Undergraduate Academic Board
Agenda

April 11, 2014
2:00-5:00
ADM 204

I. Roll
( ) Alberta Harder (FS)
( ) Soren Orley (FS)
( ) Francisco Miranda (CAS, Chair)
( ) Barbara Harville (CAS)
( ) Mari Ippolito (CAS)
( ) Len Smiley (CAS)
( ) Dave Fitzgerald (CBPP)
( ) Eileen Weatherby (COH)
( ) Irasema Ortega (COE)
( ) Cheryl Smith (CTC)
( ) Utpal Dutta (SOE)
( ) Michael Hawfield (KPC)
( ) Sheri Denison (Mat-su)
( ) Kathryn Hollis Buchanan (Kod)
( ) Kevin Keating (LIB)

Ex-Officio Members
( ) Susan Kalina
( ) Lora Volden
( ) Scheduling and Publications

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

III. Approval of Meeting Summary (pg. 4-6)

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Francisco Miranda
B. GERC

VI. Program/Course Action Request- Second Readings
Add PSY A447 Behavioral Treatment of Autism Spectrum Disorder (stacked with PSY A647)
(3 cr)(3+0)(pg. 7-22)
Chg PSY A455 Interventions for Challenging Behavior (stacked with PSY A655)
(3 cr)(3+0)(pg. 23-40)
Add PSY A467 Organizational Behavior Management (stacked with PSY A667)
(3 cr)(3+0)(pg. 41-51)
Add PSY A478 Advanced Applications of Behavior Analysis (stacked with PSY A678)
(3 cr)(3+0)(pg. 52-63)
Chg AE A403 Arctic Engineering (Stacked with AE A603)(3 cr)(3+0)(pg. 64-71)
Chg BS, Geological Science (pg. 72-82)

VII. Program/Course Action Request- First Readings
Add Prefix, Undergraduate Research & Scholarship (URS)(pg. 83-84)
Add URS A121 Methods of Inquiry (GER)(3 cr)(2+2)(pg. 85-91)
| Chg | CSCE A222   | Object-Oriented Programming I (3 cr)(3+0)(pg. 92-97) |
| Chg | CSCE A248   | Computer Organization and Assembly Language Programming (3 cr)(3+0)(pg. 98-103) |
| Chg | CSCE A302   | Object-Oriented Programming II (3 cr)(3+0)(pg. 104-107) |
| Add | GER A432    | Topics in Literatures and Cultures of the German-speaking Countries (3 cr)(3+0)(pg. 108-113) |
| Add | AKNS A218   | Alaska Native Drummaking Techniques (Cross listed w/MUS A218) (3 cr)(1+2)(pg. 114-117) |
| Add | MUS A218    | Alaska Native Drummaking Techniques (Cross listed w/AKNS A218) (3 cr)(1+2)(pg. 118-121) |
| Add | AKNS A261   | Alaska Native Art History (3 cr)(3+0)(pg. 122-126) |
| Add | AKNS A356   | Yup’ik Music & Dance Ensemble (cross listed w/MUS A356) (2 cr)(2+0)(pg. 127-130) |
| Add | MUS A356    | Yup’ik Music & Dance Ensemble (cross listed w/AKNS A356) (2 cr)(2+0)(pg. 131-134) |
| Add | AKNS A357   | Inupiaq Music & Dance Ensemble (Cross listed w/MUS A357) (2 cr)(2+0)(pg. 135-138) |
| Add | MUS A357    | Inupiaq Music & Dance Ensemble (Cross listed w/MUS A357) (2 cr)(2+0)(pg. 139-142) |
| Chg |            | Minor, Alaska Native Studies (pg. 143-147) |
| Chg |            | Bachelor of Music, Music Education Emphasis (pg. 148-150) |
| Chg |            | Bachelor of Music, Music Performance (pg. 151) |
| Chg |            | Bachelor of Arts, Music (pg. 152-168) |
| Chg |            | Tier II: Disciplinary Areas (pg. 169-170) |
| Del | BIOL A115  | Fundamentals of Biology I (4 cr)(3+3)(pg. 177-179) |
| Del | BIOL A116  | Fundamentals of Biology II (4 cr)(3+3)(pg. 180-181) |
| Chg | BIOL A242  | Fundamentals of Cell Biology (3 cr)(3+0)(pg. 182-185) |
| Add | BIOL A243  | Experiential Learning: Cell Biology and Genetics (4 cr)(2+4)(pg. 186-192) |
| Chg | BIOL A252  | Principles of Genetics (3 cr)(3+0)(pg. 193-197) |
| Chg | BIOL A271  | Principles of Ecology (3 cr)(3+0)(pg. 198-203) |
| Add | BIOL A273  | Experiential Learning: Ecology and Evolution (4 cr)(2+4)(pg. 204-208) |
| Chg | BIOL A288  | Principles of Evolution (3 cr)(3+0)(pg. 209-213) |
### Agenda

