request should be justification specifically addressing course requirements and instructor qualifications.
3. The Anchorage Dean confers with the Department Chair and responds to Campus Director/College President, with copy to the College Dean, within seven (7) working days. The response may indicate approval, a request for additional information, or denial, based on the following criteria:
   - Academic preparation and experience requirements for teaching the requested upper division courses as specified by departmental, discipline or accreditation standards.
   - Specific skills or certifications required.
   - Specific facilities, arrangements, or agency approvals needed.
   - Specific issues with course content or delivery. This applies particularly to special topics and other courses that require description beyond the Course Content Guide (CCG).
4. Approvals will generally apply to multiple offerings of the same course(s) by the same instructor. Exceptions should be noted and discussed when they occur.
5. If a request is denied, specific reasons for the denial must be included.
6. Campus Director/College President has five (5) working days in which to respond to requests by the dean or department chair for additional supporting information, or to appeal a denial.
7. Departments/Deans shall respond to the Campus Director/College President within five (5) working days indicating whether they will grant approval based upon the additional information provided or that the additional information did not justify a reversal of the original decision.
8. Appeals with supporting documentation will be sent by the Campus Director/College President to the Provost with copies to the Department Chair and Dean, who shall also provide documentation to the Provost supporting their denial.
9. The Provost shall convene the parties involved within 5 days to attempt to achieve consensus. After considering all input and the recommendations of all parties, the Provost makes a final determination and reports the decision to the Dean and Director in 5 working days.

Scheduling and offering of courses numbered 001 through 699

Any lower division course (001 – 299) listed in the UAA catalog may be scheduled at a community campus at the discretion of the director without additional approval or coordination, provided that:

A. The offering of any course that is a major requirement of a certificate or degree program that is accredited, certified or approved by an outside agency must be approved by the dean, or director in the case of a community campus course or program, responsible for that program prior to scheduling.

B. The offering of any course that involves working with children or potentially hazardous materials or situations, or involves activities that are regulated by the university, state or federal government, must assure compliance with the policies and procedures established for that course.

C. A scheduled course listed as requiring laboratory work must be done in an adequately equipped facility. The arrangement for such laboratory work is to be approved by the responsible dean, or director in the case of a community campus course, or their respective designees.

The community campus director has authority to assign faculty to teach courses at the 200-level and below. The director works with the appropriate college or school dean for faculty approval for courses in accredited or approved programs.

Any upper division or graduate course (300 – 699), wherever offered at UAA, requires prior approval of the discipline chair and the dean before it is listed for offering in any schedule of courses. Continuing approvals may be issued by the discipline chair and dean for repeat offerings of courses that will be delivered by the same faculty members.

The director of the community campus works with the appropriate school/college dean and discipline chair to obtain review and approval for faculty to teach an upper division course. The following may be considered for the proposed instructor and course:

- Academic preparation and experience requirements for teaching the requested upper division courses as specified by departmental, discipline or accreditation standards.
- Specific skills or certifications required.
- Specific facilities, arrangements, or agency approvals needed.
- Specific issues with course content or delivery. This applies particularly to special topics and other courses that require description beyond the Course Content Guide (CCG).

Community campus directors and college deans are responsible for assuring that faculty follow guidelines established in all courses, and for assessing the student outcomes of their courses and making those results available to all UAA faculty within the disciplines.

The
University of Alaska Anchorage
Curriculum Handbook

Revised 2005

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Section 1 – Introduction

Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University's curricular processes.

- The University's curriculum processes are designed to be efficient and to work within the principles of equity and collegial respect.

- The University evaluates its achievements against appropriate regional and national as well as international benchmarks. The Academic Boards devise evidence-based methods for the curriculum approval . The Curriculum Handbook is periodically revised to provide the most complete guide as to standards, protocols, and timelines for curricular initiatives, revisions, and improvements.

- The Academic Boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.

- The work of the Academic Boards is part of the normal and continuous cycle of curricular planning, monitoring and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the Board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the Curriculum Handbook (2005) describe the University of Alaska Anchorage's process for approving all academic coursework developments. These guidelines should be read in conjunction with departmental requirements as appropriate. The procedures and the accompanying templates have been designed to ensure the following:

a. Faculty and staff are properly informed about the processes to be followed for planning and approving courses or programs; amending existing courses or programs; or deleting existing courses or programs

b. Course proposal documentation is adequate in terms of content and format and that proposals meet the relevant criteria for assessment by the faculty and Academic Boards.

c. Decisions to approve academic developments are timely and well-informed.

These guidelines also include details of specific deadlines to assist those faculty involved in academic planning as listed below:

a. Proposals for academic developments at UAA are approved according to the procedures and timelines set out in these guidelines. These proposals are considered by the Academic Boards as appropriate and the Faculty Senate.
b. All templates are available on the Governance website at: www.uaa.alaska.edu/governance.
c. Proposers of any course action should ensure that templates are completed correctly and refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from College curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.
d. Proposers of any academic action should ensure that templates are submitted in an appropriate format using Microsoft Word.
e. College Curriculum Committee chairs should forward proposals to the responsible curriculum managers in the responsible Dean's offices once the proposals have been reviewed and approved.

f. Curriculum managers must ensure that a hard copy of the proposal signed by the Dean is forwarded to the Governance Office along with an electronic version of the full proposal.

Basis for Academic Board Review

Academic Board approval is required for the following:

a. New permanent courses that will appear on the student's transcript with academic credit.
b. New departmental certificates of completion, undergraduate, post-baccalaureate or graduate certificates, or degree programs.
c. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.
d. Substantial revision to the academic content of a course including
    i. additions, modifications or deletions of major subject areas
    ii. adoption of a new/revised mode of delivery in an entire course
    iii. any course that has not been offered at least once during the past 5 years (i.e. course on a purge list that the discipline informs the Board it intends to deliver).
e. Changes having an impact on the study options available to prospective students, including changes to
    i. selection/admission procedures and standards
    ii. prerequisites, co-requisites and registration restrictions.
f. Changes responding to the professions, employers or the wider community, including
    i. enhancement or diminution of employment opportunities
    ii. entry into a new segment of the education system or higher education sector; or
    iii. external standards

Section 2 - Curriculum Screening Criteria

Issues in Curriculum Review

1. A request for a curriculum change should be reviewed in terms of format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

   At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

   Pertinent academic considerations:

   The course is designed with the appropriate content and outcomes, with learning experiences that enable students to achieve the stated outcomes, and with evaluation methods that enable faculty to assess student achievement of those outcomes.

   Justification for the change

   Effect on resources within the program

   Frequency of offerings

   Impact on other UAA programs and courses and which ones will be affected

2. The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review bodies may ask to be addressed when curriculum action is presented to the appropriate boards at each level of review.

   Academic considerations about a new course proposal:

   The school/college offering this course is the appropriate academic unit

   Complete and clear Curriculum Action Request (CAR) and Course Content Guide (CCG) (See Sections 6 and 7 for further information)

   Appropriate course numbering for content, outcomes, methodologies and listed prerequisites (See Section 5d for further information on course level justification)

   ~~Course outcomes that match the level of the course (See Section 5d for further information)~~

   ~~Appropriate prerequisites for content and level~~

   Availability of prerequisites for this course

   Frequency of scheduling of course

   Justification for stacking or cross listing

   Duplication with any other existing courses is explained

   Documented coordination with the appropriate departments

   Identifiable accreditation or nationally accepted practice standards

   ~~Elimination of some other requirement as compensation for addition of this course~~

   ~~Rationale for requiring this course in a program~~ see addition below
   ~~Course Review~~

   ~~All boxes on Curriculum Action Request (CAR) are filled in (N/A may be appropriate)~~

~~Course Content Guide reflects and substantiates the information included on the CAR~~

~~Credit hour calculation is correct~~

Lab/lecture ratio is correct

~~Course level justified~~

Number of credits is appropriate and contact hours are presented correctly.

Application of a course to a degree program with rationale

All attachments (Library Resource Form, Coordination Form, Fee Request Form and Resource Implication Form) are complete and correct if required

Coordination has occurred (both electronically and through hard copy) with the appropriate departments, schools and colleges, as well as with community campuses

~~All information that occurs on both the CAR and CCG are identical (course name and number, credit hours, course description, etc)~~ see above

If this is a prerequisite for any other course, or if it affects another degree as a requirement, include the necessary CARs and/or coordination signatures with the package

Courses that will become program electives:

Effect of this course on other electives

Enhancement of a program by this course

Increases options of specialization within the major

Effect on scheduling of other program electives

Courses that will become General Education Requirements:

Addresses GER objectives from the GER Preamble

Meets category definition from Board of Regents

Addresses and assesses GER outcomes for the category described in this Handbook

Provides rationale for adding this course to the GER menu

Explains similarities to and differences from to other GER courses

Resource implications for new course proposal:

Commitment from resource manager to support course offerings

Effects on other offerings ~~GER courses~~ within a program or school

~~Effect on offering other required courses~~

~~Effect on selectives and electives~~

~~If the course was offered as a trial course, the number of times it was offered and the enrollments~~

Review of Program Proposals

Program description adequately expresses the program characteristics, requirements and outcomes.

The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.

Paperwork is complete

Catalog copy is complete and organized, options and special requirements are clearly defined

All the attachments are correct

Needs analysis for the new program is attached

Combined impact on University resources is explained

Coordination has occurred with appropriate departments, schools, and colleges and documentation is present

Possible duplication of an existing program is addressed

It is important that all courses used in the creation or modification of a degree or certificate program have on file in the Curriculum Office current Course Content Guides that contain all of the required elements described in section 7 of this Handbook. If courses are ill-defined or outdated they must be revised at the same time or before the program addition or modification is proposed.

When proposing multiple certificates in a given discipline their requirements must differ by at least 7 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

Program Objectives and Outcomes

Program outcomes should be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.

Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.

Outcomes should be reasonable in number, relate well to the content and methods of presentation used in the program, and be assessable.

Outcomes should be published for students to use in evaluating and selecting the program.

Outcome assessment should be accomplished with appropriate tools chosen and administered in a way that both direct and indirect measurements of student performance are obtained.

A complete and valid plan should be presented that makes use of the assessments of student learning in the continuous improvement of the course. Plans should conform to the format and content established at UAA and illustrated at the website: www.uaa.alaska.edu/governance.

Note: Boards do not evaluate this material, see Appendix F for further information.

If this action requires BOR review, the following issues should be addressed including all the points in Regents' Policy and Regulation outlined on page 47-49 of the Handbook:

Date to implement response(s) and over what term

The needs that will be met by this program

How the needs are currently being met

The program response(s) to the needs

Location of program delivery

Use of basic and/or applied research in the program.

Program implications for students

Requirements on faculty and/or staff to deliver program

Information technology resources required for the program

Facilities needed by the program

Strategic partnerships that will be fostered by the response

Response measurement and evaluation

Program assessment plans

If this action requires notifying the Commission on Colleges, the following items should also be addressed:

Budget projections (revenue and expenditures) for each of the first three years including:

1. Revenue and expenditures associated with the change itself, and

2. Institutional financial support expected to accommodate the change. Include expected revenue from tuition and fees available to the offering college, and confirmed revenue from all sources including statewide funding (initiatives, presidents appropriations, etc.), college and university reallocations, and external sponsors.

   The budgetary and financial implications of the changes for the entire institution also should be addressed.

Student Services Impact

Provision for student services to accommodate the change

Implications for services to the rest of the student body

Physical Resources Impact

Provision for physical facilities

Equipment

Library and information resources

Impact on the institution's resources as a whole; and

Faculty and Staff Impact

An analysis of the faculty and staff needed

Educational and professional experience qualifications of the faculty members relative to their individual teaching assignments

Anticipated resources of qualified faculty and staff

Program Partners

If course or program delivery depends on essential elements supplied by partners external to the university, whether they are accredited or not, the partnership arrangement must be clearly defined with expected contributions and designated responsibilities and authority.

Section 3a - Curriculum Approval Process
Courses

Overview

1. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
2. Approved curriculum must be submitted from the dean/director to the Governance Office.
    - The Governance Office forwards Non-Credit, CEU, -93s, -94s, and 500 level courses to the Curriculum Office to be entered into the system.
    - Catalog courses and prefix requests, are sent to UAB/GAB for review.
3. Any items needing UAB/GAB review **must be received in the Governance Office by Monday at 9 a.m**. in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.
4. Initiating faculty member or representative must present courses and prefixes to UAB/GAB.
5. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
6. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.
7. UAB/GAB chair signs CAR.
8. The Provost (or designee) reviews and acts on courses and prefixes.
9. After Provost approval the Governance Office sends the approved courses and prefixes to the Curriculum Office.
10. After appropriate reviews are complete, the course or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally can not precede the publication date of the first catalog or schedule in which it is to appear.**
11. Degree and Certificate requirements that reflect course changes are effective from fall through summer of each catalog publication.

Approval for changes to undergraduate credit courses numbered 050 – 299

Changes that do not substantially affect the intent or content of lower division courses are handled by the School/College Curriculum Committee or Community Campus Instructional Council which:

A. Forwards a CAR approved by the school/college curriculum committee or instructional council to the dean/director for approval before being forwarded to Governance.

B. Reviews course content guidelines for academic quality and completeness according to UAB Guidelines in Section 5 of this handbook.

C. Requires documentation that proper coordination has occurred. Coordination is the requirement that all initiators of curriculum actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses. Proper coordination includes:

   1. General email notification to faculty at uaa.faculty@lists.uaa.alaska.edu that curriculum action is being considered.
   2. Effort to contact, and record of response from faculty in associated disciplines or other campus locations
   3. Records forwarded to governance.

D. Takes responsibility for the following changes that do not affect the quality of the curriculum:

   1. Title change
   2. Course number change at the same level
   3. Grammatical change in course description
   4. Prerequisite and co-requisite changes that can only affect the prefix department
   5. Fee change
   6. Course description change that does not change course intent, e.g., USSR to Russia, Word 2000 to Word 2003.

Upon final approval by the college dean or director, courses with the types of changes listed in D. 1-6 are forwarded to the Governance Office for transmittal to the Curriculum office. These course actions are placed on the UAB agenda as Informational Items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or outcomes of any 050 – 299 level course require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400- level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

600- Level Courses

A 600-level course with a permanent number, wherever initiated within UAA, requires GAB action.

School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the quality of the curriculum:

1. Title Change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent, e.g. USSR to Russia, Word 2000 to Word 2003.

Upon final approval by the college dean or director, courses with the types of changes listed in 1-6 are forwarded to the Governance Office for transmittal to the Curriculum office. These course actions are placed on the GAB agenda as Informational Items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

500- Level Courses

These courses are offered for Professional Development Credit only. The UAB is responsible for UAA policy associated with 500- level courses.

The appropriate dean or designee has authority for initial approval and offering of 500- level courses. Each college offering 500 level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Curriculum Office to be entered into the system and are listed as Information Items on the Faculty Senate agenda.

Degree Programs/New Courses Required for Degree Programs

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB.

Scheduling and offering of courses numbered 001 through 699

Any lower division course (001 – 299) listed in the UAA catalog may be scheduled at a community campus at the discretion of the director without additional approval or coordination, provided that:

A. The offering of any course that is a major requirement of a certificate or degree program that is accredited, certified or approved by an outside agency must be approved by the dean, or director in the case of a community campus course or program, responsible for that program prior to scheduling.

B. The offering of any course that involves working with children or potentially hazardous materials or situations, or involves activities that are regulated by the university, state or federal government, must assure compliance with the policies and procedures established for that course.

C. A scheduled course listed as requiring laboratory work must be done in an adequately equipped facility. The arrangement for such laboratory work is to be approved by the

responsible dean, or director in the case of a community campus course, or their respective designees.

The community campus director has authority to assign faculty to teach courses at the 200-level and below. The director works with the appropriate college or school dean for faculty approval for courses in accredited or approved programs.

Any upper division or graduate course (300 – 699), wherever offered at UAA, requires prior approval of the discipline chair and the dean before it is listed for offering in any schedule of courses. Continuing approvals may be issued by the discipline chair and dean for repeat offerings of courses that will be delivered by the same faculty members.

The director of the community campus works with the appropriate school/college dean and discipline chair to obtain review and approval for faculty to teach an upper division course. The following may be considered for the proposed instructor and course:

- Academic preparation and experience requirements for teaching the requested upper division courses as specified by departmental, discipline or accreditation standards.
- Specific skills or certifications required.
- Specific facilities, arrangements, or agency approvals needed.
- Specific issues with course content or delivery. This applies particularly to special topics and other courses that require description beyond the Course Content Guide (CCG).

Community campus directors and college deans are responsible for ensuring that faculty follow guidelines established in all courses, and for assessing the student outcomes of their courses and making those results available to all UAA faculty within the disciplines.

Approval process for specially numbered courses

-90 Selected Topics Courses

Standard approval process

-92 Seminars and Workshops

Standard approval process

-93 Special Topics Courses

A -93 course is to be approved through the school/college curriculum committee or instructional council and the Dean of the college.

-94 Trial (Experimental) Courses

A -94 course is to be approved through the school/college curriculum committee or instructional council and the Dean of the college.