**Chg** BIOL A298  Individual Research (1-6 cr)(0+3-18)(pg. 214-216)

**Chg** BIOL A310  Principles of Animal Physiology (3 cr)(3+0)(pg. 217-220)

**Chg** BIOL A316  Principles of Plant Physiology (3 cr)(3+0)(pg. 221-224)

**Add** BIOL A320  Vertebrate Biology (3 cr)(3+0)(pg. 225-228)

**Add** BIOL A321  Experiential Learning: Vertebrate Biology (2 cr)(1+2)(pg. 229-232)

**Add** BIOL A330  Plant Biology (3 cr)(3+0)(pg. 233-236)

**Add** BIOL A332  Experiential Learning: Plant Biology (2 cr)(1+2)(pg. 237-241)

**Del** BIOL A333  Biology of Non-Vascular Plants (4 cr)(3+3)(pg. 242)

**Del** BIOL A334  Biology of Vascular Plants (4 cr)(3+3)(pg. 243)

**Chg** BIOL A340  Microbial Biology (3 cr)(3+0)(pg. 244-246)

**Add** BIOL A342  Experiential Learning: Microbial Biology (4 cr)(2+4)(pg. 247-250)

**Chg** BIOL A365  Astrobiology (GER)(3 cr)(3+0)(pg. 251-255)

---

**VIII. Old Business**

**IX. New Business**

A. Error on CAR and CCG for GEO A410 (pg. 256)

B. Curriculum Handbook Changes from AAC (pg. 257-460)

**X. Informational Items and Adjournment**

A. 

---
March 28, 2014
2:00-5:00
ADM 204

I. Roll
(X) Alberta Harder (FS)
(X) Soren Orley (FS)
(X) Francisco Miranda (CAS, Chair)
( ) Barbara Harville (CAS)
(X) Mari Ippolito (CAS)
(X) Len Smiley (CAS)
(X) Dave Fitzgerald (CBPP)
(X) Eileen Weatherby (COH)
(X) Irasema Ortega (COE)
(X) Cheryl Smith (CTC)
(X) Utpal Dutta (SOE)
(E) Kevin Keating (LIB)
(X) Michael Hawfield (KPC)
( ) Sheri Denison (Mat-su)
( ) Kathryn Hollis Buchanan (Kod)
(X) Christina Stuive (ADV)

Ex-Officio Members
(X) Susan Kalina
(X) Lora Volden
(X) Scheduling and Publications

II. Approval of the Agenda (pg. 1-2)
Amendment to add CAR and CCG Examination Discussion to New Business
Approved as amended

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

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
The General Education Requirement Assessment Taskforce sent a message out with a brief survey out to all faculty, including adjuncts, terms, tenure-track, and tenured faculty. Please respond and encourage everyone to fill out the survey. Over 150 surveys have already been returned. The results will be used in a report to Faculty Senate.
The Graduate Certificate in Marriage and Family Therapy program will be going to Board of Regents next week.

B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Francisco Miranda

B. GERC
Passed PSY A200 and cross-listed courses JUST A443 and 485 with LEGL A443 and A485

VI. Program/Course Action Request- Second Readings
Chg PSY A200 Introduction to Behavior Analysis (GER)(3 cr)(3+0)(pg. 5-9)
Approved for second

Add PSY A447 Behavioral Treatment of Autism Spectrum Disorder (stacked with PSY A647)
(3 cr)(3+0)(pg. 10-25)

Chg PSY A455 Interventions for Challenging Behavior (stacked with PSY A655)
(3 cr)(3+0)(pg. 26-43)

Add PSY A467 Organizational Behavior Management (stacked with PSY A667)
(3 cr)(3+0)(pg. 44-55)

Add PSY A478 Advanced Applications of Behavior Analysis (stacked with PSY A678)
(3 cr)(3+0)(pg. 56-65)

All PSY courses postponed until GAB approves stacked courses
Chg PHYS A403 Quantum Physics (stacked with PHYS A603)(4 cr)(4+0)(pg. 66-71)
Chg PHYS A413 Statistical and Thermal Physics (stacked with PHYS A613)
(4 cr)(4+0)(pg. 72-78)
Add PHYS A490 Special Topics in Physics (stacked with PHYS A690)
(1-4 cr)(1-4+0)(pg. 79-86)

All PHYS courses approved for second

Chg JUST A443 Civil Liberties (GER)(Cross-listed with LEGL A443)(3 cr)(3+0)(pg. 87-92)
Approved for second
Add LEGL A443 Civil Liberties (GER)(Cross-listed with JUST A443)(3 cr)(3+0)(pg. 93-97)
Approved for second
Chg JUST A485 Tribal Courts and Alaska Native Rights (Cross Listed with LEGL A485)
(3 cr)(3+0)(pg. 98-102)
Approved for second
Chg LEGL A485 Tribal Courts and Alaska Native Rights (GER)(Cross Listed with JUST A485)
(3 cr)(3+0)(pg. 103-107)
Approved for second

Chg AE A403 Arctic Engineering (Stacked with AE A603)(3 cr)(3+0)(pg. 108-115)
Postponed because faculty initiator was not present

VII. Program/Course Action Request- First Readings
Add Prefix, Arctic Engineering (pg. 116-117)
Accepted for first reading
Chg BS, Geological Science (pg. 118-128)
Accepted for first reading

VIII. Old Business
A. Second Reading of Purge List: Academic Courses (pg. 129-133)
   Accepted for second read
B. Second Reading of Purge List: GER Courses (pg. 134)
   Accepted for second read

IX. New Business
A. Concentrations within Majors (pg. 135)
   As noted on the attached proposal, there is inconsistency in UAA’s concentrations within majors which
   poses a problem when claiming concentrations on student transcripts. UAA has no written policy
   regarding minimal requirements necessary for notating a concentration on a student transcript.
   Proposal that for undergraduate degrees a student must have at least 15 unique credits for a
   concentration which will apply equally to lower or upper division courses.
   Approved