-95 Internships, Practica, Community Based Learning, or Cooperative Education

Standard approval process

-97 Independent study

Approved by the faculty member and the Dean of the college

-98 Individual Research

Standard approval process

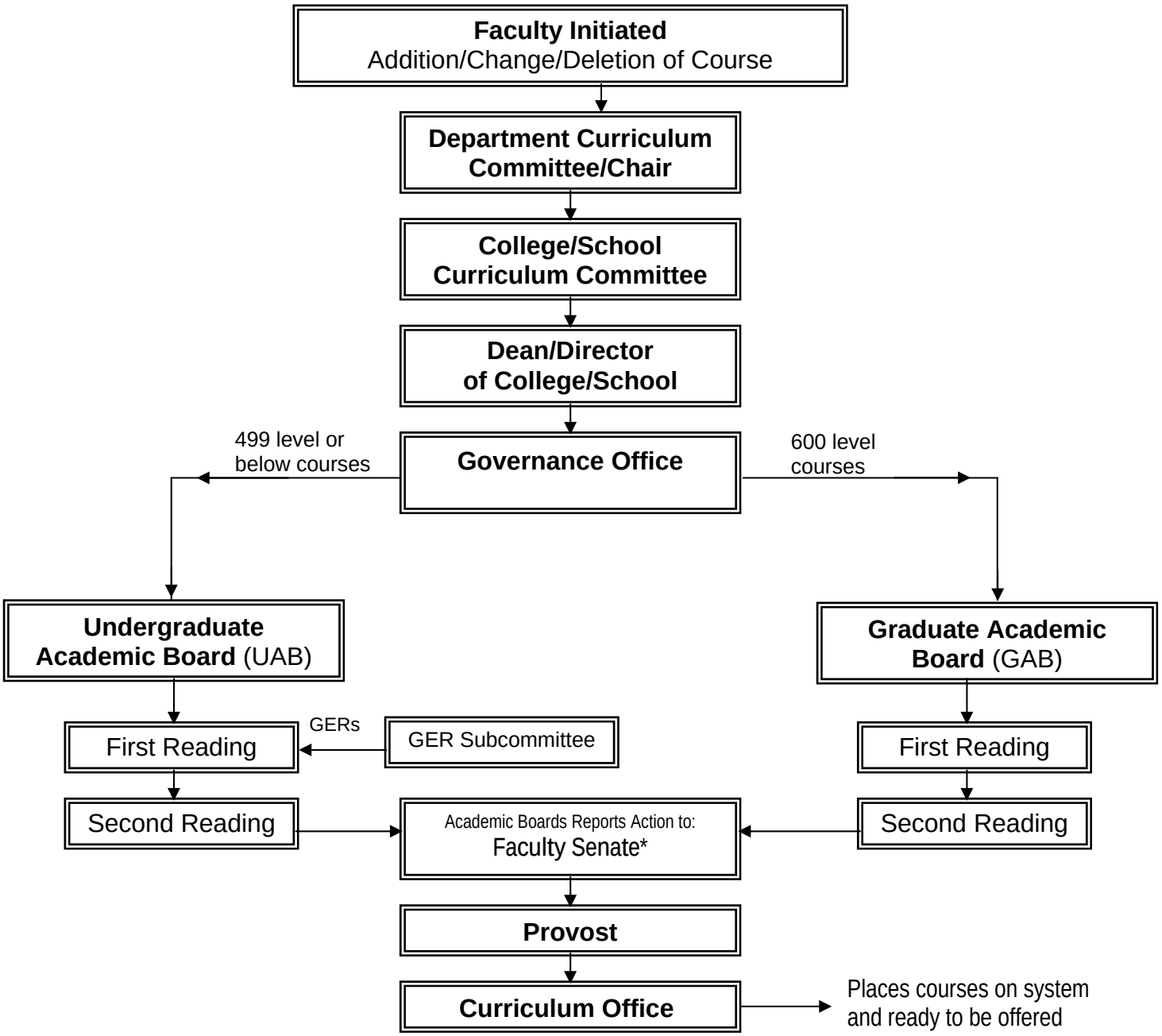
-99 Thesis

Standard approval process

CEU courses are numbered AC001-AC049, which separates their number designation and distinguishes them from academic credit courses. They are approved according to policies established by the UAB or GAB and require the review of the faculty and dean of the offering college. Approved CEU courses are presented as information items to the academic boards.

Non-Credit courses are numbered 001 – 049, regardless of their level of instruction. These courses, which may be sponsored and limited to a specific audience, or open to the public are approved according to policies established by the UAB or GAB. They require the review and approval of the faculty and dean of the offering college.

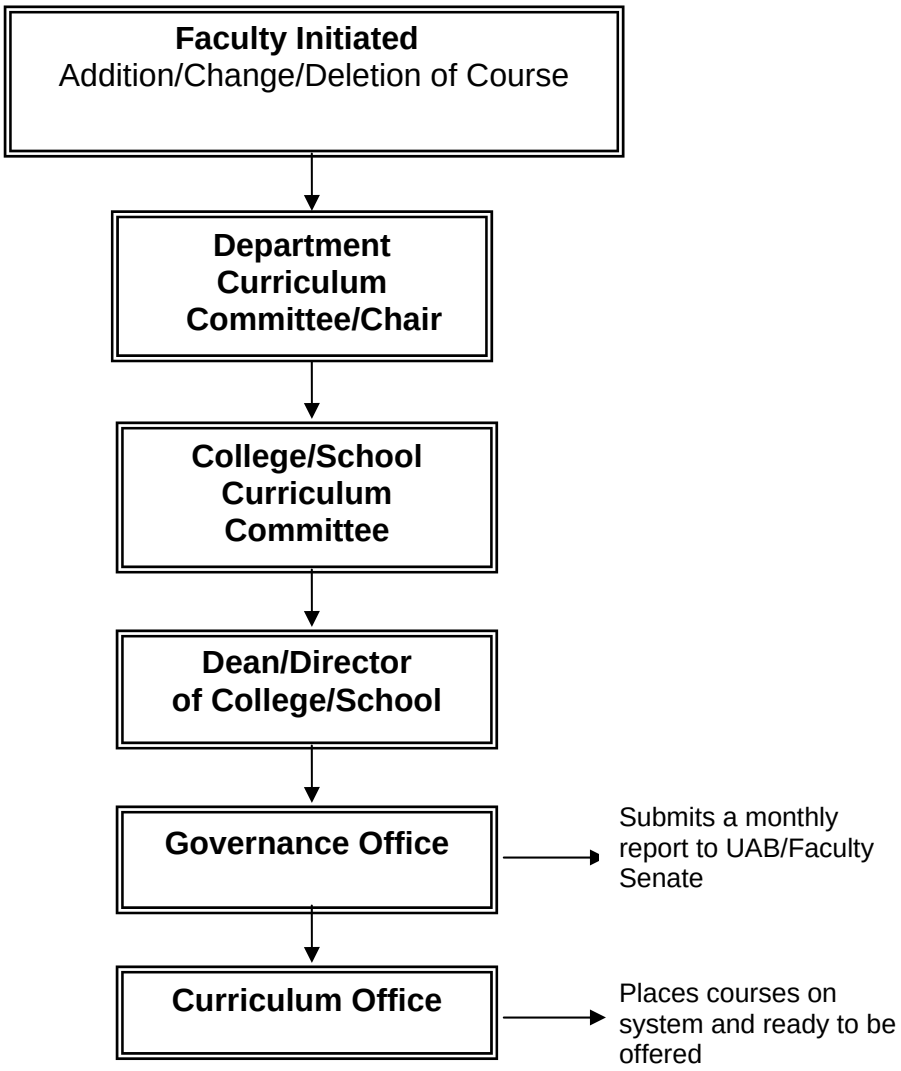
Permanent Course Approval Process



* Faculty Senate Approves:

1. Additions to GURs or GERs
2. Changes in credits for a degree or program
3. Changes that impact academic content in major/minor programs
4. New Courses/Programs

Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Non-Credit/CEU Approval Process



Section 3b - Curriculum Approval Process
Minor Changes to Programs and Policies
(includes new option within a program)

Changes that do not 'substantially alter the purpose of the program'
(UA Regulation 10.04.02)

Minor program changes are approved through the standard curriculum review process through UAA. The final approval rests with the Provost. Reviews by the Systemwide Academic Council, the Regents and the Commission on Colleges are not necessary.

Overview

1. The school/college must discuss a proposal to determine the magnitude of the change with the Office of Academic Affairs (OAA). A list of issues addressed by the OAA is included in Appendix H
2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
   - The governance office forwards minor revisions to program descriptions and student outcomes to the Provost for approval and then to the curriculum office. These revisions are considered by the academic boards only upon the request of a board member.
3. Approved curriculum must be submitted from the dean/director to the Governance Office.
4. Programs and academic policy proposals are sent to UAB/GAB for review.
5. Any items needing UAB/GAB review **must be received in the Governance Office by Monday at 9 a.m**. in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.
6. Initiating faculty member or representative must present programs and academic policies to UAB/GAB.
7. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
8. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed programs and academic policies.
9. UAB/GAB chair signs CAR.
10. The Provost (or designee) reviews and acts on programs and academic policies.
11. Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
12. After provost approval the Governance Office sends the approved programs and academic policies to the Curriculum Office.
13. After appropriate reviews are completed, the program or academic policy appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally can not precede the publication date of the first catalog or schedule in which it is to appear. *See procedure for early program admission in Appendix A of this handbook.***
14. Degree and Certificate requirements are effective from fall through summer of each catalog publication.

Section 3c - Curriculum Approval Process
New Programs and Major Changes to Programs and Policies

Overview

1. The school/college must discuss a proposal for a major revision of an existing program or the development of a new program with the Office of Academic Affairs (OAA) before the curriculum proposal is presented to UAB/GAB for review. *Schools/colleges are encouraged to contact OAA early in the approval process.* Proposals should include information listed in Section 5 of this handbook.

   The office of Academic Affairs assists the initiators in determining the proposed program's
   - Relationship to the Regents' Strategic Plan.
   - Contribution to the UAA missions and priorities, and alignment with the UAA values and standards expressed in the UAA Academic Plan.
   - Alignment with Departmental and College mission and priorities as stated in their plans.
   - Projected effect on the established UAA performance measures.
   - Projected demand, efficiencies and strategic importance for the state.
   - Effectiveness of the program assessments and continuous improvement plans.
   - Projected effects on programmatic, departmental, college or institutional accreditation
   - Overall costs and required commitments for program implementation and continuation.
2. Curriculum must be initiated by a faculty member, reviewed by the department's curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.
3. Approved curriculum must be submitted from the dean/director to the Governance Office.
4. Programs and academic policy proposals are sent to UAB/GAB for review.
5. Any items needing UAB/GAB review **must be received in the Governance Office by Monday at 9 a.m**. in order to be on the agenda for the Friday meeting of the same week. See Deadlines under Section 4 for additional information.
6. Initiating faculty member or representative must present programs and academic policies to UAB/GAB.
7. In cases where the chair of the academic board, in consultation with the Provost, determines that additional input is needed for consideration of a proposal, arrangements will be made by the Office of Academic Affairs to obtain that input and present it to the appropriate board(s).
8. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.
9. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed programs and academic policies.
10. UAB/GAB chair signs CAR.
11. The Provost (or designee) reviews and acts on programs and academic policies.
12. Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
13. The Office of Academic Affairs forwards new programs and any major revisions of existing programs to the Systemwide Academic Council (SAC) for review. The initiator needs to check Standard 2 and Policy A-2 in the Northwest Commission on Colleges and Universities Accreditation Handbook to ensure the program is in compliance with the requirements of Commission on Colleges. The Handbook is located at www.nwccu.org.
14. SAC forwards program initiatives to the President who gives particular attention to:
    - Identifying the needs and opportunities important to Alaska's future.

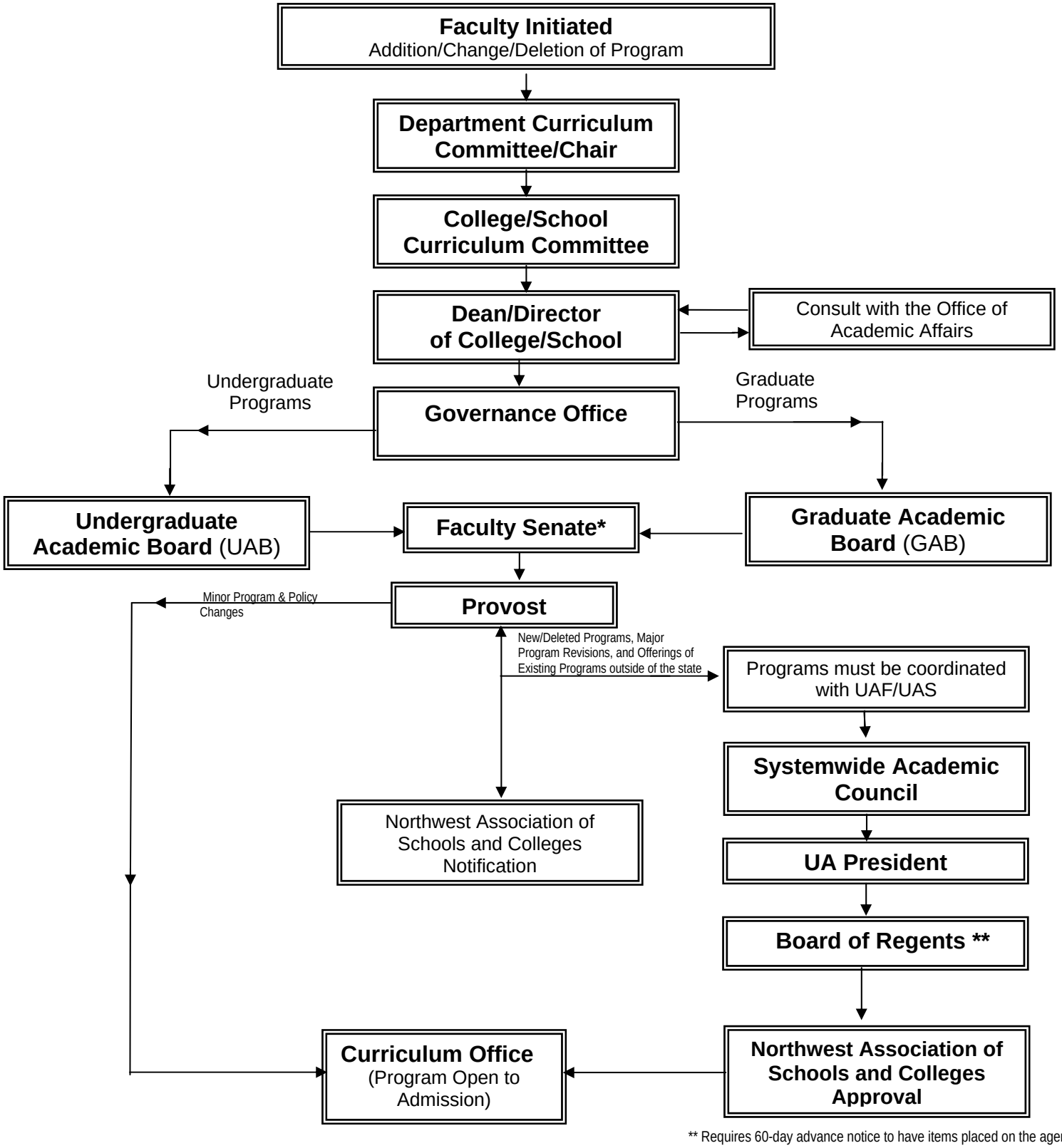
- Responding to the needs identified.
- Maintaining high levels of accountability, including extensive fiscal and program evaluation.

15. Upon recommendation of the President, the Board of Regents (BOR) reviews and acts on new programs or major program changes. The BOR requires a 60-day advance notification to have items placed on the agenda. See www.alaska.edu/bor/contents/pt10.html for BOR degree and certificate program approval criteria.
16. After BOR approval the Governance Office sends the approved programs and academic policies to the Curriculum Office.
17. Upon approval by the BOR, the Office of Academic Affairs sends a prospectus describing program initiatives to the Northwest Commission on Colleges and Universities for review. This prospectus is prepared by the originating academic department in consultation with the Office of Academic Affairs. *See Appendix B for link to examples.*

    The Commission determines the program's effect on the institutional accreditation held by UAA. The determination can range from **No Effect**, to **Major Substantive Change**. Each determination is normally accompanied by additional reports or site visits that must be hosted by the program and the university. Admission of students to a new program should not precede program approval by the Commission.
18. After appropriate reviews are completed, the program or academic policy appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been requested. **Effective date of the action normally can not precede the publication date of the first catalog or schedule in which it is to appear. *See procedure for early program admission in Appendix A of this handbook.***
19. New certificate programs require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after Regents' approval of the program. US DoE approval usually occurs within 90 days of submission.
20. Degree and Certificate requirements are effective from fall through summer of each catalog publication.

Program Approval Process

The school/college must discuss a major revision of an existing program or the development of a new program with the Office of Academic Affairs before the curriculum proposal is presented to UAB/GAB for review.



** Requires 60-day advance notice to have items placed on the agenda

Section 4 - Guidance for Preparing a Curriculum Proposal

A new or revised curriculum proposal must be initiated by faculty and submitted to the Governance Office as an MS Word document attachment to an e-mail message (aygov@uaa.alaska.edu), then confirmed with an original signature hard copy. The proposal to initiate curriculum must include a Course Action Request (CAR), a Course Content Guide (CCG) or description of the program, appropriate evidence of coordination, a Library Resource Form, and when appropriate, a Resource Implication Form, a Fee Request Form, a Board of Regents Summary Form, and a Four Year Course Offering Plan. Forms are found at www.uaa.alaska.edu/governance.

All materials must be submitted to the Governance Office in electronic format using native (not scanned) MS Word (___.doc) files In addition, printed copies of the CAR and of the Fee Request and Resource Implication Forms (if required) must be submitted with appropriate signatures.

Curriculum Proposal Preparation

Schools/colleges must discuss a major revision of an existing program or the development of a new program with the Office of Academic Affairs before the curriculum proposal is presented to UAB/GAB for review.

If the action is more than 20 pages in length, the requesting school/college must supply enough double-sided copies of the proposal for each UAB/GAB member, all academic deans and directors. Contact the Governance Office for more information.

A CAR must be typed with all fields completed (N/A may be appropriate in some fields) and must undergo the peer review process.

Information on the CAR and all attachments should be verified and proofread prior to submission. The initiating department should keep a copy for its record. An incomplete or incorrect proposal may be returned to the department, causing the approval and implementation process to be delayed. The action will be included on a future agenda following submission of a complete and correct proposal.

The latest approved version of the Curriculum Action Request supersedes all previous versions.

Deadlines

An action to be reviewed by UAB/GAB must be submitted to the Governance Office no later than 9 a.m. of the Monday prior to the meeting.

Refer to www.uaa.alaska.edu/governance for the Production Calendar for the schedule and catalog. Deadlines for review and approval of all UAB/GAB actions are based on printing schedules and Board meeting schedules. Every attempt is made to notify the university community of each pending deadline in a timely manner.

Sufficient lead time should be allowed when developing and/or changing a course/program. Review deadlines for department/school/college and processing time for institutional review and approval must also be considered in planning curricular action.

Course Scheduling/Registration

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved, and the course has been entered into the system.

Disapproved CAR

If a CAR for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Purge List

A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

GER Course Purge List

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Section 5a – Proposal Requirements
Courses

New or Revised Course

- Course Curriculum Action Request
- Course Content Guide
- Coordination Form
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the course proposal
- Resource Implication Form (required for a new course)
- Library Resource Form (required for a new course or if there is a significant change in content)
- Fee Request (if there are fees or if there is a change in fees)

Deleted Course

- To delete a course, a CAR must be submitted to UAB/GAB for approval.
- If a course deletion affects a degree or certificate, a separate CAR must be submitted for each program change.
- Coordination Form
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the course proposal

Section 5b – Proposal Requirements
Minor Program Changes
(includes new option within a program)

Changes that do not "Substantially alter the purpose of the program" (UA Regulation R10.04.02)

Departments and Colleges must present the following to the Governance Office when proposing a minor change to a program.