B. CAR and CCG Examination Discussion
   Motion: Building on the work of the existing joint UAB-GAB subcommittee, UAB proposes to examine
   the CAR and CCG to make appropriate revisions with attention to how this form is used by faculty and
   programs and to program-specific and university-wide accreditation requirements and in recognition
   of the planned transition of the curriculum-approval process to an electronic format in the Fall 2014.
   Unanimously approved
   The motion passes
X. Informational Items and Adjournment 3:50pm
**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>A447</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Behavioral Treatment of Autism Spectrum Disorder  
Behavioral Treatment of ASD  
Abbreviated Title for Transcript (30 character)

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

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

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

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

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

**12. Cross Listed with**  
- [ ] Cross Listed with PSY A647

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy</td>
<td>December 1, 2013</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13b. Coordination Email**  
- Date: December 2, 2013  
- [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

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

**14. General Education Requirement**  
Mark appropriate box:

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

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


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

- PSY A400 with a grade of B or higher.

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

- N/A

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

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

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

- [ ] Mark if course is a selected topic course

**17. Mark if course has fees**

**18. Justification for Action**

Adding course to address needed workforce development of Autism Spectrum Disorder treatment professionals in Alaska. PSY A474 will be an upper division elective for the Psychology BA and BS degrees, and will be a selective for the Behavior Analysis concentration that prepares students to apply for professional certification and/or to work in many social service agencies.
<table>
<thead>
<tr>
<th>Initiative (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veronica Howard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: January 22, 2014

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

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

8. Status of course relative to degree or certification program: Selective for concentration in Behavior Analysis
9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A647
12. Course Prerequisites: PSY A400 with a grade of B or higher
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: N/A

III. Course Activities
Lecture and classroom-based activities

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

V. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Explain the etiology and diagnosis of Autism Spectrum Disorder.
   2. Explain the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.
   4. Explain how to effectively work with the families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.
B. Student Learning Outcomes.

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

VI. Topical Course Outline


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

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

3. Diagnostic and assessment procedures
   a. Diagnostic criteria
   b. Screening tools
   c. Assessments
     i. Assessment of Basic Language and Learning Skills (ABLLS)
     ii. Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP)
     iii. Functional Assessment of behavior
4. Evidence-based behavior management approaches
   a. Choosing appropriate treatment
      i. Reviewing best available scientific evidence for interventions
      ii. Critically evaluating the evidence regarding effectiveness, efficacy, and side effects of interventions
      iii. Educating clients about risks and benefits of alternative interventions and/or combinations of interventions (including potential interference with behavior analytic intervention)
      iv. Educating other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and/or combinations of interventions
   b. Behavior analytic treatment
      i. Behavior analytic versus non-behavior analytic interventions
      ii. Behavioral strategies to teach skills
      iii. Behavioral strategies to decrease dangerous or disruptive behavior

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

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

VII. Suggested Texts


VIII. **Bibliography and Resources**


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

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

### 1a. School or College  
AS CAS

### 1b. Division  
ASSC Division of Social Science

### 1c. Department  
PSY

### 2. Course Prefix  
PSY

### 3. Course Number  
A647

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

### 5a. Credits/CEUs  
3.0

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

### 6. Complete Course Title  
Behavioral Treatment of Autism Spectrum Disorder  
Behavioral Treatment of ASD

### Abbreviated Title for Transcript (30 character)  
Behavioral Treatment of ASD

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

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

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class  
  - [ ] Major  
  - [ ] Other
- [ ] College

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

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

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

### 12. Cross Listed with
- [ ] PSY A474

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy</td>
<td>December 2, 2013</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>2. MEd in Special Education / EDSE A633 Autism: Communication and Social Disorders</td>
<td>December 2, 2013</td>
<td>Jeff Bailey</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Veronica Howard  
**Initiator Signed Initials:** _________  
**Date:**________________

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

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

### 14. General Education Requirement
- [ ] Oral Communication  
- [ ] Written Communication  
- [ ] Quantitative Skills  
- [ ] Humanities  
- [ ] Fine Arts  
- [ ] Social Sciences  
- [ ] Natural Sciences  
- [ ] Integrative Capstone

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


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

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

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

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

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

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

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

### 19. Justification for Action

Adding course to address needed workforce development of Autism Spectrum Disorder treatment professionals in Alaska. We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).
<table>
<thead>
<tr>
<th>Position</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veronica Howard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. **Initiation Date:** January 22, 2014

II. **Curriculum Action Request**
1. **College:** College of Arts and Sciences
2. **Course Title:** Behavioral Treatment of Autism Spectrum Disorder
3. **Course Prefix:** PSY A647
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An advanced survey of Autism Spectrum Disorder, including in-depth study of etiology, impact of the disorder on behavior, treatment options, and the role of family and community supports. Course emphasizes community-based behavioral treatment and early intensive behavioral intervention.
   
   Special note: PSY A647 cannot be taken for credit if PSY A447 was previously taken for credit.

8. **Status of course relative to degree or certification program:**
   
   Elective

9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A447
12. **Course Prerequisites:** PSY A600
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

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

IV. **Instructional Goals and Student Learning Outcomes**
A. **Instructional Goals.** The instructor will:
   1. Explain the etiology and diagnosis of Autism Spectrum Disorder.
   2. Explain the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.
   4. Explain how to effectively work with the families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.
   5. Provide examples of common behavioral programming used to assist clients with ASD.
B. Student Learning Outcomes.