- Program Curriculum Action Request
- Complete catalog copy including student learning outcomes for the program or a web address to the student outcomes.
- All course Curriculum Action Requests and Course Content Guides (new and revised)
- Coordination Form (1 form per program or discipline)
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the program proposal
- Four-Year Course Offering Plan for the Program

The following, which are required by Academic Affairs, may or may not be reviewed by the academic boards

- Resource Implication Form
- Library Resource Form (one form per program or discipline)
- Programs must have a comprehensive plan for assessment of student outcomes that includes the gathering of direct and indirect measures of accomplishment, analysis of that data, recommendations and action for continuous improvement. Changes to student learning outcomes should be reflected in the program assessment plan.
- General Education and General Course Requirements. New Associate of Arts degree programs, and programs at the Baccalaureate level must comply with the UAA General Education Requirements specified in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of Communication, Computation and Human Relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their learning outcomes must be assessed.

  The outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

Note:
The school/college presenting a program change is expected to provide double-sided copies of the program to the Governance Office for presentation to UAB/GAB, plus the original CAR(s) and all attachments

Section 5c – Proposal Requirements
New Programs and Major Program Changes

- The school/college must discuss revision of an existing program with the Office of Academic Affairs before the curriculum proposal is presented to UAB/GAB for review.
- Program Curriculum Action Request
- Complete catalog copy
    - Standard format suggested for program catalog descriptions:
        - Department Name
        - Contact information, location, web address
        - General discipline information
            - Overview and career information
            - Honors
            - Accreditation
            - Research possibilities
        - Degree or Certificate program name and description. Include student outcomes for the program or web address to the student outcomes.
        - Admission Requirements
            - Preparation
            - Pre-major
            - Major
        - Advising
        - Academic Progress requirements
        - Degree requirements
            - General University
            - GER
            - College
            - Major degree requirements
            - Other graduation requirements
        - Faculty
- All course Curriculum Action Requests and Course Content Guides (new and revised)
- Coordination Form (1 form per program or discipline)
- The initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu summarizing the program proposal and to coordinate personally with departments that are affected by the proposal. (See Coordinated with Affected Units on page 32 for further information).
- Four-Year Course Offering Plan for the Program
- General Education and General Course Requirements. New Associate of Arts degree programs, and programs at the Baccalaureate level must comply with the UAA General Education Requirements specified in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of Communication, Computation and Human Relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their learning outcomes must be assessed.

  The outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

The following, which are required by Academic Affairs for all new programs and major revisions, may or may not be reviewed by the academic boards

- *A cover letter summarizing the proposal*
- *Board of Regents Summary Form which stands alone, is of two pages or less and conforms to the format approved by the Statewide Academic Council.*
- *The Dean's office, in consultation with the initiating faculty, prepares a budget and complete fiscal plan which projects all revenue and expenses for the implementation and continued operation of the program, documents both student and community demand and projects enrollments and graduates over a 5 year period.*
- *Resource Implication Form and description of new or modified facilities, equipment, technology or services that are needed to implement the program. Indicate any commitments obtained for providing these.*
- *Library Resource Form (one form per program or discipline).*
- *Initiating faculty, department chair and dean collaborate in presenting projected Faculty assignments and qualifications.*
- *The academic department prepares an assessment plan for Student Outcomes.*
- *The academic department, in consultation with the dean, the Director of Risk Management, and legal counsel, prepare a risk management plan where required.*
- *A prospectus, containing the underlined items above, is prepared for review by the Statewide Academic Council, the Regents and the Northwest Commission on Colleges and Universities. The prospectus addresses the Regents' reporting requirements for new programs and the Commission's requirements for substantive changes. Directions for the preparation of a prospectus, and models are available from the Office of Academic Affairs.*
- *Approval to Admit Form – for program admission prior to catalog publication.*

Note:
The school/college presenting a program change is expected to provide double-sided copies of the program to the Governance Office for presentation to UAB/GAB, plus the original CAR(s) and all attachments

For links to examples of Program Approval Documentation see Appendix B

Section 5d – Proposal Requirements
Policy Additions and Changes

New or revised academic policies are proposed to the academic boards. Proposals should include:

- Proposed policy language
- Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.)
- Proposed implementation date

Section 6 – The Curriculum Action Request (CAR)

Box 1a. School/College

Identifies School or College initiating action.

AA	Academic Affairs
AS	College of Arts and Sciences
CB	College of Business and Public Policy
CT	Community and Technical College
EA	College of Education
EN	School of Engineering
HW	College of Health and Social Welfare
KP	Kenai Peninsula College
KO	Kodiak College
MA	Matanuska-Susitna College

Box 1b. Division

Identifies Division initiating action. *Note: Changing the name of a Division or Academic Department requires Provost approval and a Curriculum Action Request notifying Governance.*

College of Arts and Sciences

AFAR	Division of Performing and Fine Arts
AHUM	Division of Humanities
AMSC	Division of Mathematical and Natural Science
ASSC	Division of Social Sciences

College of Business and Public Policy

ADBP	Division of Business Programs
ADEP	Division of Economics and Public Policy

Community and Technical College

AAPT	Division of Applied Technology
AAVI	Division of Aviation Technology
ABCT	Division of Business and Computer Training Connections
ACAH	Division of Culinary Arts and Hospitality
ADCE	Division of Community Education

ADTP Division of Transportation Power

ADVE Division of Career and Vocational Education

AHLS Division of Health and Safety

AMAP Division of Mining and Petroleum

AOEE Division of Alaska Outdoor and Experiential Education

APER Division of Physical Education and Recreation

APRS Division of Preparatory Studies

College of Education

No Division Code

School of Engineering

No Division Code

College of Health Social Welfare

ADHS Division of Human Services and Health Sciences

ADSN Division of Nursing

AJUS Division of Justice

ASWK Division of Social Work

Box 1c. Department

Identifies Department initiating action. *Note: Changing the name of a Division or Academic Department requires Provost approval and a Curriculum Action Request notifying Governance.*

Box 2. Course Prefix

Identifies the Prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes.

Box 3. Course Number

Identifies the course level of the curriculum proposal.

Ten-Year Resting Rule:
When a permanent course number becomes inactive through deletion or purging, it must remain inactive for ten years before it may be assigned to another course.

UAA and UA Course Level Descriptions. See also the UAA catalog, Chapter 7 and University Regulation R10.04.09.

1. Non-credit Courses

A001-A049: Non-credit courses. Offered as career development, special interest, continuing education or leisure time instruction. Not applicable to any degree or certificate requirements (even by petition). They have no regular tuition fees but do have other special fees.

AC001-AC049: Continuing Education Unit (CEU) courses: CEUs are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented, with one CEU typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential learning where the student's investigation and discovery is largely independent. The number of CEUs awarded is determined by the Chief Academic Officer (dean or director) of the offering unit. Fractional CEUs may be awarded.

A050-A099: Courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or to associate, baccalaureate, or graduate degrees, even by petition.

2. Academic Credit Courses

Courses with these numbers count toward undergraduate and graduate degrees and certificates as described below. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student's ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

a. Lower division courses usually taken by freshmen and sophomores

A100-A199: Freshman-level, lower division courses. Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses. Applicable to certificates, associate, and baccalaureate degrees in accordance with certificate and degree requirements.

A200-A299: Sophomore-level, lower division courses provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey

courses with advanced work in a given field, require previous college experiences, or develop advanced skills. Applicable to certificates, associate, and baccalaureate degrees.

b. Upper division courses usually taken by juniors and seniors

Upper-Division Courses require a background in the discipline recognized through course prerequisites, junior/senior standing, or competency requirements. These courses demand well-developed writing skills, research capabilities, and/or mastery of tools and methods of the discipline.

A300-A399: Junior-level, upper-division courses build upon previous course work and require familiarity with the concepts, methods, and vocabulary of a discipline. They are applicable to baccalaureate degrees and may be applicable to associate degrees, in accordance with degree requirements. These courses are not applicable to graduate degree requirements.

A400-A499: Senior-level, upper-division courses with these numbers require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses.
These courses are applicable to baccalaureate degrees, in accordance with degree requirements. These courses may be applied to graduate requirements for some master's degrees with prior approval of the student's graduate study committee. However, a student may not apply a course to both a baccalaureate and a master's degree.

c. Graduate level courses

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor's degree. These courses demand rigorous analysis, synthesis, and research skills and require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.
These courses are applicable to graduate and post-baccalaureate certificates and to masters and doctoral

degrees, in accordance with degree requirements. With prior approval of the major department they may be used to meet degree or graduation requirements for some baccalaureate degrees, but a student may not apply a course to both a baccalaureate and a graduate degree.

3. Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit courses of similar content.

These courses may be graded Pass/No pass or, if the course includes an evaluation component, by letter grading. The measurement of student effort is indicated by professional development credits. Each professional development credit awarded requires at least 12.5 hours of student engagement in a directed learning environment under the supervision of a qualified instructor. These courses are provided on a self-support basis.

All permanent numbered courses (A050-A499) and (A600-A699) are included in the UAA catalog. If a Discipline/Department/School/College/Extended Campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Provost (or designee).

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 **Selected topics**. These are a generic 'umbrella' course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up-to-date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a Selected Topic subtitle may be offered.

-92 **Seminar or Workshops.**
Seminar. Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter. Students may work independently on different aspects of the central theme, and report to the group as a whole. The subject of the seminar may be changed from semester to semester without changing the seminar course number.

Workshop. A formal higher education offering with intensive instruction and information in a given field, organized by a planning staff of specialists, and enlisting the assistance of consultants in particular areas of the subject under study.

-93 **Special topics**. These courses are to be offered only once to meet short-term needs and are not intended to become part of the permanent catalog. These courses do not satisfy General Education Requirements.

-94 **Trial (experimental)**. Trial indicates that the faculty wish to offer the course (before making the course permanent) to help determine any of all of the following: the best teaching method/approach, the number of credits, the level, the size of the clientele, and the integration of the course into the program.

A -94 course is to be offered at least once and may be offered a maximum of three times. Before a course may be offered a third time, the course must be approved by the appropriate faculty committee for a permanent course number. These courses do not satisfy General Education Requirements.

Not all new courses need to be, nor are they required to be, offered on a trial basis before requesting a permanent number.

-95 **Internship and Practicum**

Internship. A student work experience in which the employer or agency is the student's immediate supervisor, is active in planning the expected outcomes, and is involved in the evaluation of the student's achievements. A faculty member must act as instructor and approve the work activities, the outcomes, and the evaluation method. The instructor reviews all of the final documents upon completion of the assignment and assigns the final grade.

Internships require that the student completes a minimum of 45 hours of work with the employer for each credit earned. Final course grades are generally based on hours worked, outcomes achieved, employeer and instructor ratings of work performance, and evaluation of required journals or reports.

Internships may be arranged either through the student's academic department or through the UAA Career Service Center.

Practicum. A student work experience, for which the academic department established the objectives and outcomes. The instructor facilitates, monitors, and evaluates student accomplishments, and assigns the final grade.

-97 **Independent study**. These courses address topics or problems chosen by the student with appropriate approval. They must not duplicate and must differ significantly from catalog courses.

Independent study courses are different from directed study courses -Directed studies are approved catalog courses (not including practicum, internship, thesis, individual research, and selected topic courses) that are offered on a special situation basis when no regularly scheduled offerings exist for such courses.

-98 **Individual research.** These courses consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**. These courses involve writing and/or completion of a thesis by the student, directly supervised by a faculty member or faculty committee.

Box 4. Previous Course Prefix & Number

Identifies whether the course was offered previously under a different prefix and/or number, including -93s or -94s.

Box 5a. Credits/CEUs

Identifies the number of semester credits or Continuing Education Units (CEUs, non-credit) for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15 week semester)

Identifies the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15 week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture class, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15 week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15 week period. Additional description should be provided in Box 19 ("Justification") of the CAR and in the Course Content Guide (CCG) to explain the actual course length and required hours per week. For non-credit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

Summary

Semester = 15 weeks (standard semester length)

One (1) Contact Hour = 50 minutes per week (or 750 minutes for the course)

Outside Work = Additional time typically outside of classroom or laboratory.

One (1) credit = 1 contact hour per week of lecture (15 contact hours of lecture for course)

or

2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory ***per week based on a 15 week semester***.

Examples

(3+0) = A typical lecture only course. Equivalent to a 3 credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours

outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

(2+2) = A combined lecture and laboratory course. Equivalent to a 3 credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

(3+2) = A combined lecture and laboratory course. Equivalent to a 4 credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

(3+3) = A combined lecture and laboratory course. Equivalent to a 4 credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

(0+9) = A practicum or field work type course. Equivalent to a 3 credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

Continuing Education Unit (CEU)

The Continuing Education Unit (CEU) is a unit of measure for non-credit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of non-credit education, including various forms of independent, informal, and experiential study and learning. Refer to Appendix E for further information.

Examples:

.1 CEU =	1 hour of instruction and no additional hours of work for the course.
1 CEU =	10 hours of instruction and no additional hours of work for course.
1.5 CEUs =	15 hours of instruction and no additional hours of work for course.
3.5 CEUs =	20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs =	20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

Minimum Course Length (Compressibility Policy)

The Compressibility Policy states, "Courses scheduled for less than a full semester may not be offered for more than one (1) credit each week (7 days)." Two credits require a minimum of 8 days and three credits require a minimum of 15 days.

Box 6. Complete Course/Program Title

Identifies full title of the Course/Program. Also identifies an abbreviated title of 30 characters or less which will appear on transcripts.

Box 7. Type of Course

Identifies Type of Course offered.

Academic

Program Requirement

A credit course specifically required by degree, certificate, or a minor program.

Program Selective

A credit course within a group of courses from which a student is required to select.

General Education Requirement

A credit course that is approved to fulfill part of the general education distribution requirements of the University.

Elective

A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

Non-Degree (050-099)

A credit course that provides basic or supplemental preparation for introductory college courses. (See Box 3. Course Number, above for further information).

Non-Credit Courses (000-049)

These are non-credit and non-degree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student outcomes.

Continuing Education Units (CEUs)

A course that provides further development of a trade, profession, or personal improvement.

Professional Development (500 Level)

Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be delivered simultaneously (stacked) with credit or non-credit courses of similar content. (See Box 3. Course Number, above for further information).

Box 8. Type of Action

Identifies whether the CAR is for a course or program and whether it is an addition, deletion, or change. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate CAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an Add, not a Change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status

Identifies the Repeat Status of the course.

Yes, means the course may be repeated for credit,

No, means it cannot be repeated for credit.

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.

The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

Example: HIST A390 3 credits
Repeat Status: Yes **Number of Repeats**: 1 **Max Credits**: 6

Box 10. Grading Basis

Identifies how performance in the course is to be graded (A-F or P/NP for Academic and Professional Development courses; NG for CEUs and Non-credit Offerings).

Box 11. Implementation Date

Identifies the Semester and Year that the addition, deletion, or change will be implemented.

Courses

The End semester is needed for non-permanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in Fall semester for publication in the next catalog. Once approved, this date cannot be changed.

Course additions or modifications may be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes.

Program or Academic Policy

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice of a program change.
- Staff must have adequate time to implement the change effectively.

Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the Office of Academic Affairs is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 12. Cross-Listed or Stacked

Identifies whether a course is cross-listed or stacked.

Cross-listed

- Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
- Each cross-listed course must have a separate CAR for each prefix.
- Everything except the course prefix must be identical.
- The department chair of the coordinating department must signify approval of the cross-listing by signing box 12 of the CAR.
- Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
- When courses are cross-listed, they must be offered and printed in UAA's schedules and catalog under each prefix. For example, ART/JPC A324 is listed both in Art and in Journalism and Public Communications.

Stacked

- Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
- Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
- Courses may not be stacked informally for scheduling purposes.
- The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of a graduate student vs. an undergraduate student.
- Courses that are at the 500-level may not be stacked with any other credit course numbered A050-A499 and A600-A699 or non-credit courses.
- If stacking status is requested, rationale must be provided.
- Courses at the 300 level courses may not be stacked with 600 level courses. *(Courses that are currently stacked at the 300/600 level and come up for review, the 300 level courses will need to be proposed as a 400 level in order to be approved as stacked.)*

Refer to section on stacking guidelines under CCG

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom. (See CCG section for guidance.)

Box 13. List any programs or college requirements that include this course

Identifies all majors, minors, certificates, or college requirements that include the proposed course. Generally, an elective is not considered a requirement. **The department initiating the proposal is also responsible for coordinating with each affected program (See Box 14, below, for further information). Affected programs may be required to submit a CAR.**

Box 14. Coordination with Affected Units

Coordination is the requirement that all initiators of curriculum actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

The purpose of coordination is to:

a) allow affected units who may have a legitimate interest in the course or program proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.

b) encourage collaboration among all academic units;

c) maintain and improve quality of academic offerings.

An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed curricular action.

Coordination with affected units is required in the following cases:

- When the degree, course, name or content bridges material regularly included in other disciplines (e.g., Business proposed change to "Business Statistics").
- When the course or program includes or requires prerequisite courses for other degree programs, sites, or campuses.
- When the proposed program can reasonably be expected to use courses offered by other disciplines.
- When a subsequent allocation of resources resulting from the proposal will impact the unit's ability to deliver academic courses required in other programs.
- When a course is a General Education Requirement.

Coordination should be initiated very early in the curriculum development process – before finalization of the proposal.

Coordination includes:

a) sending proposed curriculum to affected units

b) actively seeking collaboration, comments and suggestions

c) allowing ten days from the published date of notification of affected units before moving the proposed curriculum through the established levels of review.

d) **Email notification**. In addition to coordination and sending proposed curriculum (or making it available on the web) to the director and department chair of affected units, initiating faculty are also required to send an email notification to faculty list-serve at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

1) description of the proposed action,

2) course prefix,

3) course number,

4) course description,

5) prerequisite(s)

6) any other relevant information.

Evidence of coordination with affected units is required using the Curriculum Coordination Form or a coordination email memo, and the initiator signature on the CAR form. Affected academic units are encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within ten (10) working days of the Notification Date, it is assumed that there are no objections to the proposal.

Do not send proposals as attachments when sending email notices to the faculty list-serve since large files can cause problems.