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

V. Course Level Justification

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

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

V. Topical Course Outline


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

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

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

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

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

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

VI. Suggested Texts
VII. Bibliography and Resources


*Seminal works in the field.
**Interventions for Challenging Behavior**

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

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

<table>
<thead>
<tr>
<th>Course Prerequisite(s)</th>
<th>Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A400 with a grade of B or higher.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

Course content is being revised to emphasize evidence-based behavioral treatment to be used as an upper division selective in the Behavior Analysis concentration.
<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veronica Howard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. **Initiation Date:** January 22, 2014

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

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

   8. **Status of course relative to degree or certification program:** Selective for concentration in Behavior Analysis

   9. **Course Fees:** None

   10. **Coordination:** UAA faculty list-serve

   11. **Cross-listed/Stacked:** Stacked with PSY A655

   12. **Course Prerequisites:** PSY A400 with a grade of B or higher

   13. **Course Co-requisites:** N/A

   14. **Other Restrictions:** N/A

   15. **Registration Restrictions:** N/A

III. **Course Activities**
    Lecture and classroom-based activities.

IV. **Course Level Justification**
    The course requires an understanding and ability to apply principles of behavior analysis learned in PSY A400.

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

B. Student Learning Outcomes.

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

VI. Topical Course Outline

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

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

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

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

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

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

VII. Suggested Texts


VIII. Bibliography and Resources


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

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>A655</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**Complete Course Title**

Interventions for Challenging Behavior

Challenging Behavior

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

<table>
<thead>
<tr>
<th>6. Type of Course</th>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ Academic</td>
</tr>
</tbody>
</table>

**8. Type of Action:**

- ☑ Add
- ☐ Change
- ☐ Delete

If a change, mark appropriate boxes:

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

(please specify)

**9. Repeat Status No**

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

**10. Grading Basis**

- ☑ A-F
- ☐ P/NP
- ☐ NG

**11. Implementation Date**

- From: Spring/2015
- To: Fall/1999

**12. Cross Listed with**

- ☑ PSY A455

**13a. Impacted Courses or Programs**

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy</td>
<td>March 7, 2014</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Veronica Howard

Initiator Signed Initials: [ ]

13b. Coordination Email

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

13c. Coordination with Library Liaison

Date: March 7, 2014

14. General Education Requirement

Mark appropriate box:

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

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

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

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

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

| PSY A600 |

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

16c. Other Restriction(s)

| ☐ College | ☐ Major | ☑ Class | ☑ Level |

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

| Graduate standing |

17. ☐ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action

We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronica Howard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University of Alaska Anchorage  
Course Content Guide

I. Initiation Date: January 22, 2014

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

8. Status of course relative to degree or certification program: Elective
9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A455
12. Course Prerequisites: PSY A600
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: Graduate standing

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

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

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

V. Course Level Justification

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

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

VI. Topical Course Outline

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

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

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

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

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

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

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

VII. Suggested Texts


### VIII. Bibliography and Resources


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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>A467</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Organizational Behavior Management
Org. Behavior Management
Abbreviated Title for Transcript (30 character)  

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

8. Type of Action:  
Add
Change
Delete

9. Repeat Status No  
# of Repeats
Max Credits

10. Grading Basis  
A-F
P/NP
NG

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

12. Cross Listed with

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Courtesy</td>
<td>December 1, 2013</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>2. Courtesy–Business Administration BA A300</td>
<td>December 2, 2013</td>
<td>Edward Forrest</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

14. General Education Requirement  
Mark appropriate box:

Oral Communication
Written Communication
Quantitative Skills
Humanities

Fine Arts
Social Sciences
Natural Sciences
Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
An exploration of behavior analytic strategies used to manage and improve employee performance in the workplace. Topics will include effective staff training and support strategies, performance management, organizational system analysis, and behavior-based safety, implementation science, and effective consultation strategies.

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

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

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

16c. Other Restriction(s)  

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action  
PSY A467 will be an upper division elective for the Psychology BA and BS degrees and will be a selective for the concentration in Behavior Analysis that prepares students to apply for professional certification and/or to work in many social service agencies.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronica Howard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: January 22, 2014

II. Curriculum Action Request

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

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

8. Status of course relative to degree or certification program: Selective for concentration in Behavior Analysis

9. Course Fees: None

10. Coordination: UAA faculty list-serve

11. Cross-listed/Stacked: Stacked with PSY A667

12. Course Prerequisites: PSY A400 with a grade of B or higher

13. Course Co-requisites: N/A

14. Other Restrictions: N/A

15. Registration Restrictions: N/A

III. Course Activities
Lecture and classroom-based activities.

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

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Describe how principles of behavior analysis can be applied to the behavior of employees to improve workplace functioning (e.g., performance management, behavioral systems analysis, and behavior-based safety).

2. Describe empirically supported strategies for training teachers, caregivers, and staff.

3. Describe how outcomes are measured in organizational behavior management interventions.
4. Introduce students to research on implementation science and program survival, and describe the role of a behavioral consultant.