Box 15. General Education Requirements (GER)

Identifies whether the course is a General Education Requirement. The course may satisfy the Oral Communications, Written Communications, Quantitative Skills, Humanities, Fine Arts, Social Sciences, Natural Sciences, or Integrative Capstone GER. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 16. Course Description

Identifies the intent of the course or program. For courses, a 20-50 word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (eg. May be repeated for credit with a change in subtitle, Offered Spring Semesters).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

Box 17. Course Prerequisite(s), Test Scores, Co-requisite(s), and Registration Restriction(s)

Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements.

a. Course Prerequisite

Identifies a course which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which **may** be taken concurrently must also be included in this area (this differs from a co-requisite which **must** be taken concurrently).

b. Test Score

Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required.

c. Co-requisite

Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

d. Registration Restrictions

Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission*, major**, class standing***, or level****). Must be enforced by the program/department/instructor.

* College of School Admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
** Major – identifies a major which a student must have declared in order to enroll in the course.
*** Class – Identifies a class standing which a student must have attained in order to enroll in the course. (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior)
**** Level – identifies a level which a student must be at in order to enroll in the course. (Graduate or Undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box. 18 Fees

Identifies student fees associated with the course. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New or changes in course fees must be submitted on the Fee Request Form and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information http://www.alaska.edu/bor/policy/policy.xml.

Box 19. Justification for Action

Identifies the need for the course and/or reasoning behind the proposed action, such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.

Section 7 –The Course Content Guide (CCG)

The Course Content Guide (CCG) should provide a concise description of the course. Topical areas, instructional goals and student outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. Examples are provided on the Governance website.

The CCG for new courses and course changes must include the following:

The date on which the Course Content Guide was initiated or revised

Information directly from the Curriculum Action Request

College or School

Course Subject

Course Number

Number of credits/CEU's and Contact Hours

Course Program

Title

Grading Basis

Course Description

Course Prerequisite(s)/Test Score(s)/ Corequisite(s)/ Registration Restriction(s)

Course Fee: Yes or No

Note: The sections of the Curriculum Action Request referenced above and the Course Content Guide must match word for word.

A section on each of the following topics:

- Instructional Goals and Student Outcomes

  Instructional Goals Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

  Student Outcomes Identifies what the student should know and/or be able to do as a result of completing the course. Student outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

  Goals and outcomes should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

  Student outcomes for courses should be:

  1. Explicitly listed and easily referenced by faculty and students.
  2. Clearly stated as the knowledge or abilities that students are expected to demonstrate at the completion of the course or program.
  3. Reasonable in number (fewer than 10) and relate well to the content and method of presentation of the course.
  4. Used to direct changes and improvements to courses.

- Guidelines for Evaluation or Assessment Methods

  Student learning outcomes for programs and their assessments are treated in detail in the program's Outcomes Assessment Plan. This plan is evaluated for new and modified programs.

  Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of outcomes and assessment methods is preferred. See example below.

Outcomes and Assessment Measures	
Outcomes	**Measures**
Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.	Performance on two separate short papers criticizing published arguments on both sides of a controversial issue.
Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards	Performance on practical project assigned in Lab. Performance on projects assigned during internship
Students demonstrate skill in the use of various media in the artistic expression of human emotion	Peer and faculty review and rating according to established departmental criteria of studio projects in at least three types of media.
Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.	Demonstration of successful functioning of the system through simulation or mock-up.

Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

Note: All academic programs at UAA are assessed. Student outcomes for courses should be compatible with program outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix F. For specific information about your program's assessment procedures, see the college assessment coordinator.

Course level justification – See also the discussion for CAR Box 3 in section 5 of this handbook

Provide a justification for the level to which the course has been assigned.

Course Level Expectations For Academic Course Levels -
(From UAA Catalog 2004-2005)

In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar, area in much greater detail.

The following definitions describe the types of courses that can be expected at each level:

Preparatory Courses
A050-A099: Provide supplemental preparation for introductory college courses.

Lower-Division Courses
A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

Upper-Division Courses
Require a background in the discipline recognized through course prerequisites, junior/senior standing, or competency requirements. These courses demand well-developed writing skills, research capabilities, and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower level courses.

Graduate Level Courses
A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor's degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For Graduate-level coursework the justification must do the following:

- Address descriptors of 600-699 courses from Chapter 7 of the *UAA Catalog* .
- Specify registration restrictions, e.g., "Admission to **** degree/certificate program" or "Graduate Status" where appropriate.
- State the Disciplinary Background.
- Specify Prerequisites, e.g., "Graduate Status."
- Describe how the course provides students with opportunities for independent critical thinking.
- Describe how the course enables students to meet the following goals when they are appropriate to the field:
    - Competence in a specialized field of knowledge
    - Extensive experience with specialized client relationships
    - Application of expert knowledge within a recognized professional practice
    - Analysis and synthesis of primary scholarship or research
    - Self-directed written research projects
    - Mastery of theoretical knowledge

Criteria for stacking courses
All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

1. ***Do the prerequisites (not registration restrictions) differ for the 400- vs 600-level versions of the course?***
   It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the Instructional Goals, Student Outcomes and Course Activities sections of the CCG.

2. ***Is the course format predominantly discussion- or seminar-based?***
   This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

3. ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***
    a. ***Is the PRIMARY source of information/reading the primary research literature of the field?***
    This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

    b. ***Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?***
    This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested outcomes/assessments that may be appropriate for 600-level students in a stacked course:

- *Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations*
- *Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)*
- *Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student's own thesis research*
- *Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data*
- *Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.*

- Topical course outline (not a syllabus)

    List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student outcomes should be clearly related to each other.

    For "umbrella" courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

- Suggested text(s)

    Provide current suggested texts or recommended readings. Similar texts are expected to be used in the actual course.

- Bibliography

    Provide a list of the literature that forms a foundation for the ideas and/or skills to be

taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg).

Section 8 - General Education Requirement (GER)

Overview

When an action involves a change in General Education Requirements (GER), the UAB will refer the action, preferably with recommendations, to the UAB GER Review Committee.

When an action involves a change in the GER, coordination must be done by the initiator with all deans of school/colleges, directors of community campuses, including Prince William Sound Community College. It is the responsibility of the dean/directors to notify the faculty in their units of proposed changes to the GER.

All GER course changes must consider the expected outcomes for that GER category.

The Undergraduate Academic Board General Education Review Committee (UABGERC) is a standing committee of the Undergraduate Academic Board (UAB) reporting to the Undergraduate Academic Board.

The UABGERC Review Process is as follows:

1) Department/School/College prepare proposal and coordinate
2) UAB Agenda (1st reading)
3) GER Committee of UAB
4) UAB Agenda (2nd reading)
5) Faculty Senate (approved actions of UAB only)
6) Administration (approved actions of the UAA Faculty Senate only)

The Committee shall:
(with respect to course actions)

1) refine criteria for evaluating courses according to their appropriateness of courses in the General Education curriculum;
2) review all requests to add to, delete from, or substantively modify the courses in the General Education curriculum;
3) recommend course actions to the Board based on the criteria;
4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;

   4b. expedite the review of course action requests currently on hold (with respect to policy)
5) review all requests to modify General Education Requirements or policies;
6) recommend actions to the Board based on the review; (other)
7) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding Summer Sessions. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Membership

Pursuant to the December 2002 Faculty Senate Resolution #1, the membership of the UABGERC shall consist of:

- Five (5) to seven (7) members of UAB, no two of whom represent the same College or the extended campuses. One must be an extended campuses' UAB member.
- At least one faculty member from Tier 1 Basic-College Level Skills and Tier 2 Disciplinary Areas in each of the General Education Categories: Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts. Members from these categories will be added if and only if they are not represented among the UAB members selected above.
- At least one faculty representative from each of the UAA colleges and schools: CAS, CBPP, CHSW, Engineering, COE, CTC. Members from these colleges and schools will be added if and only if they are not represented among the UAB members or Tier 1 and Tier 2 members selected above.
- A student representative.

All membership terms are for two academic years.

The UABGERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. The Tier 1 Basic-College Level Skills and Tier 2 Disciplinary Area representatives, as needed, will be selected by the Faculty Senate Executive Board after a call for nominations is made at the first Faculty Senate meeting. The College representatives, as needed, will be chosen internally at the College(s) otherwise lacking membership. The UAB Chair will notify the college(s) and school(s) promptly after the Faculty Senate Executive Board selections are made, if they must supply a member to UABGERC.

A quorum is constituted by a majority of UAB members of the UABGERC. All other regulations of UAB apply to the General Education Review Committee.

General Education Requirements for Baccalaureate Degrees

GER Preamble

The GER is a common requirement that the UAA faculty prescribes (1) to provide a foundation for further study and (2) to broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st century (Tier 3).

Tier 1: Basic College-Level Skills

The UAA GER begins with Basic College-Level Skills enhancement in three course areas (12 credits):

- Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.,
- Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life.

Students will complete the 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved courses in these categories, which may also be appropriate to their intended major fields. Faculty in English, Communication and Mathematics provide placement criteria (which may require the completion of preparatory coursework) for Basic College-Level Skills courses.

Tier 2: Disciplinary Distribution Areas

The GER continues with courses in four required distribution areas categorized by course content and academic discipline; these are Fine Arts, General Humanities, Natural Science, and Social Science (22

credits)

- Courses in Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.
- Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.
- Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

There are additional restrictions on a student's Tier 2 selections designed to guarantee a breadth of academic experience.

Tier 3: Integrated Capstone

The GER concludes with an Integrative Capstone, which includes courses involving the interrelationships and synergy of GER disciplines and skills (3 credits). In a productive life characterized by personal growth, it is necessary to combine and integrate lessons learned from diverse experiences. Courses in this category may focus as needed on practice, study, and critical evaluation, but are assumed to include in their goals an emphasis on evolving realities of the 21st Century (e.g. globalization, diversity, scientific or social progress), and the responses of the educated person to these forces. Tier 3 (Integrative Capstone) courses may be taken after the student has completed all Tier 1(Basic College-Level Skills) requirements.

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understanding their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity.
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Themes for General Education Areas

Oral Communication Descriptor:
Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

Written Communication Descriptor:
Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

Quantitative Skills Descriptor:
Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.

Fine Arts and General Education (revised & approved 2nd reading GER Committee 11/11/05)
The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact of subsequent artistic work.

The Humanities and General Education
The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world's heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to identify texts or objects, to place them in the historical context of the discipline, to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to use a formal technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

Social Sciences and General Education
The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior,

biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and non-empirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

Natural Sciences and General Education
The natural sciences (astronomy, biology, chemistry, geology, physical geography, and physics) focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Students completing their natural sciences GER will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines and a knowledge of the discoveries and advances made within that discipline. Students will recognize, measure, and possibly control natural processes that they encounter. Students will also articulate the strengths and limitations of the scientific method; as well as the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Laboratory classes, field work and demonstrations illustrate how scientists develop, test, and challenge scientific theories. These types of classes give students an appreciation for the process and problems involved in the advancement of scientific knowledge. Students completing a laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

Section 9 – Board of Regents' Policy & Regulation Part X
Academic Policy – Chapter IV

This is a compilation of policy and regulation related to degree or certificate program proposals that require BOR review.

Degree and Certificate Program Approval R10.04.02

All degree and certificate programs must be approved by the Board of Regents prior to their being offered. Institutions and programs may issue statements certifying that students have successfully completed a series of courses, but such certificates, to be called "certificates of completion," must be clearly distinguished from degree or certificate programs approved by the Board of Regents.

Guidelines for the presentation of proposals to the Board of Regents to add, delete, or make major revisions in degree and certificate programs or to offer existing programs outside the State of Alaska are as follows.

A. Proposals will be submitted to Statewide Office of Academic Affairs at least 60 days prior to a scheduled Academic and Student Affairs Committee meeting in order to allow for statewide review and lead time for distribution in the committee meeting agenda. Review of program proposals will focus on Alaska's need for the program, effective use of resources, and consistency with institutional mission and program priorities. The nature and extent of program duplication and coordination of delivery among the universities and community colleges will also be evaluated.

B. New degree or certificate program proposals must address the following points:

1. degree or certificate title, university or community college unit responsible for program (e.g. Bachelor of Arts in English, UAA);
2. educational objectives and rationale for the new program;
3. relevance to the university or community college mission, goals, and objectives;
4. collaboration with other universities and community colleges within the University of Alaska;
5. if at the graduate level, identification of other universities in the WICHE region which offer similar programs and an explanation why it is necessary to provide a similar offering in Alaska;
6. demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program;
7. outline of schedule for implementation of the program;
8. projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years;
9. availability and quality and/or requirement for new faculty and/or staff to support the program;
10. library, equipment, and similar resource requirement, availability, appropriateness, and quality;
11. new facility or renovated space requirements;
12. projected cost of items 9, 10, and 11 and budgetary plan for acquiring resources;
13. consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal;
14. concurrence of appropriate advisory councils; and

15. an executive summary of about one page.

C. Program deletion proposals address the following points:

1. degree or certificate title, university or community college unit responsible for program;
2. rationale for deleting the program (lack of relevance, drop in enrollment, loss of quality, cost containment, etc., as determined through program review); and
3. concurrence of appropriate advisory councils.

D. Major revisions of program proposals must address the following points:

(This applies to revision of degree or certificate programs that substantially alter the purpose of the program. It does not mean changes, additions, or deletion of a major or minor.)

1. degree or certificate title, university or community college unit responsible for program;
2. rationale for revision (change in focus, demand, budget, etc. as determined through program review);
3. justification if the revision results in duplication of a program at another University of Alaska unit, and description of collaboration with other university and community colleges within the University of Alaska;
4. impact the revision will have on other programs within the University of Alaska (enhance, interact, result in deletion, etc.);
5. requirements the revision will have for addition of new faculty and staff, new library, equipment or related resources, or new or altered space;
6. budgetary impacts resulting from the revision;
7. concurrence of appropriate advisory councils; and
8. an executive summary of about one page.

E. For offering existing programs outside the state of Alaska, proposals must address the following points:

1. degree level, program, university or community college unit responsible for program;
2. educational objectives and rational for offering program outside of Alaska;
3. relevance of offering to university or community college mission, goals, and objectives;
4. outline of schedule for implementation of program;
5. projection of enrollments (FTE and headcount) and graduates over next several years;
6. faculty availability and quality and/or requirement for new faculty and/or staff to support the proposed program;
7. projection of costs and revenues and analyze the fiscal implications for the university unit and the campus program;
8. provisions for student services, physical facilities, equipment, library, and learning resources;
9. authorizations from governmental or other agencies (e.g. Northwest Association of Schools and Colleges, state higher education commissions) which will be needed to operate and grant degrees; and
10. an executive summary of about one page.

Credit Hour Requirements for Degree and Certificate Programs P10.04.03

The minimum number of credits which may be required by a degree or certificate program approved by the Board of Regents will be for each level:

Certificate – 30 credits

Associate degree- 60 credits

Bachelor's degree – 120 credits

Master's degree – 30 credits

Graduate certificate – 12 credits

Post-Baccalaureate certificate – 24 credits

With the exception of Graduate and Post-Baccalureate Certificates, programs of less than 30 credits do not require Board of Regents approval. The award for completion of such programs will be a "certificate of completion" that must be clearly distinguished from a certificate awarded by the Board of Regents.

The maximum number of credits which may be required by the degree or certificate program approved by the Board of Regents is, for each level:

Certificate 60 credits

Associate degree 75 credits

Bachelor's degree 132 credits

Master's degree 45 credits

Graduate certificate 29 credits

Post Baccalaureate certificate – 60 credits

The actual number of credits required for each degree and certificate, including prerequisites for required courses, will be specified in the current catalog of each university or community college.

The President may make exceptions to minimum or maximum credit hours for individual programs on the recommendation of the appropriate Chancellor.

While no minimum or maximum credit hours are required for the doctorate, a student is expected to be affiliated with the university for at least two years and complete all requirements for the degree within ten years.

General Education Requirements P10.04.04

University of Alaska general education requirements will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality. Each MAU will have a common core general education requirements consisting of a minimum of 34 credits of coursework distributed among categories as described in the accompanying University Regulation. This core will be the minimal requirements for the general education curriculum for baccalaureate degrees. The definitions of distribution categories for the common core of general education requirements and the distribution of credit among these categories will be established in the accompanying University Regulation by the President, following review by the faculty and the MAU chief academic officers and the recommendation of the Chancellors.

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

R10.04.04

1. *Oral Communication Skills*

   Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.

2. *Written Communication Skills*

   Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating ideas and information through expository writing.

3. *Quantitative Skills*

   Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data

4. *Natural Sciences*

   Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.

5. *Humanities*

   Courses that fulfill this requirement are those that provide the student with an introduction to the fine arts (visual arts and performing arts) as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions. (Note: For the purpose of meeting common core requirements, history may be applied to either the humanities or the social sciences requirement but not to both.)

6. *Social Sciences*

   Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.

B. Credit Distribution for the Common Core of the General Education Requirements for Baccalaureate Degrees

Written Communication Skills	*6 credits minimum*
Oral Communication Skills	*3 credits minimum*
Humanities/Social Sciences	*15 credits minimum* *at least 3 credits in the arts* *at least 3 credits in general humanities* *at least 6 credits in the social sciences, from 2 different disciplines*
Quantitative Skills/Natural Sciences	*10 credits minimum* *at least 3 credits in mathematics* *at least 7 credits in the natural sciences, including a laboratory*
Total	*34 credits minimum*

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

a. All credits must be at 100 level or above.

b. Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.

c. Credit may be counted towards general education or a degree major requirement, but not both.

d. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.

Appendix A –Links to Forms

Curriculum Action Request Form

Refer to page numbers identified in boxes for specific information.

1a. School or College **Page 27**		1b. Division **Page 27**	1c. Department **Page 28**	
2. Course Prefix **Page 28**	3. Course Number **Page 28**	4. Previous Course Prefix & Number **Page 34**	5a. Credits/CEU **Page 34**	5b. Contact Hours (Lecture + Lab) (+) **Page 34**
6. Complete Course/Program Title **Page 35** Abbreviated Title for Transcript (30 character)				
7. Type of Course **Page 36** ☐ Academic ☐ Non-credit ☐ CEU ☐ Professional Development				
8. Type of Action **Page 37** ☐ Course ☐ Program ☐ Add ☐ Change (mark appropriate boxes) ☐ Prefix ☐ Credits ☐ Title ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Delete ☐ Grading Basis ☐ Cross- Listed/Stacked ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ College ☐ Level ☐ Major ☐ Other ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status # of Repeats Max Credits **Page 37** 10. Grading Basis ☐ A-F ☐ P/NP ☐ NG **Page 37** 11. Implementation Date semester/year From: / To: / **Page 37** 12. ☐ Cross Listed with ☐ Stacked with _____ Cross-Listed Coordination Signature **Page 38**	
14. List any programs or college requirements that require this course **Page 39**				
13. Coordinate with Affected Units: **Page 39** Department, School, or College _____ Initiator Signature Date				
15. ☐ General Education Requirement **Page 40** ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone				
16. Course Description **Page 40**				
17a. Course Prerequisite(s) (list prefix and number) **Page 41**		17b. Test Score(s) **Page 41**	17c. Co-requisite(s) (concurrent enrollment required) **Page 41**	
17d. Registration Restriction(s) (non-codable) **Page** 41				
18. ☐ Mark if course has fees **Page 41**				
19. Justification for Action **Page 41**				

Curriculum Coordination Form

Notifies affected units of pending curriculum proposals.