B. Student Learning Outcomes.

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

VI. Topical Course Outline

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

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

3. Changing staff behavior
   a. Staff behavior change methods
      i. Performance-based training versus competency-based training
      ii. Antecedent strategies used to improve staff performance
      iii. Consequent strategies used to improve staff performance
      iv. Most effective interventions to improve staff performance
   b. Maintaining staff performance
4. Implementation Science
   a. Conducting interventions within the community
   b. Measuring environmental readiness for change
   c. Stages of implementation
   d. Defining intervention core components
   e. Defining evidence-based interventions
   f. Strategies that foster adoption and survival of interventions

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

VII. Suggested Texts


VIII. Bibliography and Resources


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

1a. School or College
   AS CAS

1b. Division
   ASSC Division of Social Science

1c. Department
   PSY

2. Course Prefix
   PSY

3. Course Number
   A667

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3.0

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

6. Complete Course Title
   Organizational Behavior Management
   Org. Behavior Management
   Abbreviated Title for Transcript (30 character)

7. Type of Course
   Academic

8. Type of Action: □ Add or □ Change or □ Delete

9. Repeat Status No
   □ of Repeats

10. Grading Basis
   □ A-F

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

12. □ Cross Listed with
   PSY A467
   Cross-Listed Coordination

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

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

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

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

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

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

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

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

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

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

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

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

Initiator (faculty only) Date

Veronica Howard
Initiator (TYPE NAME)

Approved Disapproved Date

Department Chair

Approved Disapproved Date

Undergraduate/Graduate Academic

Approved Disapproved Date

Board Chair

Approved Disapproved Date

Provost or Designee

Approved Disapproved Date

Claudia Lampman (Psychology)
I. Initiation Date: January 22, 2014

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

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

8. Status of course relative to degree or certification program: Selective for concentration in Behavior Analysis
9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A467
12. Course Prerequisites: PSY A600
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: Graduate standing

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

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

B. Student Learning Outcomes.


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

V. **Course Level Justification**

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

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

VI. **Topical Course Outline**

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

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

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

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

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

VII. Suggested Texts


VIII. Bibliography and Resources


## Course Action Request

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

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

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

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Applications of Behavior Analysis</td>
</tr>
<tr>
<td>Advanced Applications of BA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>Fall/2014</td>
<td>PSY A678</td>
</tr>
<tr>
<td></td>
<td>To: Fall/9999</td>
<td>Cross-Listed Coordination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtesy</td>
<td>December 1, 2013</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. General Education Requirement

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

PSY A400 with a grade of B or higher

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

N/A

16c. Other Restriction(s)

- College
- Major
- Class
- Level

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

- Mark if course is a selected topic course

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Course will be added as an upper division elective in the Behavior Analysis concentration.

Initiator (faculty only):

Veronica Howard

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Undergraduate/Graduate Academic

Date

Disapproved

Board Chair

Date

Approved

Provost or Designee

Date
I. **Initiation Date:** January 22, 2014

II. **Curriculum Action Request**
   1. **College:** College of Arts and Sciences
   2. **Course Title:** Advanced Applications of Behavior Analysis
   3. **Course Prefix:** PSY A478
   4. **Credit Hours:** 3 + 0
   5. **Contact Time:** 3
   6. **Grading Information:** A - F
   7. **Course Description:** Explores topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.
      
      Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.
   8. **Status of course relative to degree or certification program:** Selective for the concentration in Behavior Analysis
   9. **Course Fees:** None
   10. **Coordination:** UAA faculty list-serve
   11. **Cross-listed/Stacked:** Stacked with PSY A678
   12. **Course Prerequisites:** PSY A400 with a minimum grade of B
   13. **Course Co-requisites:** N/A
   14. **Other Restrictions:** N/A
   15. **Registration Restrictions:** N/A

III. **Course Activities**
   Lecture and classroom-based activities.

IV. **Course Level Justification**
   The course requires an understanding of principles of behavior analysis learned in PSY A400.

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

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

VI. Topical Course Outline

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

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

VIII. **Bibliography and Resources**


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

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

2. **Division**
   - ASSC Division of Social Science

3. **Department**
   - PSY

4. **Course Prefix**
   - PSY

5. **Course Number**
   - A678

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

7. **Credits/CEUs**
   - 3.0

8. **Contact Hours**
   - (Lecture + Lab) (3+0)

9. **Complete Course Title**
   - Advanced Applications of Behavior Analysis
   - Abbreviated Title for Transcript (30 character)

10. **Type of Course**
    - Academic

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

12. **Repeat Status No**
13. **# of Repeats**
14. **Max Credits**

15. **Grading Basis**
    - A-F

16. **Implementation Date**
    - From: Fall/2014
    - To: Fall/9999

17. **Cross Listed with**
    - Stacked with PSY A478

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

19. **Course Prerequisite(s)**
    - PSY A600

20. **Co-requisite(s)**

21. **Other Restriction(s)**

22. **Registration Restriction(s)**

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

24. **Initiator Name**
    - Veronica Howard

25. **Initiator Signed Initials**

26. **Date**
    - March 7, 2014

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

28. **General Education Requirement**
    - Oral Communication

29. **Mark appropriate box:**
    - Fine Arts
      - Written Communication
    - Social Sciences
      - Quantitative Skills
      - Humanities
      - Natural Sciences
      - Integrative Capstone

30. **Justification for Action**
    - We are adding this course as an elective for graduate students who are pursuing degrees in helping related professions (e.g., psychology, social work, human services).
I. Initiation Date: January 22, 2014

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

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

8. Status of course relative to degree or certification program: Selective for the concentration in Behavior Analysis

9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A478
12. Course Prerequisites: PSY A600
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: Graduate standing

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

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

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

V. Course Level Justification

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

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

VI. Topical Course Outline

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

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

VII. Suggested Texts
Selected readings to be provided by the instructor.

VIII. Bibliography and Resources


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

University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td></td>
<td>Civil Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>A403</td>
<td>CE A403</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic Engineering</td>
<td>Academic</td>
<td>Add</td>
<td># of Repeats</td>
<td>A-F</td>
<td>From: Spring/2015</td>
<td>AE A603</td>
</tr>
<tr>
<td>Arctic Engineering</td>
<td>Preparatory/Development</td>
<td>Delete</td>
<td>Max Credits</td>
<td>P/NP</td>
<td>To: 99/9999</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
<td>Date: 2/4/2014</td>
<td>Date: 2/4/2014</td>
</tr>
</tbody>
</table>

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

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

14. General Education Requirement

Mark appropriate box:

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

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

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

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

N/A

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

Junior or senior standing in an accredited undergraduate program in engineering or construction management.

17. Mark if course has fees

Standard Engineering fee

18. Mark if course is a selected topic course

N/A

19. Justification for Action

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

Initiator (faculty only):

Hannele Zubeck

Initiator (TYPE NAME): __________

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Department Chairperson

Date

Approved

Disapproved

Undergraduate/Graduate Academic Board Chairperson

Date

Approved

Disapproved

Provost or Designee

Date

64
I. **Initiation Date:** February 20, 2014

II. **Course Information**

A. **College:** College of Engineering  
B. **Course Title:** Arctic Engineering  
C. **Course Subject/Number:** AE A403  
D. **Credit Hours:** 3.0  
E. **Contact:** 3+0  
F. **Grading Information:** A-F  
G. **Course Description:** Introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.

H. **Status of course relative to degree or certificate program:** Applies to the BS programs in Civil Engineering, Engineering with Mechanical and Electrical Engineering concentrations, and Construction Management.

I. **Lab Fees:** Standard Engineering Fee  
J. **Coordination:** UAA/CoEng/CE faculty list serves  
K. **Course Prerequisites:** NA  
L. **Registration Restrictions:** Junior or senior standing in an accredited undergraduate program in engineering or construction management.

III. **Course Activities**

Faculty presentations, homework assignments, exams and class discussions.

IV. **Evaluation**

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

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

VI. Course Outline

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

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Introduce the students to a variety of Arctic Engineering issues and prepare them for further study in each topic in the course outline.
   2. Provide students with understanding and skills to evaluate the effects of ice, snow and freezing temperatures on the design and construction of arctic buildings and infrastructure.
   3. Provide students with understanding and skills to include climate variation conditions in arctic design.
   4. Provide students with understanding and skills to calculate basic heat transfer and moisture migration in buildings.
B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

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

VIII. Suggested Text

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

IX. Bibliography and Resources

# Course Action Request

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

## 1. School or College

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

## 2. Course Prefix

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>A603</td>
<td>CE A603</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

## 6. Complete Course Title

Arctic Engineering

### Abbreviated Title for Transcript (30 character)

Arctic Engineering

## 8. Type of Action

<table>
<thead>
<tr>
<th>Options</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>Change</td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td>Delete</td>
</tr>
</tbody>
</table>

## 13a. Impacted Courses or Programs

**List any programs or college requirements that require this course.**  
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Course Action Request</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MS of Arctic Engineering</td>
<td>336</td>
<td>1/24/2014</td>
<td>Hannele Zubeck</td>
</tr>
<tr>
<td>2. BS of Engineering, EE/ME</td>
<td>280, 261</td>
<td>12/6/2013</td>
<td>Jeff Hoffman/Jens Munk</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Hannele Zubeck**  
**Initiator Signed Initials:** _______  
**Date:** __________________________

## 14. General Education Requirement

**Mark appropriate box:**
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

## 15. Course Description

**(suggested length 20 to 50 words)**

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

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

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

## 16b. Test Score(s)

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

## 16d. Other Restriction(s)

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

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

Graduate standing with a baccalaureate degree in engineering. No previous credit for CE/AE A403.

## 17. Mark if course has fees

<table>
<thead>
<tr>
<th>Standard Engineering Fee</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
</tr>
</thead>
</table>

## 19. Justification for Action

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

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Date**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Date**

**Dean/Director of School/College**  
**Date**

**Approved**  
**Undergraduate/Graduate Academic Board Chairperson**  
**Date**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