Fee Request Form

Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost's approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information http://www.alaska.edu/bor/policy/policy.xml

Resource Implication Form

Identifies fiscal impacts of a proposed action.

Four Year Course Offering Plan

Identifies the four year course offering plan for a new program or a major or minor program change

Library Resource Form

Identifies library and information resource impacts of a proposed action.

Board of Regents Summary Form

Provides detailed information required by Statewide for new programs or major program changes.

Faculty matrix

Provides detailed information on existing and new faculty needed for a new program or a major or minor program change.

Budget worksheet

Provides detailed budget information for a new program.

Outcomes Assessment Plan

Identifies the outcomes and assessment strategies for a new program or a major or minor program change.

Approval to Admit Form and Procedure

To be used for new programs that have been completely approved, but have not been published in a printed catalog. Without final approval of this form, the department shall not admit students to the program. This form and attachments (approved catalog copy describing the program and the courses) must be on file and available to faculty and students at the department after process completion by

Enrollment Services. Form will be completed by the Governance Office and submitted to Enrollment Services.

Academic Policy – Program Admission

The following policy and procedure provides assurance that all required approvals are obtained, and allows the earliest possible admission of students into newly approved programs.

Policy:

Departments may admit students into new programs when the following criteria have been met:

1. The program Curriculum Action Request (CAR) form has been approved and signed by the Chair of the Academic Board (UAB, GAB) and the board report has been accepted by the Faculty Senate.
2. The Provost or his designee has signed and approved the CAR.
3. The UA Board of Regents (BOR) has approved the offering of the program, or the responsible person in the UAA Office of Academic Affairs has determined that BOR approval is not required. Material must be submitted to the BOR a minimum of sixty days before the meeting in which the proposal is to be reviewed.
4. A prospectus has been submitted and approved by the Northwest Commission on Colleges and Universities (NWCCU), or the responsible person in the UAA Office of Academic Affairs has determined that NWCCU approval is not required. A minimum of ninety days must be allowed for NWCCU review.
5. When the UAA Registrar has been apprised of all approvals, and the program and courses have been built into the Banner system the offering department will be notified of the date that admissions may begin, and the earliest year and semester for which admissions may be effective.
6. Departments, upon receipt of this notification, may then admit students beginning with the semester specified.

Procedure:

1. Departments wishing to advance the date of program admissions should include an Approval to Admit form with the curriculum package and indicate the semester when admissions should start.
2. The Office of Academic Affairs and Governance Office will see that the appropriate approvals are recorded as they are obtained.
3. After the final required approval the Approval to Admit form will be sent to Enrollment Services along with the completed program package.
4. When processing is complete, the Registrar will inform the offering department and provide a copy of the form.
5. The department will admit students and make available to them copies of the catalog section that describes the approved program, along with any other pertinent information.
6. Enrollment Services will publish the approved catalog copy on the web as an addendum to the current catalog. The departments will alert students to the location of all program information. Addenda for programs that have completed this review process will be published at the time registration is open for the following semester.

Approval to Admit to Program: (Name)_____

To be used for new programs that have been completely approved but have not been published in a printed catalog. Without final approval of this form, the department shall not admit students to the program. This form and attachments (approved catalog copy describing the program and the courses) must be on file and available to faculty and students at the department after process completion by Enrollment Services.

	Date		
UAB/GAB	_____	_____ Chair of Board	_____ Governance Verification
OAA Approval	_____	_____ Authorized Signature on CAR	_____ OAA Verification

Faculty Senate _____ Date Minutes Reflect Approval

BOR Not Required _____ OAA Verification

-or-

BOR Approved _____ Date Minutes Reflect Approval

NWCCU Not Required _____ OAA Verification

-or-

NWCCU Approved _____ Date of Letter Reflecting Approval

Enrollment Services processing: *Build program and courses in Banner student system; notify all parties of the new program or courses. After the process is complete, the catalog copy for the new program and courses is considered to be an addendum to the current catalog and will be published as such on the web.*

Processing complete	_____ Date	_____ Authorized Signature	_____ Name
Date applications may be accepted		_____	
First available program admission		_____ Semester, _____ Year	

Appendix B – Links to Examples

CAR

CCG

Board of Regents Summary Form

Prospectus

Budget Worksheet

Program Outcomes Assessment Plan

Faculty Matrix

Risk Management Plan

Appendix C

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

Go to http://www.it.utk.edu/~jklittle/edsmrt521/cognitive.html for more suggestions.

Knowledge *Recalls information*	*Application* *Uses knowledge or generalizations in a new situation*	*Analysis* *Breaks down knowledge into parts and shows relationships among parts*	*Synthesis* *Brings together parts of knowledge to forms a whole and builds relationships for new situations*
Comprehends	Associates	Analyzes	Arranges
Arranges	Chooses	Appraises	Assembles
Counts	Compares	Calculates	Collects
Describes	Computes	Categorizes	Combines
Draws	Contrasts	Compares	Compiles
Duplicates	Converts	Concludes	Composes
Identifies	Defends	Constructs	Constructs
Indicates	Differentiates	Contrasts	Creates
Labels	Discusses	Correlates	Designs
Lists	Distinguishes	Criticizes	Develops
Matches	Dramatizes	Debate s	Devises
Memorizes	Estimates	Deduces	Formulates
Names	Explains	Detects	Generalizes
Orders	Extends	Determines	Generates
Outlines	Extrapolates	Develops	Integrates
Points to	Generalizes	Diagnoses	Manages
Produces	Gives Examples	Differentiates	Organizes
Quotes	Infers	Discriminates	Plans
Reads	Interprets	Distinguishes	Prescribes
Recalls	Picks	Estimates	Prepares
Recites	Reports	Evaluates	Produces
Recognizes	Restates	Examines	Proposes
Records	Reviews	Experiments	Predicts
Relates	Rewrites	Generalizes	Rearranges
Repeats	Schedules	Identifies	Reconstructs
Reproduces	Sketches	Infers	Reorganizes
Selects	Summarizes	Inspects	Revises
Tabulates	Translates	Initiates	Sets up
Traces		Inventories	Specifies
Writes		Predicts	Synthesizes
		Questions	Systematizes
		Relates	Writes
		Separates	
		Solves	
		Tests	
		Transforms	

Comprehension – Interpret information in one's own words Associates Classify Cite examples of Compares Computes Contrasts Converts Defends Describes Determines Differentiates Discusses Distinguishes Estimates Explains Expresses Extends Extrapolates Generalizes Gives examples Identifies Indicates Infers Interprets Interpolates Locates Practices Recognizes Reports Restates Review Rewrites Selects Simulates Sorts Summarizes Tells Translates			*Evaluation – Make judgments on basis of given criteria* Appraises Argues Assesses Attacks Chooses Compares Concludes Critiques Defends Determines Estimates Evaluates Grades Judges Justifies Measures Predicts Ranks Rates Revises Scores Selects Supports Tests Validates Values

Affective Domain Observable Verbs

The affective domain contains skills that deal with emotions, feelings, and values. You will notice that these verbs span differently than cognitive verbs as pertains to level.

Go to http://www.it.utk.edu/~jklittle/edsmrt521/affective.html for examples of affective outcomes.

Receiving – *Ability to attend to a particular stimuli*	*Responding* *Active participation when attending to stimuli*	*Valuing* *Worth or value student attaches to something*	*Organization* *Bringing together different values, resolving con-flicts between them*	*Internalization* *Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.*
Asks Chooses Follows Gives Holds Selects Shows interest	Accepts responsibility Answers Assists Be willing to Complies Conforms Enjoys Greets Helps Obeys Performs Practices Presents Reports Selects Tells	Associates with Assumes responsibility Believes in Be convinced Completes Describes Differentiates Has faith in Initiates Invites Joins Justifies Participates Proposes Selects Shares Subscribes to Works	Adheres to Alters Arranges Classifies Combines Defends Establishes Forms judgments Identifies with Integrates Organizes Weighs alternatives	Acts Changes behavior Develops a code of behavior Develops a philosophy of life Influences Judges problems/issues Listens Performs Practices Proposes Qualifies Questions Serves Shows mature attitude Solves Verifies

Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

Go to http://its.foxvalley.tec.wi.us/iss/curric-assessment/psychomotordomain.html for a list of verbs that also might be used.

Imitating *Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.*	*Manipulating* *Performs the skill or produces the product in a recognizable fashion by following general instructions.*	*Perfecting* *Independently performs the skill or produces the product, with apparent ease, at an expert level.*	*Articulating* *Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.*	*Naturalizing* *Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.*
Attempts Copies Duplicates Imitates Mimics Reproduces Responds Starts Tries to Using a model	Completes Does Follows Manipulates Plays Performs Produces	Achieves Automatically Excels Expertly Masterfully with Improvements with Refines	Adapts Advances Alters Customizes Originates With fundamental revisions With great skill	Naturally Perfectly

Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3(a-d)).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each extended college, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four Senators to serve on the Board as follows:

Arts and Sciences (1)

At Large Members (3)

Students may appoint one undergraduate degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the USUAA to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the Board must be faculty involved in graduate programs. This includes non-senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four Senators to serve on the Board as follows:

Arts and Sciences (1)

At Large Members (3)

Students may appoint one graduate degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Non-Voting Members

One representative from the Office of Academic Affairs, appointed by the Provost; one representative from the Records Office; and one representative from the Curriculum Office shall be ex-officio and non-voting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member's department/school/college.
- Members must inform departments in their school/college when their proposals are on

the agenda.

- Members must review the agenda and attachments prior to each meeting.

Chair

- The presiding chairs of UAB/GAB are elected by their respective Boards and must have served on the respective Board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB, and others as necessary.
- The chairs sign Curriculum Action Requests and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets each Friday at 2:00 p.m., except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year.

Graduate Academic Board

During the academic year, GAB meets the second and fourth Friday of each month at 9:30 a.m.. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

I. Roll

II. Approval of the Agenda

III. Approval of Meeting Summary

IV. Administrative Report

V. Chair's Report

VI. Curriculum Action Request-Second Reading

VII. Curriculum Action Request-First Reading

VIII. Old Business

IX. New Business

X. Informational Items

XI. Adjournment

Definitions

Meeting Summary

The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading

- Representatives from the department/school/college **must** attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Requirements Subcommittee.
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

Curriculum Action Request (CAR)

- Program, course, and prefix CARs initiated by faculty are required to request curriculum actions. For more information, see the chapter on Curriculum Action Requests.
- Academic Policy A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading

- Second readings usually occur at the next regularly scheduled meeting, usually seven days after the first reading.
- All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items

- The Board may discuss these items and/or request that the items be placed on a future agenda for action.

Meeting Procedure

UAB/GAB meetings are governed by *Robert's Rules of Orde*r.

A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

Note: Proxy voting is not permitted by any UAA Faculty Boards and Committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the Boards and prepares and distributes the agendas, summaries, and reports. The agendas, summaries, and reports can also be found on the governance webpage at www.uaa.alaska.edu/governance. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.

Appendix E – Continuing Education Units

Northwest Commission on Colleges and Universities

The Northwest Commission on Colleges and Universities (NWCCU) has numerous applicable definitions, standards, and policies regarding continuing education courses that are for credit or non-credit. The Continuing Education Unit (CEU) applies only to non-credit courses. A few policies and standards are presented here for convenience (see the NWCCU Website at: http://www.nwccu.org/index.htm)

Operational Policy A-9

Among the systems currently in use is the Continuing Education Unit (CEU), an adaptable unit of measure for non-credit activities. The CEU can be used to record an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of non-credit education, including various forms of independent, informal, and experiential study and learning.

The CEU or comparable measures apply only to non-credit courses, programs, and experiences, however, and care must be taken to prevent uses for which they are not intended or which would distort their limited purposes. It is especially important that the CEU or comparable units not be used to inhibit or impede educational innovation and experimentation.

Standard 2.H.3

When offering courses that award Continuing Education Units (CEU), the institution follows national guidelines for awarding and recording such units which call for one CEU being equivalent to 10 hours of instruction and appropriate to the objectives of the course.

Standard 2.G.7

The granting of credit for continuing education courses and special learning activities is based upon institutional policy, consistent throughout the institution, and applied wherever located and however delivered. The standard of one quarter hour of credit for 30 hours one semester hour of credit for 45 hours of student involvement is maintained for instructional programs and courses.

Appendix F

Guidelines on Student Outcomes for Courses and Programs (From Council on Higher Education Accreditation – Statement on Shared Responsibilities)

Student Outcomes should:

- Be representative on the program performance, defining to the student the accomplishments expected from program participation
- Be verifiable through replication on third party inspection
- Be relevant to what is being claimed

Measurements should be both direct and indirect measurements. Examples of each are below:

- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect Measurements: student self perceptions, employer surveys or job placement, focus groups

Further, assessment of student outcomes should use properties of good evidence:

- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance

Appendix G
Guidelines for UAA Distance Education Courses

The following are guidelines for developing distance education courses and are not part of the Graduate Academic Board or the Undergraduate Academic Board approval process. The guidelines are based on national standards broadly agreed upon by a range of national education organizations and universities. The purpose of these recommendations (which are designed to apply to all the UAA campuses) is to ensure that the quality of distance-delivered courses at the University of Alaska Anchorage is acceptably high in terms of instructional delivery, "classroom" experience, and learning outcomes.

Keep in mind that the following guidelines are *suggested recommendations*. They are not meant to dictate behavior or to limit freedom when it comes to the delivery and instruction of distance education courses. Instead, they are designed to suggest a course of action for strengthening the quality of learning and the quality of experience associated with distance education at UAA.

For the purposes of this document, distance education is defined as follows:

“Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements." *Moore, M. G. & Kearsley, G. (1996). Distance education: A systems view. Washington: Wadsworth Publishing.*

Guidelines for Institutional Support Services

- The institution shall provide faculty and students access to reliable and appropriate technologies for carrying out the instructional goals of distance education courses (this includes a stable, password-protected learning platform for e-learning).

- The institution shall provide faculty and students appropriate levels of training and/or training materials related to the use of distance education technologies.

- The institution shall provide and/or administer a “pre-course assessment form” that asks students to indicate their preparedness for taking a distance education course (preparedness in terms of skills, access to required technologies, and learning styles).

- The institution shall provide distance education faculty and students access to a centralized technical support center that will provide timely assistance on technology questions and problems.

- The institution shall provide a course coding system that will allow instructors and departments to flag specific courses as distance-delivered courses in published course schedule offerings.

- The institution shall provide distance education faculty and students electronic access to library services, materials, and resources.

- The institution shall ensure that distance education students have adequate access to the following key administrative and support services: enrollment services, financial aid services, book store services, advising and counseling services, and disability support services.

- The institution shall provide students with timely information on the technical equipment and skills required for success in the different kinds of distance education courses offered at UAA. This includes information on how to log in to the university’s primary course management system (e.g., Blackboard).
- The institution shall provide a centralized organization/department that is responsible for coordinating, implementing, and overseeing the major support services applicable to distance education students and faculty.

Guidelines for Student Support Services

- UAA students shall be made aware of the major technologies used in the course before the start of the course.

- UAA students shall be made aware of the minimum technical equipment and skill requirements of the course before the start of the course.

- UAA students shall be provided with a comprehensive course syllabus by the first day of the start of the course (note: if required textbook information is only available to the student through the course syllabus, then this document should be distributed to students in advance of the course start date).

- UAA students shall be made aware of all required synchronous (i.e., “real time”) activities as well as their dates and times with as much advanced notice as possible (preferably two weeks before the event date).

- UAA students shall be granted frequent (and free) access to technical “help desk” services for the duration of the course.

- UAA students shall have a defined means of voicing complaints about courses to appropriate departments and deans.

- UAA students shall have reasonable access to enrollment services, financial aid services, book store services, advising and counseling services, disability support services, and library services.

- UAA students shall be provided access to training materials related to the course technologies when and where appropriate.

Guidelines for Faculty Support Services

- UAA faculty shall have access to instructional design support services (i.e., a course development team) to ensure the sound planning and approved quality of distance education courses.

- UAA faculty shall have access to training workshops and mentoring opportunities that will assist faculty in learning how to teach at a distance and how to translate face-to-face courses for distance delivery.

- UAA faculty shall be provided with incentives to participate in distance education course development training opportunities and technical training opportunities offered by the institution.

- UAA faculty shall be provided appropriate and reasonable access to new technologies and technical equipment for use in distance education instruction.

- UAA faculty shall be granted convenient (and free) access to technical “help desk” services.

- UAA distance education faculty shall have convenient (and free) access to centralized distance education course delivery services such as homework collection, materials duplication and distribution, exam proctoring, content digitization, etc.

- UAA faculty shall receive assistance in researching and interpreting current copyright law on the use of published and non-published instructional materials.

- UAA faculty shall receive assistance from library personnel in obtaining and organizing online and print library resources.

Guidelines for Course Content & Course Delivery

- UAA faculty shall assume full responsibility for the oversight and quality of distance education courses; this includes full responsibility for the selection and design of course content, course activities, and course assessments; the selection and use of appropriate course technologies; the facilitation of course activities and course interactions; the evaluation of course assignments and tests; etc.

- UAA faculty shall ensure that the major tasks and learning outcomes of a given distance education course are comparable to the major tasks and learning outcomes of the course’s face-to-face counterpart.

- UAA faculty shall ensure that all course materials, course requirements, course links, course policies, etc. are revised and up to date by the first day of the start of the course.

- UAA faculty shall ensure that distance education students have access to a copy of the course syllabus by the first day of the start of the course (note: if syllabus content is needed before the start of the course, then it shall be provided at an earlier time as the instructor sees fit). In addition to standard items such as “course objectives” and “course grading protocols,” the syllabus should contain information particularly relevant to distance education, such as

- course access information
- course format and pacing
- course technologies
- course equipment requirements
- technical skill requirements
- book purchasing information
- IT Call Center information
- library access information
- required synchronous activities
- assignment submission instructions, etc.