**Date**

**Approved**  
**Provost or Designee**  
**Date**

---

68
I. **Initiation Date:** February 20, 2014

II. **Course Information**

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

III. **Course Activities**

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

IV. **Evaluation**

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

V. **Course Level Justification**

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

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

VII. Instructional Goals and Student Learning Outcomes

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

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

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

VIII. Suggested Text

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

IX. Bibliography and Resources

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

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geological Sciences - B.S./GEOL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Bachelor of Science or CHOOSE ONE</td>
</tr>
<tr>
<td>This program is a Gainful Employment Program: Yes or No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Type of Action: PROGRAM</th>
<th>PREFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
<td>Add</td>
</tr>
<tr>
<td>❑ Change</td>
<td>Change</td>
</tr>
<tr>
<td>Delete</td>
<td>Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall /2014 To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: CAS</td>
</tr>
<tr>
<td>Initiator Name (typed): Kristine J Crossen</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________</td>
</tr>
<tr>
<td>Date:________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 2/28/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 4/1/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Cover Memo</td>
</tr>
<tr>
<td>☑ Catalog Copy in Word using the track changes function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addition of introductory course for majors (GEOL A121)</td>
</tr>
<tr>
<td>2. Separation of GEOL A111 (lecture/lab) into GEOL A111 and A111L.</td>
</tr>
<tr>
<td>3. Additional information on field trips (GEOL A221, GEOL A381, GEOL A382, GEOL A480, GEOL A482).</td>
</tr>
<tr>
<td>4. Separation of GEOL A452 into 3 courses GEOL A430, GEOL A431, and GEOL A432.</td>
</tr>
<tr>
<td>5. Stacking of upper division courses with newly developed graduate courses (GEOL A454 and A654, GEOL A455 and A655, GEOL A456 and A656, GEOL A460 and A660, and GEOL A490 and A690).</td>
</tr>
<tr>
<td>Role</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>Kristine J Crossen</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
</tr>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
</tr>
<tr>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>
Geology is the science that studies planet Earth. The geological sciences incorporate areas of study in:

1. Earth materials including mineralogy, petrology, sedimentology and stratigraphy, volcanology, ore deposits, and structure;
2. Geologic Earth history including historical geology and paleontology;
3. Earth surface processes including geomorphology, soils, paleoclimatology, glacial geology, and permafrost; and
4. Earth's environmental systems including hydrogeology, environmental geochemistry and geophysics. The curriculum is designed to provide students with a solid understanding of the geological sciences to prepare them for graduate studies, government and industry employment, and teaching. A Bachelor of Science in Geological Sciences is available for undergraduates.

The Geological Sciences faculty is highly motivated to transmit their knowledge and passion for the geological sciences and focus on combining classroom education with laboratory and field work. Students who enjoy working outdoors, have a strong scientific background, and are interested in earth processes will find the geological sciences a rewarding area of study.

The program in Geological Sciences requires completion of a basic science curriculum in chemical, physical, and mathematical sciences in addition to core and elective courses in geological sciences. The undergraduate degree in geology offers two tracks: general geology or environmental geology. The general geology track includes core geology courses with upper division course electives. The environmental geology track requires core geology courses plus upper division electives that focus on environmental topics including environmental geochemistry, hydrogeology, and soils. Students are strongly encouraged to consult with Geologic Sciences faculty to choose the direction of study suiting their goals.

The Bachelor of Science in Geological Sciences program requires a minimum of 120 credits for graduation. It can be completed in four years by students who have adequate high school preparation in the sciences and math. Consult the College of Arts and Sciences list of recommended preparatory courses in all disciplines.

**Program Objectives and Student Learning Outcomes**

The curriculum of the UAA Geological Sciences program is designed to produce graduates who:

1. Have a basic knowledge of the principles related to the geological sciences with either an emphasis in environmental geology or general geology;
2. Have an understanding of how to think scientifically and apply their knowledge to solve geologic problems;
3. Have sufficient competence to obtain employment as an entry-level geologist or environmental geologist, and be able to progress professionally within the discipline and are prepared for advanced study;
4. Have a fundamental understanding of Alaskan geology and environmental problems in Alaska;
5. Are able to communicate their ideas; and
6. Are prepared for and understand the need for continued professional development throughout their careers.

In keeping with the objectives, it is expected that graduates of the UAA Geological Sciences program will have:

1. An ability to apply their knowledge of general geology and/or environmental geology;
2. An ability to accept challenges and think through problems until they are solved;
3. An ability to design and conduct projects that include field work, laboratory analyses and interpretation in their area of emphasis;
4. Experience in field geology in Alaska;
5. An ability to communicate effectively; and
6. A recognition of the need for, and ability to pursue, lifelong learning.
Honors in Geological Sciences

The Department of Geological Sciences offers recognition to students who demonstrate exceptional promise in the science by awarding them with departmental honors in Geological Sciences. To graduate with departmental honors, the student must be a declared Geological Sciences major and meet the following requirements:

1. Satisfy all requirements for a BS degree in Geological Sciences.
3. Complete 6 credits of GEOL A499 Senior Thesis or 3 credits of GEOL A498 Directed Research and 3 credits of GEOL A499 Senior Thesis in Geological Sciences with a grade of B or better.
4. Students intending to graduate with departmental honors must notify the Departmental Honors Committee, in writing, on or before the date they file their Application for Graduation with the Office of the Registrar.

Bachelor of Science, Geological Sciences

Admission Requirements

Complete the Application and Admission to Baccalaureate Programs requirements in Chapter 7.

Academic Progress

In order to graduate with a BS in Geological Sciences, all courses covered under Major Requirements for a BS in Geological Sciences must be completed with a grade of C or better. Students who audit a course in Geological Sciences or who are unable to earn a grade of C or better in the course may repeat the course for a maximum of two times. All prerequisites for Geological Sciences courses must be completed with a grade of C or better.

Please consult the undergraduate academic advisor in the Department of Geological Sciences to obtain a student handbook for the Geological Sciences 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 located 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 of this catalog.

D. Major Requirements

Some major requirements may also be used to satisfy the College of Arts and Sciences BS requirements.