(For more information, please view a copy of the CAS Distance Education Course Syllabus Template at the following address: http://uaaonline.alaska.edu/faculty/courseDev/documents/CASSyllabusTemplate.rtf)

- UAA faculty shall give distance education students at least two reliable methods of contacting the course instructor throughout the semester (e.g., email, discussion board, telephone, in-person meeting, online chat room, etc.).

- UAA faculty shall respond to student questions and inquiries within a timely manner (preferably within two working days).

- UAA faculty shall provide useful and corrective feedback on assignments, tests, papers, and activities in a timely manner (preferably within seven working days).

- UAA faculty shall build mechanisms into their distance education courses that foster student-to-student interactions as well as student-to-instructor interactions.

- UAA faculty shall adopt teaching strategies and course design strategies that will verify a given student's work as his/her own. UAA faculty shall attempt to address different learning styles in the design and development of course materials and activities.

- UAA faculty shall assess student learning through multiple means rather than relying solely on the use of standardized tests.
- UAA faculty shall provide students with advance notice of required synchronous activities.

- UAA faculty shall ensure that borrowed print and electronic materials are used in accordance with current copyright law.

- UAA faculty shall carefully assess and review third party courseware (e.g, publishers' course cartridges, telecourse tapes, etc.) before integrating such content into a given course.

- UAA faculty shall assess distance education courses through formal means (e.g, peer review, student review, departmental review, etc.) to ensure that appropriate learning outcomes are being met.

- UAA faculty shall ensure that course content is accessible to students with disabilities when and where appropriate. This may include presenting material in alternative formats, such as printable text files.

Guidelines for Student Participation

- UAA students shall take the initiative to learn about the technical equipment and technical skill requirements for the course in advance of the course start date.

- UAA students shall be advised to complete a university-sponsored "pre-course assessment form" in which they are asked to indicate their preparedness for taking a distance education course (preparedness in terms of skills, access to required technologies, and learning styles).

- UAA students shall be advised that an instructor may drop a student from a course if he/she is unable to demonstrate the necessary technical skills for the class.

- UAA students shall adhere to the UAA Student Code of Conduct.

- UAA students shall use their UAA email account for the duration of the distance education course and shall be responsible for checking it on a frequent basis (preferably every two working days).

- UAA students shall respond to instructor-initiated emails and inquiries within a timely manner (preferably within two working days).

- UAA students shall demonstrate participation in a given distance education course within the first three weeks of the class or become immediately eligible for an instructor-initiated drop/withdrawal (note: some instructors may make exceptions to this policy for self-paced courses and other courses with alternative formats).

- UAA students shall be advised that frequent participation in a distance education course (e.g., completing assignments, responding to emails, posting messages, accessing course content, taking course exams, etc.) is a requirement for most classes. Therefore, failure to participate in a course for three weeks in a row will make a student eligible for an instructor-initiated drop/withdraw (note: some instructors may make exceptions to this policy for self-paced courses and other courses with alternative formats).

- UAA students shall take the time to complete and submit the university-sponsored course evaluation form made available to them at the end of the semester.

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Appendix H

Curriculum development: Issues addressed by Academic Affairs

Accreditation:

- Generation of prospectus for SAC, Regents and the Commission on Colleges
- Identification, publication and assessment of student learning outcomes. Academic Affairs can offer or help to locate assistance in developing an appropriate, coherent and complete set of student outcomes for academic programs.
    - Program outcomes
    - GER outcomes
    - Course outcomes
- GERs (AA and Baccalaureate) – These are well defined in the catalog and the curriculum handbook. Handbook should include GER and GER Capstone evaluation form.
- Related instruction (Certificates and AAS degrees) – These require additional explanation in the context of the Commission on Colleges accreditation standard 2 and policy 2.1.

Level of classes – See definitions and guidelines in the Curriculum Handbook, the UAA Catalog and University Regulation.

- Prerequisite knowledge
- Activities
- Outcomes

Collaborations – Collaborations are generally valued for their increased breadth of perspective, added capabilities and potential for greater efficiencies. Agreements need to be in writing and need to address all important administrative issues.

- related disciplines -
- internal and external agencies.

Alternative Course Delivery - Accommodations and needs for distance or technology aided delivery

Critical review by knowledgeable academics and practitioners

- External review

Facilities and equipment - Adequacy of existing facilities, plans for remodel or build

Library and Information Resources - Adequacy of collections, availability to students

Faculty availability and extent and level of expertise

- Sufficient number of faculty to cover teaching, advising, course and program assessment, departmental operations,
- Plan for flexibility and coverage of anomalous situations.

Budget – revenue and expenses

Enrollment projections and enrollment management plan

- Student demand
- Demand for graduates
- Effects on other schools and colleges

Student Services - Availability for enrolled students, effects on providers

Development input from advisory committees

Additional needs for:

- Clinical or practicum experiences
- Design, development or delivery technology
- Remote delivery

Opportunities for

- Integration
- International/Global context
- Sustainability
- Citizenship

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memo

date: April 7, 2006

to: Deans, Directors, Chairs, UAB & GAB Members

from: Linda Kay Davis, Curriculum Specialist

cc: Kelly Poston, Governance Coordinator
Mary Howard, Registrar

subject: **Purge List for 2006: Courses to be Deleted from UAA Catalog**
Deadline for Response: 9:00 a.m. Monday, April 17, 2006
Respond to: Kelly Poston, Governance (ankep@uaa.alaska.edu)

Each year the Curriculum Office reviews active courses and identifies those which have not been offered in four academic years (eight fall or spring semesters) or have never been offered. Those courses are scheduled to be purged from the database before the publication of the next course catalog. This is your opportunity to review the attached list of courses before the purge. If your department has plans to offer a course which appears on this list, written justification must be provided for keeping a course active that you plan to offer in the foreseeable future.

Justifications for retaining dormant courses must be presented ***in writing*** addressed to the Undergraduate Academic Board (UAB) or the Graduate Academic Board (GAB) through the Governance office. **The deadline for providing this information to Kelly Poston in Governance is 9:00 a.m. on Monday, April 17, 2006.** If no reply is received from your office by the deadline, the courses will be purged from the system and will not appear in the next course catalog.

The Curriculum Handbook states the following policy:

> "A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear

justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review." P.21

If you have any questions, please contact me. My contact information appears above.
Thank you.

Purge List for 2006-07 UAA Course Catalog

PREFIX	COURSE NUMBER	BANNER COLLEGE CODE (SCBCRSE)	COURSE BEGAN	LAST TERM OFFERED	course carried over by request from the 2003-04 purge list?	course carried over by request from the 2004-05 purge list?	course carried over by request from the 2005-06 purge list?	Comments
ACCT	A121	CB	199702	200201	-	-	-	
ACCT	A411	CB	199702	200101	-	-	yes	
ACCT	A689	CB	199702	200003	-	-	yes	
ANTH	A338	AS	199702	200001	-	yes	yes	
ANTH	A450	AS	199702	199801	yes	yes	yes	
ANTH	A456	AS	199702	200201	-	-	-	
ANTH	A665	AS	199903	unkn	-	yes	yes	
ANTH	A692	AS	199903	unkn	-	-	-	
AOEE	A206	CT	199902	200201	-	-	-	
ART	A185B	AS	199702	200201	-	-	-	
ART	A365	AS	199702	199901	yes	yes	yes	
CED	A170	CT	199702	200201	-	-	-	
CHEM	A331	AS	199702	200103	-	-	-	
COUN	A208	AS	199702	200103	-	-	-	
CS	A670	AS	199702	unkn	yes	yes	yes	
CS	A671	AS	199702	199703	yes	yes	yes	
DH	A320	CT	199702	200201	-	-	-	
DH	A395	CT	199702	200201	-	-	-	
DH	A420	CT	199702	200201	-	-	-	
DH	A495	CT	199702	200201	-	-	-	
ECON	A425	CB	199702	200201	-	-	-	
ED	A192	EA, HE	199702	200201	-	-	-	
EDPE	A432	EA, HE	199702	200201	-	-	-	
ENGL	A440	AS	199702	200201	-	-	-	
ET	A111	CT	199702	200103	-	-	-	
ET	A122	CT	199702	200103	-	-	-	
ET	A123	CT	199702	200103	-	-	-	
ET	A127	CT	199702	200201	-	-	-	
ET	A151	CT	199702	200201	-	-	-	
ET	A151L	CT	199702	200201	-	-	-	
ET	A205	CT	199702	200103	-	-	-	
ET	A209	CT	199702	200103	-	-	-	
ET	A216	CT	199702	200201	-	-	-	
ET	A220	CT	199702	200202	-	-	-	
ET	A225	CT	199702	200201	-	-	-	
ET	A226	CT	199702	200201	-	-	-	
ET	A232	CT	199702	200103	-	-	-	
ET	A245	CT	199702	200103	-	-	-	
ET	A245L	CT	199702	200103	-	-	-	
FD	A163	CT	199702	200201	-	-	-	
FD	A164	CT	199702	200201	-	-	-	
FD	A195A	CT	199702	200103	-	-	-	
FD	A195B	CT	199702	200201	-	-	-	
GEOG	A341	AS	199702	200003	-	-	yes	
HIST	A312	AS	199702	200201	-	-	-	
HIST	A374	AS	199702	199903	-	yes	yes	X-listed w/INTL A374
INTL	A374	AS	199702	199903	-	yes	yes	X-listed w/HIST A374
INTL	A603	AS	199702	200001	-	yes	yes	
JUST	A491	HE, HW	199702	200103	-	-	-	
NS	A403	HE, HW	199702	200103	-	-	-	

Purge List for 2006-07 UAA Course Catalog

PREFIX	COURSE NUMBER	BANNER COLLEGE CODE (SCBCRSE)	COURSE BEGAN	LAST TERM OFFERED	course carried over by request from the 2003-04 purge list?	course carried over by request from the 2004-05 purge list?	course carried over by request from the 2005-06 purge list?	Comments
NS	A403L	HE, HW	199702	200103	-	-	-	
NS	A404	HE, HW	199702	200201	-	-	-	
NS	A404L	HE, HW	199702	200201	-	-	-	
NS	A650	HE, HW	199702	200003	-	-	yes	
NS	A651	HE, HW	199702	200101	-	-	yes	
NS	A652	HE, HW	199702	200103	-	-	-	
NS	A656	HE, HW	199901	200201	-	-	-	
PETR	A102	CT	200201	no record of having been offered	-	-	-	
PETR	A106	CT	199702	200201	-	-	-	
PMED	A310	CT	199703	unkn	yes	yes	yes	
PRPE	A066	CT	199803	200202	-	-	-	
PSY	A456	AS	199702	200103	-	-	-	
PSY	A643	AS	199702	200103	-	-	-	
PSY	A688	AS	199702	200201	-	-	-	
RUSS	A102E	AS	199702	200201	-	-	-	
RUSS	A490B	AS	199803	200001	-	yes	yes	
SPAN	A202E	AS	199702	200201	-	-	-	
SWK	A658	HE, HW	199903	200102	-	-	yes	
TECH	A203	CT	200003	200201	-	-	-	
TECH	A210	CT	200003	unkn	-	-	yes	
TECH	A211	CT	200003	unkn	-	-	yes	
TECH	A212	CT	200003	unkn	-	-	yes	
TECH	A213	CT	200003	unkn	-	-	yes	
TECH	A262	CT	200003	unkn	-	-	yes	
TECH	A263	CT	200003	unkn	-	-	yes	
TECH	A264	CT	200003	unkn	-	-	yes	
TECH	A320	CT	199803	200103	-	-	-	
TECH	A325	CT	199803	200201	-	-	-	
TECH	A330	CT	199803	200103	-	-	-	
TECH	A335	CT	199803	200103	-	-	-	
TECH	A450	CT	199802	200201	-	-	-	
THR	A357L	AS	199702	200101	-	-	yes	Lab for THR A357
VE	A415	CT	199702	200103	-	-	-	
VE	A420	CT	199702	200103	-	-	-	
VE	A452	CT	199702	200201	-	-	-	
VE	A480	CT	199702	200103	-	-	-	
VE	A601	CT	199702	200201	-	-	-	
VS	A100	CT	199702	200201	-	-	-	
VS	A150	CT	199702	200103	-	-	-	
WELD	A290	CT	200201	no record of having been offered	-	-	-	

Kelly-Frances Poston

From: Wendy Withrow [anww@uaa.alaska.edu]
Sent: Tuesday, April 11, 2006 10:59 AM
To: Kelly-Frances Poston
Subject: Don't purge ENGL 440!

Attachments: anww.vcf



anww.vcf (382 B)

We are going to offer ENGL 440 in spring 2007; Rob Crosman has requested to teach it.
Any questions?
Wendy Withrow

April 8, 2006

Memo

To: Chair, Undergraduate Academic Board (UAB)
From: Lee Huskey, Chair, Economics

Subject: Purging of Econ 425

I would like to request that Econ 425, History of Economic Thought, not be dropped from the next course catalog. Historically, we have offered this course on an alternate year rotation. A series of administrative assignments, faculty sabbaticals, and leaves resulted in this course being dropped from our schedule a number of times.

As part of the CBPP assessment process we are reviewing all of our course offerings. I would prefer to make any decisions about Econ 425 in the context of this review. An introduction to the history of the ideas in a student's field of study should occupy a central place in the program. We hope to offer Econ 425 more regularly in the future to provide this connection to the history of economic ideas.

Kelly-Frances Poston

From: tskore@ptialaska.net
Sent: Tuesday, April 11, 2006 11:11 AM
To: Kelly-Frances Poston
Subject: RE: Purge List

Kelly: Only one course is listed on the purge list from Theatre & Dance, 357L. This is a lab for 357, Costume Design. We're not sure why it should appear on the purge list, but it is indeed a course which should not be removed as we will have students enrolled next year. Thanks.

Tom Skore/Chair
Theatre & Dance

Kelly-Frances Poston

From: HILARY DAVIES [afhmd@uaa.alaska.edu]
Sent: Monday, April 10, 2006 8:43 PM
To: Kelly-Frances Poston
Subject: Purge List

Attachments: Card for HILARY DAVIES <afhmd@uaa.alaska.edu>



afhmd.vcf (525 B)

From: Hilary Davies, Chair
Mathematical Sciences department

I am requesting that CS A670 (Computer Science for Software Engineers) and CS A671 (Advanced Software Engineering) be retained in the catalog for the following reasons:

1). The Mathematical Sciences Department now has four Ph.D. faculty, who are interested in offering graduate courses.
2). The 5 Year Department Plan includes the offering of Computer Science graduate courses.
3). CS A670 was scheduled to be offered in Spring 2005, but was cancelled due to CAS budgetary concerns.

Kelly-Frances Poston

From: ERIC HOLMBERG [afegh@uaa.alaska.edu]
Sent: Tuesday, April 11, 2006 1:49 PM
To: Kelly-Frances Poston
Cc: JOY BARBEE; KATHLEEN SHEPRO; Patricia Linton
Subject: CHEM 331 Purge List

Attachments: Card for ERIC HOLMBERG <afegh@uaa.alaska.edu>



afegh.vcf (557 B)

Dear Kelly,

I am writing to you to have CHEM 331 removed from the purge list.
This course is a core course in the Chemistry BS program and will be offered in the Fall of 2006. The department has offered CHEM 311 recently due to the number of Biochemistry majors as opposed to a Chemistry major. Each course is unique but they possess the same fundamentals and have been petitioned for respective degrees in both directions. Thank you for your time. Please contact me for any additional information.

Eric Holmberg
Chair, Chemistry

Date: March 17, 2006

To: UAB

From: Darlene Gill, Assistant Professor, Computer Information and Office Systems

RE: Prerequisite Changes

This is the first phase of curriculum changes the CIOS Department is planning to make over the next two years. We're changing prerequisites to some of our courses to enable students with appropriate technological skills to successfully complete courses with concurrent enrollment rather than as a prerequisite. We're also adding or deleting prerequisites in some of our courses.

We are proposing the following changes:

- CIOS A156: Change prerequisites to CIOS A146 or concurrent enrollment; CIOS A153A or 153B or concurrent enrollment; CIOS A130A or concurrent enrollment.
- CIOS A207: Change prerequisite to CIOS A101B or A101C.
- CIOS A208: Change prerequisites to CIOS A101B or a101C and CIOS A161A
- CIOS A251A: Change prerequisites to CIOS A130A or A130B; CIOS A108 or concurrent enrollment.
- CIOS A259: Change prerequisites to CIOS A130A or CIOS A130B; CIOS A146 or concurrent enrollment.
- CIOS A260A: Remove recommended courses from special note in the course description.
- CIOS A264A: Add CIOS A140A or concurrent enrollment to prerequisites.

Curriculum Coordination Form

Notification Date: February 23, 2006

Initiating unit: CTC/CIOS

Affected unit(s): Mat-Su, CBPP, KPC, PWS, UAS, UAF

Course Prefix and Number: Previous Prefix and Number:

Complete Course/Program Title:Computer Information and Office Systems

Previous Course/Program Title:

Description of Action: See attached Currculum Action Requests and Course Content Guides.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAPT	CIOS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (1 + 0 or 0 + 3)
CIOS	CIOS A156	N/A	1.0 credit	

6. Complete Course/Program Title
Web Graphics: Fireworks

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2006 To: /9999

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

13. List any programs or college requirements that require this course
CIOS Certificate & AAS

14. Coordinate with Affected Units: AAPT, CBPP, KPC, Kodiak, MAT-SU, PWS, UAS, UAF, ListServe
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Introduces the concepts and skills used to create web graphics such as animated GIFs, slices, and image maps. Teaches proper optimization of graphics and gives general guidance on proper use of graphics in a website.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIOS A146 or concurrent enrollment, CIOS A153A or 153B or concurrent enrollment, CIOS A130A or concurrent enrollment		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Changing prerequisites to concurrent enrollment enables students with appropriate technical skills to enroll in and successfully complete this course by taking prerequisites concurrently rather than prior to the course.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Division:	**AAPT**	**Date:** Spring 2006
Department:	CIOS: Computer Information & Office Systems	
Course Number:	CIOS A156	
Course Title:	Creating and Editing Web Graphics: Fireworks	**Credits:** 1

I. Course Description:

Introduces the concepts and skills used to create web graphics such as animated GIFs, slices, and image maps. Teaches proper optimization of graphics and gives general guidance on proper use of graphics in a web site.

II. Course Design:

A. This course is designed for students who want to learn how to create and optimize web graphics using Fireworks software.

B. Credits: 1

C. Total student involvement time: 45 hours

1) Lecture hours: 15
2) Out-of-class work: 30

D. This course is required for CIOS certificates and the CIOS Associate of Applied Science (AAS) degree.

E. No special fees are assessed.

F. This course may be offered as a traditional structured class or in an open-entry, self-paced instructional setting. The course may be taught in any time frame, but not more than one credit per week.

G. This is a revised course.

H. Course coordinated with AAPT, CBPP, KPC, Kodiak, Mat-Su, PWS, UAS, UAF, Listserve.

I. Course level justification: This course introduces the concepts and skills used to create web graphics such as animated GIFs, slices, and image maps.

III. Course Activities:

This class is offered with the following options available:

Structured class setting: Classroom lectures with demo projector and hands-on practice exercises with individual assistance. Assignments and projects will be required.

Online or open-entry self-paced instructional setting: After the orientation session, students progress at their own rate through the instructional materials and exercises. The instructor is available to assist students as needed.

IV. Course Prerequisites:

CIOS A146, Internet Concepts and Applications I or concurrent enrollment,
CIOS A153A, Web Site Design: HTML or CIOS A153B, Web Site Design: Dreamweaver or concurrent enrollment,
CIOS A130A, Word Processing I: MS Word or concurrent enrollment

V. Course Evaluation:

A-F

VI. Course Curriculum:

1.0 Safety
- 1.1 University policy
- 1.2 Campus
- 1.3 Classroom
- 1.4 Emergency procedures

2.0 Working with layers
- 2.1 Creating layers
- 2.2 Manipulating layers

3.0 Modifying objects
- 3.1 Using effects
- 3.2 Using styles
- 3.3 Masking images

4.0 Working with hotspots and slices
- 4.1 Creating hotspots
- 4.2 Creating slices

5.0 Working with rollovers
- 5.1 Creating rollover buttons
- 5.2 Creating disjoint rollovers

6.0 Automating tasks
- 6.1 Using the find and replace panels
- 6.2 Working with commands

7.0 Animating images
- 7.1 Creating animations
- 7.2 Customizing animations

VII. Suggested Text(s):

Waxer, B. (2006). *Macromedia Fireworks 8 revealed, deluxe education edition.* Boston, MA: Course Technology.

VIII. Bibliography:

Coley, L., Fulton, J., & Fulton, S. (2006). *How to use Macromedia Dreamweaver 8 and Fireworks 8*. Indianapolis, IN: Sams publishing

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provides students with the concepts and knowledge necessary to properly produce web graphics.

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Produce layers in the formation and modification of web graphic images.	Unit Project
Identify how the modification of objects can improve web graphic images.	Unit Project
Distinguish when and how hotspots and slices can augment graphic images to create interactive objects.	Unit Project
Produce rollover buttons and disjoint menus within the graphic image to trigger the display of other images when employed.	Unit Project
Associate the need for animation in graphic images essential in producing refined and sophisticated web sites.	Unit project Final Exam

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAPT	CIOS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CIOS	A207	N/A	1.0 credit	(0 + 3)

6. Complete Course/Program Title
Machine Transcription

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
CIOS Certificate & AAS

14. Coordinate with Affected Units: AAPT, CBPP, KPC, Kodiak, MAT-SU, PWS, UAS, UAF, ListServe
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Applies word processing and proofreading skills to create quality documents using transcription equipment. Designed for students with no previous transcription experience.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIOS A101B or CIOS A101C, CIOS A161A		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Change CIOS A160 prerequisite to CIOS A161A because the department no longer offers CIOS A160; edited course description to reflect this change. Change prerequisite from CIOS A201A to CIOS A101B or A101C because they are more appropriate for this level of course than the more advanced CIOS A201A.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Division:	**AAPT**	**Date:** Spring 2006
Department:	CIOS: Computer Information & Office Systems	
Course Number:	CIOS A207	
Course Title:	Machine Transcription	**Credits:** 1

I. Course Description:

Applies word processing and proofreading skills to create quality documents using transcription equipment. Class designed for students with no previous transcription experience.

II. Course Design:

A. This course is designed for students wanting to learn machine transcription skills for employment. It is designed to simulate work situations using these skills.

B. Credits: 1

C. Total student involvement time (self-placed): 45 hours

D. This course is required for CIOS certificates and the CIOS Associate of Applied Science (AAS) degree.

E. No special fees are assessed.

F. This course may be taught in any time frame, but not more than one credit per week.

G. This is a revised course.

H. Course coordinated with AAPT, CBPP, KPC, KBB, KC, Mat-Su, PWS, UAS, UAF, Listserve.

I. Course level justification: Builds on skills developed in CIOS 101B or CIOS A101C Keyboarding, and CIOS 161A, Proofreading.

III. Course Activities:

This class is taught in an open-entry, self-paced instructional setting. After the orientation session, students progress at their own rate through the instructional materials and exercises using transcription machines, word processing programs, and reference materials to transcribe basic office correspondence and documents from prerecorded tapes for a variety of industries. The instructor is available to assist students as needed.

IV. Course Prerequisites:

CIOS A101B, Keyboarding B or CIOS A101C, Keyboarding C,
CIOS A161A, Proofreading

V. Course Evaluation:

Grading Basis will be A-F.

VI. Course Curriculum:

1.0 Safety
- 1.1 University policy
- 1.2 Campus
- 1.3 Classroom
- 1.4 Emergency procedures

2.0 Operate Transcribing Machine
- 2.1 Identify controls and switches on transcribing machine
- 2.2 Set up transcribing machine and peripherals
- 2.3 Operate foot pedal correctly

3.0 Review and apply language skills in the context of transcribing documents
- 3.1 Spelling
- 3.2 Punctuation
- 3.3 Capitalization
- 3.4 Numbers
- 3.5 Subject-verb agreement
- 3.6 Parallel series
- 3.7 Nouns, pronouns, objects
- 3.8 Misplaced/properly placed modifiers

4.0 Review and apply basic correspondence document processing formats and techniques in the context of transcribing documents
- 4.1 Review and apply a variety of letter formats
  - 4.1.1 Block
  - 4.1.2 Modified block
  - 4.1.3 Simplified
- 4.2 Review and apply a variety of letter notations
  - 4.2.1 Copy and blind copy
  - 4.2.2 Enclosures
  - 4.2.3 Special handling
  - 4.2.4 Post-scripts

5.0 Transcribe business correspondence
- 5.1 Transcribe recorded dictation accurately
- 5.2 Proofread and mark transcripts using standard proofreaders' marks
- 5.3 Correct proof-marked documents
- 5.4 Organize and collate transcribed documents for presentation to employer/instructor for evaluation/grading/signature.

VII. Suggested Text(s):

Ettinger, B. (1999). *Machine transcription* (3rd ed.). St. Paul, MN: EMC Paradigm.

VIII. Bibliography:

Mitchell, C. (2002). *Machine transcription 2002, a comprehensive approach for today's office specialist*. Columbus, OH: Glencoe/McGraw-Hill.

Sabin, W. (2001). *The Gregg reference manual* (9th ed.). Columbus, OH: Glencoe/McGraw-Hill.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

This course is designed to provide students with machine transcription skills to produce high-quality, professional documents.

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Set up and operate transcribing machine	Instructor observation
Identify switches and components of a transcribing machine	Instructor observation Progress checks/tests
Produce correspondence using document processing formats and techniques	Written textbook activities Transcribed document preparation Progress checks/tests
Demonstrate and apply language skills: Spelling Punctuation Capitalization Numbers Subject-Verb agreement Parallel series Nouns, pronouns, & objects Misplaced/properly placed modifiers	Written textbook activities Transcribed document preparation Progress checks/tests
Demonstrate and apply transcription techniques: Transcribe Proof Correct Organize	Written textbook activities Transcribed document preparation Progress checks/tests

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAPT	CIOS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CIOS	A208	N/A	3.0 credits	(0 + 9)

6. Complete Course/Program Title
Medical Transcription

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

(mark appropriate boxes)

☐ Add
☒ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
  ☐ Class ☐ Level
  ☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
CIOS Certificate & AAS

14. Coordinate with Affected Units: AAPT, CBPP, KPC, Kodiak, MAT-SU, PWS, UAS, UAF, ListServe
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Applies word processing and proofreading skills to machine transcription of medical dictation to produce accurate, quality documents. Designed for students with no previous transcription experience. Students will learn needed medical terminology.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIOS A101B or CIOS A101C, CIOS A161A		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Change CIOS A160 prerequisite to CIOS A161A because the department no longer offers CIOS A160; edited course description to reflect this change. Change prerequisite from CIOS A201A to CIOS A101B or A101C because they are more appropriate for this level of course than the more advanced CIOS A201A.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Division:	**AAPT**	**Date:** Spring 2006
Department:	CIOS: Computer Information & Office Systems	
Course Number:	CIOS A208	
Course Title:	Medical Transcription	**Credits:** 3

I. Course Description:

Applies word processing and proofreading skills to machine transcription of medical dictation to produce accurate, quality documents. Class is designed for students with no previous transcription experience. Students will learn needed medical terminology in the course.

II. Course Design:

A. This course is designed for students who will be working in the medical field transcribing medical dictation from transcribing machines.

B. Credits: 3

C. Total student involvement time (self-paced): 135 hours

D. This course is required for the CIOS nontranscripted departmental Medical Office Support certificate and is an elective course for other CIOS certificates and the CIOS Associate of Applied Science (AAS) degree.

E. No special fees are assessed.

F. This course may be taught in any time frame, but not more than one credit per week.

G. This is a revised course.

H. Course coordinated with AAPT, CBPP, KPC, KBB, KC, Mat-Su, PWS, UAS, UAF, Listserve.

I. Course level justification: Builds on skills developed in CIOS A101B or CIOS A101C, Keyboarding, and CIOS A161A Proofreading.

III. Course Activities:

This class is taught in an open-entry, self-paced instructional setting. After the orientation session, students progress at their own rate through the instructional materials and exercises using transcription machines, word processing programs, and reference materials to transcribe correspondence and documents common to the medical environment from prerecorded tapes. The instructor is available to assist students as needed.

IV. Course Prerequisites:

CIOS A101B, Keyboarding B or CIOS A101C, Keyboarding C,
CIOS A161A, Proofreading

V. Course Evaluation:

A-F

VI. Course Curriculum:

1.0 Safety
- 1.1 University policy
- 1.2 Campus
- 1.3 Classroom
- 1.4 Emergency procedures

2.0 Operate a transcribing machine
- 2.1 Identify controls and switches on transcribing machine
- 2.2 Set up transcribing machine and peripherals
- 2.3 Operate foot pedal correctly

3.0 Discuss ethical conduct required of persons who handle medical data

4.0 Define given medical terminology

5.0 Transcribe medical correspondence, reports, and records directly from dictation tapes
- 5.1 Apply language skills correctly
- 5.2 Apply correct document processing techniques and formats
- 5.3 Use reference materials effectively

6.0 Proofread accurately

VII. Suggested Text(s):

Ettinger, B. (2004). *Medical transcription*. St. Paul, MN: EMC Paradigm.

VIII. Bibliography:

Becklin, K. (1998). *Medical office transcription, an introduction to medical transcription.* Westerville, OH: Glencoe/McGraw-Hill.

Collins, E., & Davies, J. (1996). *Modern medical language*. Minneapolis, MN: West Publishing Company.

Ettinger, A., & Burch, P. (1999). *Medical terminology for health careers*. St. Paul, MN: EMC Paradigm.

Fisher, P. (1993). *Basic medical terminology*, (4th ed.). New York: Glencoe/McGraw-Hill.

Maloney, F. & Burns, L. (1997). *Medical transcription & terminology, an integrated approach*. Albany, NY: Delmar Publishers, International Thomson Publishing.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

This course is designed to prepare students to transcribe medical dictation by providing directed practice in simulated work situations.

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Demonstrate ability to set up a transcribing machine, identify controls and switches, interpret index information, and operate the foot pedal correctly	Instructor observation
Accurately transcribe and proofread recorded medical dictation	Evaluation of keyboarding accuracy, spelling, punctuation, grammar, formatting on documents Progress check
Use medical dictionaries and standard medical references	Evaluation of transcribed medical documents; quizzes
Discuss ethical conduct required of persons who handle medical data	Quizzes

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAPT	CIOS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CIOS	CIOS A251A	N/A	3.0 credits	(3+0 or 0 + 9)

6. Complete Course/Program Title
Desktop Publishing Concepts and Applications: InDesign
Desktop Publishing: InDesign
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
CIOS Certificate & AAS

14. Coordinate with Affected Units: AAPT, CBPP, KPC, Kodiak, MAT-SU, PWS, UAS, UAF, ListServe
Department, School, or College
_____ Initiator Signature Date

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

16. Course Description
Presents design techniques and the utilization of desktop publishing software to generate sophisticated publications. Topics include the mechanics of desktop publishing, graphic design and printing, planning and implementation of publishing projects.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIOS A130A or CIOS A130B, CIOS A108 or concurrent enrollment		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Change CIOS A108 prerequisite to concurrent enrollment so students can take it concurrently with a software application course that allows them to effectively apply the concepts taught in the course. The department plans to offer two software application courses to facilitate this change.

_____ Initiator (faculty only) Date

____ Approved
____ Disapproved: _____ Department Chairperson Date

____ Approved
____ Disapproved: _____ Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____ Dean/Director of School/College Date

____ Approved
____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____ Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Division:	**AAPT**	**Date:** Spring 2006
Department:	CIOS: Computer Information & Office Systems	
Course Number:	CIOS A251A	
Course Title:	Desktop Publishing Concepts and Applications: InDesign	**Credits:** 3

I. Course Description:

Presents design techniques and the utilization of desktop publishing software to generate sophisticated publications. Topics include the mechanics of desktop publishing, basics of graphic design and printing, planning and implementation of publishing projects.

II. Course Design:

A. This course is designed for students who will be pursuing a degree or certification in career fields that involves web authoring or desktop publishing and graphics.

B. Credits: 3

C. Total student involvement time: 135 hours

1) Lecture hours: 45
2) Out-of-class work: 90

D. This course is required for CIOS certificates and the CIOS Associate of Applied Science (AAS) degree.

E. No special fees are assessed.

F. This course may be offered as a traditional structured class or in an open-entry, self-paced instructional setting. The course may be taught in any time frame, but not more than one credit per week.

G. This is a revised course.

H. Course coordinated with AAPT, CBPP, KPC, KBB, KC, Mat-Su, PWS, UAS, UAF, Listserve.

I. Course level justification: Builds on computer skills to learn desktop publishing software and design techniques to generate sophisticated publications.

III. Course Activities:

Class is conducted with formal lectures, classroom discussions, practical skills applications, and lab activities.

IV. Course Prerequisites:

CIOS A130A, Word Processing: MS Word I, or CIOS A130B, Word Processing: WordPerfect, CIOS A108, Graphic Design Fundamentals for Computer Applications or concurrent enrollment

V. Course Evaluation:

A-F

VI. Course Curriculum:

1.0 Safety
- 1.1 University policy
- 1.2 Campus
- 1.3 Classroom
- 1.4 Emergency procedures

2.0 Document Design
- 2.1 Design and layout
- 2.2 Applying masters
- 2.3 Placeholder masters
- 2.4 Text utilization
- 2.5 Graphic placement
- 2.6 Sections
- 2.7 Footers

3.0 Working with frames
- 3.1 Placement and layout of frames
- 3.2 Creating frames
- 3.3 Modifying text frames
- 3.4 Modifying graphic frames
- 3.5 Orientating objects in space

4.0 Colors, Tints, Gradients and Objects
- 4.1 Creating colors, tints and gradients
- 4.2 Applying colors, tints and gradients
- 4.3 Applying colors to objects
- 4.4 Creating a spot color
- 4.5 Gradient application
- 4.6 Advanced gradient techniques
- 4.7 Dashed strokes

5.0 Vector Graphics
- 5.1 Straight segments
- 5.2 Curved segments
- 5.3 Compound paths
- 5.4 Texture effect of a colorized image
- 5.5 Inline graphics
- 5.6 Reflecting objects

6.0 Typography
- 6.1 Spacing
- 6.2 Fonts and type
- 6.3 Special characters
- 6.4 Font features
- 6.5 Styles
- 6.6 Alignment and placement
- 6.7 Threading text
- 6.8 Flowing text

7.0 Working with Graphic Images
- 7.1 Importing and linking graphics
- 7.2 Black and white images
- 7.3 Vector graphics
- 7.4 Bitmap graphics
- 7.5 Photoshop files
- 7.6 PDF files
- 7.7 Illustrator files
- 7.8 Using a Library to manage objects
- 7.9 Applying transparency

8.0 Tables in graphic Design
- 8.1 Importing tables
- 8.2 Formatting tables
- 8.3 Using graphics within tables
- 8.4 Formatting text within tables

9.0 Ethical issues in graphic design
- 9.1 Copyright protection
- 9.2 Safeguarding graphic designs

VII. Suggested Text(s):

Botello, C. (2006). *Adobe InDesign cs2 revealed, deluxe education edition.* Boston, MA: Thomson Course Technology.

VIII. Bibliography:

Kvern, O., & Blatner, D. (2006). *Real world Adobe InDesign cs2*. Berkeley, CA: Peachpit Press.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

This course is designed to prepare students with the knowledge of design techniques used to produce sophisticated desktop and graphic media and the skills to use desktop publishing/graphic design software to generate professional quality media publications.

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Demonstrate the proper use of graphic design layout to produce quality media	Class Discussion Unit Project Quiz
Integrate color, tint, and gradient techniques in graphic and desktop design	Class Discussion Unit Project
Practice the proper placement and use of frames within desktop publications	Class Discussion Unit Project
Construct vector graphics for effective graphic presentations	Class Discussion Unit Project
Manipulate graphics images to produce sophisticated media	Class Discussion Unit Project Quiz
Explain legal and copyright issues in graphic design and desktop publishing	Class Discussion Quiz
Create tables within desktop and graphic media to improve effectiveness	Class Discussion Unit Project
Employ the use of text within tables to produce effective graphic presentations	Class Discussion Unit Project Final Examination

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAPT	CIOS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab) (1+0 or 0 + 3)
CIOS	CIOS A259	N/A	1.0 credit	

6. Complete Course/Program Title
Preparing Electronic Documents: Adobe Acrobat
Preparing Electronic Docs: Acrobat
Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
CIOS Certificate & AAS

14. Coordinate with Affected Units: AAPT, CBPP, KPC, Kodiak, MAT-SU, PWS, UAS, UAF, ListServe
Department, School, or College
Initiator Signature Date

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

16. Course Description
Covers publishing documents in portable document format, designing and creating forms and documents that can be emailed, uploaded, and accessed on the World Wide Web, placed on intranet file systems, or permanently stored on various media storage devices.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIOS A130A or CIOS A130B, CIOS A146 or concurrent enrollment		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Change prerequisites to concurrent enrollment so students with appropriate technical skills can enroll in and successfully complete this course by taking CIOS A146 concurrently rather than prior to the course. Clarified course description regarding media storage devices.

Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Division:	**AAPT**	**Date:**	Spring 2006
Department:	CIOS: Computer Information & Office Systems		
Course Number:	CIOS A259		
Course Title:	Preparing Electronic Documents: Adobe Acrobat	**Credits:**	1

I. Course Description:

Covers publishing documents in portable document format, designing and creating forms and documents that can be emailed, uploaded, and accessed on the World Wide Web, placed on intranet file systems, or permanently stored on various media storage devices.

II. Course Design:

A. This course is designed for students who want to learn how to publish documents in a portable document format that can be used in email, on the Web or intranet file systems, or in a media storage device.

B. Credits: 1

C. Total student involvement time: 45 hours

1) If taught as lecture:
   a) Lecture: 15
   b) Out-of-class: 30
2) If taught as self-paced: 45

D. This course is required for CIOS certificates and the CIOS Associate of Applied Science (AAS) degree.

E. No special fees are assessed.

F. This course may be offered as a traditional structured class or in an open-entry, self-paced instructional setting. The course may be taught in any time frame, but not more than one credit per week.

G. This is a revised course.

H. Course coordinated with AAPT, CBPP, KPC, KBB, KC, Mat-Su, PWS, UAS, UAF, Listserve.

I. Course level justification: Builds on computer software application skills to teach the concepts and skills used to create electronic forms and documents.

III. Course Activities:

This class is offered with the following options available:

Structured class setting: Classroom lectures with demo projector and hands-on practice exercises with individual assistance and lab activities. Assignments and projects will be required.

Online or open-entry, self-paced instructional setting: After the orientation session, students progress at their own rate through the instructional materials and exercises. The instructor is available to assist students as needed.

IV. Course Prerequisites:

CIOS A130, Word Processing: MS Word I or CIOS A130B, Word Processing: WordPerfect, CIOS A146, Internet Concepts and Applications or concurrent enrollment

V. Course Evaluation:

A-F

VI. Course Curriculum:

1.0 Safety
- 1.1 University policy
- 1.2 Campus
- 1.3 Classroom
- 1.4 Emergency procedures

2.0 Working with PDF documents
- 2.1 Navigating PDF documents
- 2.2 Using navigation tools
- 2.3 Working with the navigation panel
- 2.4 Customizing toolbars
- 2.5 Designing documents for online viewing

3.0 Navigating the work area
- 3.1 Using Acrobat palettes
- 3.2 Working with the on-screen display
- 3.3 Following links
- 3.4 Using the context menus
- 3.5 Printing PDF files

4.0 Creating PDF files
- 4.1 Using the Acrobat Distiller
- 4.2 Creating PDF format from text format
- 4.3 Creating eBooks
- 4.4 Design elements in online documents
- 4.5 Creating online documents
- 4.6 Adding security to PDF files
- 4.7 Converting paper documents to PDF files

5.0 Customizing output quality
- 5.1 Compression settings
- 5.2 Managing color in Distiller
- 5.3 Using watched folders
- 5.4 Controlling Adobe PDF output quality

6.0 Uploading Documents Online
- 6.1 Setting an opening view
- 6.2 Working with Bookmarks
- 6.3 Working with Links
- 6.4 Replacing a page
- 6.5 Converting Web pages to Adobe PDF

7.0 Modifying PDF files
- 7.1 Editing pages
- 7.2 Editing text and images
- 7.3 Links and bookmarks in play actions
- 7.4 Converting PDF files to Image format

8.0 Creating forms
- 8.1 Adding form fields
- 8.2 Calculating form fields
- 8.3 Using Reset Form fields
- 8.4 Submitting forms over the Internet
- 8.5 Using the Fields palette

VII. Suggested Text(s):

Adobe Press. (2005). *Adobe Acrobat 7.0 classroom in a book*. Berkeley, CA: Adobe Systems Incorporated.

VIII. Bibliography:

Padova, T. (2005). *Adobe Acrobat 7 pdf bible.* Indianapolis, IN: Wiley Publishing.

Baker, D. (2005). *Adobe Acrobat 7 tips and tricks.* Berkeley, CA: Peachpit Press.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

This course is designed to prepare students with the concepts and knowledge necessary to properly design, create and implement electronic forms and documents.

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Demonstrate knowledge of software tools used to create electronics documents	Unit Project
Create electronic documents using palettes and context menus	Unit Project
Employ Distiller tool converting text to electronic formatted document	Unit Project Quiz
Employ security safeguards to protect electronic and online files	Unit Project Quiz
Manipulate color management and compression to produce high quality document output.	Unit project Quiz
Employ the use of bookmarks and links in play actions in online documents.	Unit Project
Demonstrate techniques in text and image editing.	Unit Project
Prepare electronic forms for use in document delivery.	Unit Project
Employ the use of calculation tool in form completion.	Unit Project Final Exam

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAPT	CIOS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CIOS	A260A	N/A	3.0 credits	(3 + 0)

6. Complete Course/Program Title
Business Communications

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☒ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
CIOS Certificate & AAS

14. Coordinate with Affected Units: AAPT, CBPP, KPC, Kodiak, MAT-SU, PWS, UAS, UAF, ListServe
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Applies techniques of communications to business situations requiring problem solving and an understanding of human relations. Topics include communication principles, written communications (letters, memorandums, and reports), oral presentations, and technology used to enhance written and oral communications.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
ENGL A111		

17d. Other Restriction(s)	17e. Registration Restriction(s) (non-codable)
☐ College ☐ Major ☐ Class ☐ Level	

18. ☐ Mark if course has fees

19. Justification for Action
Removed Special Note in course description because the department no longer offers the course CIOS A160 and will advise students to take CIOS A161A, Proofreading.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Division:	**AAPT**	**Date:** Spring 2006
Department:	CIOS: Computer Information & Office Systems	
Course Number:	CIOS A260A	
Course Title:	Business Communications	**Credits:** 3

I. Course Description:

Applies techniques of communications to business situations requiring problem solving and an understanding of human relations. Topics include communication principles, written communications (letters, memorandums, and reports), oral presentations, and technology used to enhance written and oral communications.

II. Course Design:

A. This course is designed for students to learn business style communications and to improve their communication techniques to succeed or advance in business.

B. Credits: 3

C. Total student involvement time: 135 hours

1) Lecture hours: 45
2) Out-of-class work: 90

D. This course is required for CIOS certificates and the CIOS Associate of Applied Science (AAS) degree. It may also be used to fill the general university requirement for written communication skills for other associate degrees.

E. No special fees are assessed.

F. The course may be taught in any time frame, but not more than one credit per week.

G. This is a revised course.

H. Course coordinated with AAPT, CAS, CBPP, KPC, KBB, KC, Mat-Su, PWS, UAS, UAF, Listserve.

I. Course level justification: Builds on keyboarding and computer skills developed in 100-level CIOS courses.

III. Course Activities:

This course is lecture-discussion with heavy emphasis on student participation. Introductory lectures are given for each unit of work to supplement text material. Other activities may include small group discussions and analyses; in-class composing, editing, and proofreading; individual conferences with teacher; and guest lecturers.

IV. Course Prerequisites:

ENGL A111, Methods of Written Communication

V. Course Evaluation:

A-F

VI. Course Curriculum:

1.0 Safety
- 1.1 University policy
- 1.2 Campus
- 1.3 Classroom
- 1.4 Emergency procedures

2.0 Communication Foundations
- 2.1 Understanding the importance of communicating effectively in the workplace
- 2.2 Examining the communication process
- 2.3 Developing better communication skills
- 2.4 Communicating in the workplace
- 2.5 Communicating across cultures

3.0 Written Messages for Business Audiences
- 3.1 Purpose and desired result
- 3.2 Channel
- 3.3 Audience profile
- 3.4 Business writing techniques
  - 3.4.1 Audience benefits
  - 3.4.2 “You” view
  - 3.4.3 Conversational but professional language
  - 3.4.4 Positive language
  - 3.4.5 Inclusive language
  - 3.4.6 Plain language/familiar words
  - 3.4.7 Effective sentences and paragraphs
  - 3.4.8 Clear, readable messages
  - 3.4.9 Emphasis through mechanics
- 3.5 Business formats for letters, memos, e-mail

4.0 Routine business messages that inform, request, and respond
- 4.1 Composing subject lines
- 4.2 Beginning with the main idea
- 4.3 Explaining clearly in the body
- 4.4 Alternatives for closing routine messages

5.0 Negative messages
- 5.1 Determining the strategy
- 5.2 Using the indirect approach writing plan

6.0 Persuasive messages
- 6.1 Writing plan for a persuasive request
- 6.2 Writing plan for sales letters

7.0 Goodwill and special messages
- 7.1 Messages of appreciation
- 7.2 Messages of congratulations
- 7.3 Messages of sympathy
- 7.4 Letters requesting recommendations
- 7.5 Letters of recommendation
- 7.6 Form and guide letters

8.0 Electronic Communication Tools
- 8.1 Email
- 8.2 Chats and Bulletin Boards
- 8.3 Industry communication tools

9.0 Business Reports
- 9.1 Types and formats
- 9.2 Formal reports

10.0 Team Writing Projects
- 10.1 Preparing to work together
- 10.2 Planning the document
- 10.3 Collecting the information
- 10.4 Organizing, writing, revising
- 10.5 Editing and evaluating

11.0 Oral Presentations Using Computer Software
- 11.1 Organizing content
- 11.2 Planning visual aids and handouts
- 11.3 Designing electronic presentations
- 11.4 Polishing delivery

12.0 Telephones and Voice Mail
- 12.1 Making and receiving productive telephone calls
- 12.2 Making voice mail more effective

13.0 Planning and Participating in Productive Meetings
- 13.1 Deciding whether a meeting is necessary
- 13.2 Selecting participants
- 13.3 Distributing advance information
- 13.4 Getting the meeting started

13.5 Moving the meeting along
13.6 Dealing with conflict
13.7 Ending with a plan
13.8 Following up actively

Optional Topic:

14.0 Employment Communication
14.1 Job search
14.2 Résumés
14.2.1 Choosing a style
14.2.2 Arranging the parts
14.2.3 Using action verbs
14.2.4 Electronic résumés
14.3 Application letters
14.4 Follow-up

VII. Suggested Text(s):

Guffey, M. (2004). *Essentials of business communication* (6th ed.). Mason, OH: South-Western Publishing Thomson Learning.

VIII. Bibliography:

Bovee, C., & Thill, J. (2004). *Business communication today* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

This course is designed to prepare students to write clear, accurate, and quality business communications, to make oral presentations using visuals and presentation techniques, and to use technology to enhance written and oral communications.

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Discuss and demonstrate for business messages: Purpose and audience analysis Best channel for the message Business writing techniques Styles and formats for letters, memos, e-mail	Classroom participation Writing exercises Editing exercises Composition assignments Quiz
Compose routine business memos, letters, or e-mail that inform, request, and respond first by analyzing the purpose and audience and then by using the appropriate business writing plan	Composition assignments Classroom participation Quiz
Compose negative business messages first by analyzing the purpose and audience and then by using the appropriate business writing plan for the type of negative message	Composition assignments Classroom participation Quiz
Compose persuasive business messages first by analyzing the purpose and audience and then by using the appropriate business writing plan for the type of persuasive message	Composition assignments Classroom participation Quiz
Compose goodwill and special business messages first by analyzing the purpose and audience and then by using the appropriate business writing plan for the type of message	Composition assignments Classroom participation Quiz
Compose and manage e-mail messages	Composition assignments Classroom participation Quiz
Compose and orally present a written business report using visual aids and computer presentation software	Composition assignment Oral presentation
Enhance written and oral business communications by using special features of computer software programs	Composition assignments Oral presentation
Participate in a team writing project and guide the team to work together productively	Composition assignment Classroom participation Quiz
Plan and participate in productive meetings	Classroom participation Writing assignment Quiz

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAPT	CIOS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEU	5b. Contact Hours (Lecture + Lab)
CIOS	A264A	N/A	2.0 credits.	(2+0 or 0 + 6)

6. Complete Course/Program Title
Records Management

Abbreviated Title for Transcript (30 character)

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

8. Type of Action ☒ Course ☐ Program

☐ Add
☒ Change
(mark appropriate boxes)
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class ☐ Level
☐ College ☐ Major
☐ Other

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☒ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall /2006 To: /9999

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

13. List any programs or college requirements that require this course
CIOS Certificate & AAS

14. Coordinate with Affected Units: AAPT, CBPP, KPC, Kodiak, MAT-SU, PWS, UAS, UAF, ListServe
Department, School, or College

_____
Initiator Signature Date

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

16. Course Description
Applies principles learned in CIOS A164 to management of information and records. Covers the field of records management, legal and ethical issues, and controls and technology related to creation, use, maintenance, protection, retrieval, and disposition of paper and electronic records.

17a. Course Prerequisite(s) (list prefix and number)	17b. Test Score(s)	17c. Co-requisite(s) (concurrent enrollment required)
CIOS A164, CIOS A140A or concurrent enrollment		

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

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

18. ☐ Mark if course has fees

19. Justification for Action
Added CIOS A140A to prerequisites to integrate technical skills using databases with records management.

_____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Division:	**AAPT**	**Date:** Spring 2006
Department:	CIOS: Computer Information & Office Systems	
Course Number:	CIOS A264A	
Course Title:	Records Management	**Credits:** 2

I. Course Description:

Applies principles learned in CIOS A164 to management of information and records. Covers the field of records management, legal and ethical issues, and controls and technology related to creation, use, maintenance, protection, retrieval, and disposition of paper and electronic records.

II. Course Design:

A. This course is designed for students who want to broaden their knowledge of the filing process to include management and preservation of records.

B. Credits:

C. Total student involvement time: 90 hours

1) If taught as lecture:
   a) Lecture: 30
   b) Out-of-class: 60
2) If taught as self-paced: 90

D. This course is required for CIOS certificates and the CIOS Associate of Applied Science (AAS) degree.

E. No special fees are assessed.

F. This course may be offered as a traditional structured class or in an open-entry, self-paced instructional setting. The course may be taught in any time frame, but not more than one credit per week.

G. This is a revised course.

H. Course coordinated with AAPT, CBPP, KPC, KBB, KC, Mat-Su, PWS, UAS, UAF, Listserve.

I. Course level justification: Builds on skills developed in CIOS A164 and connects the foundation to advanced study.

III. Course Activities:

This class is offered with the following options available:

Structured class setting: Classroom lectures with demonstrations and hands-on practice exercises with individual assistance. Assignments and projects will be required including computer projects and team projects. A field trip to a local records center may be included.

Open-entry, self-paced instructional setting: After the orientation session, students progress at their own rate through the instructional materials and exercises. The instructor is available to assist students as needed.

IV. Course Prerequisites:

CIOS A164, Filing,
CIOS A140A, Databases I: MS Access or concurrent enrollment

V. Course Evaluation:

A-F

VI. Course Curriculum:

1.0 Safety
- 1.1 University policy
- 1.2 Campus
- 1.3 Classroom
- 1.4 Emergency procedures

2.0 The Field of Records Management
- 2.1 Overview
- 2.2 Classification and use
- 2.3 History
- 2.4 Legislation and legal and ethical issues
- 2.5 Organizational function
- 2.6 Careers
- 2.7 Trends

3.0 Manual Storage Systems Review
- 3.1 Alphabetic
- 3.2 Subject
- 3.3 Numeric
- 3.4 Geographic
- 3.5 Equipment and supplies
- 3.6 Correspondence storage procedures

4.0 Computer Storage System
- 4.1 Alphabetic
- 4.2 Subject
- 4.3 Numeric
- 4.4 Geographic
- 4.5 Data sorting
- 4.6 Computer application software

5.0 Records Retention, Retrieval, and Transfer
- 5.1 Retention
- 5.2 Retrieval
- 5.3 Transfer
- 5.4 Control procedures
- 5.5 Current trends

6.0 Subject, Numeric, and Geographic Storage and Retrieval
- 6.1 Subject Records Storage
  - 6.1.1 Need
  - 6.1.2 Advantages and disadvantages
  - 6.1.3 Arrangements of records
  - 6.1.4 Supplies
  - 6.1.5 Indexes
  - 6.1.6 Storage and retrieval procedures
  - 6.1.7 Current trends
- 6.2 Numeric Records Storage
  - 6.2.1 Overview
  - 6.2.2 Consecutive numbering
  - 6.2.3 Nonconsecutive numbering
  - 6.2.4 Numeric coding systems

7.0 Records Management Technology
- 7.1 Automated Records Systems
  - 7.1.1 Technology and records systems
  - 7.1.2 Computer systems
  - 7.1.3 Office automation and records systems
  - 7.1.4 Records management and automation
- 7.2 Image Records
  - 7.2.1 Image record usage
  - 7.2.2 Microfilm records
  - 7.2.3 Integrated imaging system
  - 7.2.4 Hybrid imaging systems
  - 7.2.5 Imaging procedures and equipment
  - 7.2.6 Image system evaluation
  - 7.2.7 Imaging applications

8.0 Controlling the Records Management Program
- 8.1 Essentials of records control
- 8.2 Controlling records creation
- 8.3 Safety and security of records
- 8.4 Disaster recovery
- 8.5 Current trends in records management

VII. Suggested Text(s):

Read-Smith, J., Ginn, M., & Kallaus, N. (2002). *Records management: text/disk package* (7th ed.). Mason, OH: Thomson Southwestern Publishing.

VIII. Bibliography:

Association of Records Managers and Administration, Inc. (ARMA).

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

This course is designed to prepare individuals for entry-level work as a records manager.

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Classify documents according to classification and use	Written assignments Performance tests Practice sets Team projects
Demonstrate basic understanding of records management history, trends, careers, relevant legislation, legal and ethical concerns	Written assignments Performance tests Individual/team project(s) Term papers
Demonstrate basic understanding of records management terminology, systems, technology	Written assignments Performance tests Individual/team project(s) Term papers
Apply the ARMA rules for paper documents using alphabetic, numeric, subject, and geographic systems.	Written assignments Performance tests Practice sets

Student Outcomes After successful completion of the course, the student will be able to do the following:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Apply the ARMA rules for electronic documents using alphabetic, numeric, subject, and geographic systems.	Computer applications Performance tests Practice sets
Create, edit, and sort data stored in an electronic database.	Computer applications Performance tests Practice sets
Demonstrate basic understanding of records management retention, retrieval, and transfer methods.	Written assignments Performance tests Computer applications Practice sets Individual/team project(s)
Examine a records management scenario and build, manage, or revise an appropriate records system design.	Term paper Demonstration project