1. Complete these required support courses (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM A105/L</td>
<td>4</td>
</tr>
<tr>
<td>CHEM A106/L</td>
<td>4</td>
</tr>
<tr>
<td>PHYS A123/L</td>
<td>4</td>
</tr>
<tr>
<td>PHYS A124/L</td>
<td>4</td>
</tr>
<tr>
<td>MATH A200</td>
<td>4</td>
</tr>
<tr>
<td>STAT A253</td>
<td>4</td>
</tr>
<tr>
<td>STAT A307</td>
<td>4</td>
</tr>
</tbody>
</table>

   or

   STAT A253  Applied Statistics for the Sciences (4)

   Note: Math A201 Calculus II is highly recommended for students majoring in Geological Sciences.

2. Complete the following Geological Sciences core curriculum courses (40 credits):
GEOL A121  Physical Geology for Science and Engineering Majors 4
GEOL A221  Historical Geology 4
GEOL 310  Professional Practices in Geology 3
GEOL A321  Mineralogy 4
GEOL A322  Igneous and Metamorphic Petrology 4
GEOL A335  Structural Geology 4
GEOL A350  Geomorphology 4
GEOL A360  Geochemistry 3
GEOL A430  Sedimentology 4
GEOL A431  Stratigraphy 3
GEOL A432  Sedimentary Petrology 1

b. Complete 6 credits of the following required field courses 6
GEOL A480*  Geologic Field Methods (3)
GEOL A481*  Alaskan Field Investigations (3)
Geology Field Camp (3-6)

*GEOL A480 and GEOL A481 are offered through UAA. Geology field camps are offered through other accredited academic institutions and must be approved by the Department of Geological Sciences. Credits must be transferable to UAA from the academic institution that is offering the course and must be completed with a minimum grade of 2.00.

3. Complete 13-14 credits of the following: 13-14
GEOL A320  Volcanology (3)
GEOL A325  Geology of Ore Deposits (3)
GEOL A340  Hydrogeology (3)
GEOL A380  Anchorage Field Studies (3)
GEOL A381  Kenai Peninsula Field Studies (3)
GEOL A382  Geologic Field Studies (3)
GEOL A454  Glacial and Quaternary Geology (3)
GEOL A455  Permafrost (3)
GEOL A456  Geoa rchaeology (3)
GEOL A460  Environmental Geochemistry (3)
GEOL A475  Environmental Geophysics (3)
GEOL A480**  Geologic Field Methods (3)
GEOL A481**  Alaskan Geologic Field Investigations (3)
GEOL A482  Geologic Field Investigations (3)
GEOL A490  Advanced Topics in Geology (1-4)
GEOL A492  Geology Seminar (1)
GEOL A495  Geology Internship (1-9)
GEOL A498  Student Research (1-9)
GEOL A499  Senior Thesis (3)
**GEOL A480 and GEOL 481 may be applied toward recommended electives if they are not being applied to satisfy the core curriculum credits.**

4. **Environmental Geological Sciences Track**

Students wishing to receive a degree with an Environmental Geological Sciences track should complete requirement 3 with the following courses (13-14 credits):

a. GEOL A340 Hydrogeology 3

Complete at least 6 additional credits from the following: 6

GEOL A454 Glacial and Quaternary Geology (3)
GEOL A455 Permafrost (3)
GEOL A460 Environmental Geochemistry (3)
GEOL A475 Environmental Geophysics (3)
GEOL A495 Geology Internship (1-3)

c. Complete at least 4 additional credits from requirement 3 above.

5. A minimum of 120 credits is required for the degree, of which 42 must be upper division.

**Minor, Geological Sciences**

Students majoring in another subject who wish to minor in Geological Sciences must complete the following requirements. Completion of a minimum of 18 credits is required for the minor, 8 of which must be upper division.

GEOL A111 Physical Geology (3) and GEOL A111L (1) 4
Or
GEOL A121 Physical Geology for Science and Engineering Majors 4
GEOL A221 Historical Geology 4
Upper division Geological Sciences electives 8
Other Geological Sciences electives 2 or more

**FACULTY**

Kristine J. Crossen, Professor/Chair, kjcrossen@uaa.alaska.edu
Jennifer Aschoff, Associate Professor
LeeAnn Munk, Professor, lamunk@uaa.alaska.edu
Peter Oswald, Term Instructor, pjoswald@uaa.alaska.edu
Donald “Matt” Reeves, Associate Professor
Anne Pasch, Emeritus Professor, AHADP@uaa.alaska.edu
Mark Rivera, Term Instructor, marivera@uaa.alaska.edu
Geology is the science that studies planet Earth. The geological sciences incorporate areas of study in:

1. Earth materials including mineralogy, petrology, sedimentology and stratigraphy, volcanology, ore deposits, and structure;
2. Geologic Earth history including historical geology and paleontology;
3. Earth surface processes including geomorphology, soils, paleoclimatology, glacial geology, and permafrost; and
4. Earth’s environmental systems including hydrogeology, environmental geochemistry and geophysics. The curriculum is designed to provide students with a solid understanding of the geological sciences to prepare them for graduate studies, government and industry employment, and teaching. A Bachelor of Science degree in Geological Sciences is available for undergraduates.

The Geological Sciences faculty is highly motivated to transmit their knowledge and passion for the geological sciences and focus on combining classroom education with laboratory and field work. Students who enjoy working outdoors, have a strong scientific background, and are interested in earth processes will find the geological sciences a rewarding area of study.

The program in Geological Sciences requires completion of a basic science curriculum in chemical, physical, and mathematical sciences in addition to core and elective courses in geological sciences. The undergraduate degree in geology offers two tracks: general geology or environmental geology. The general geology track includes core geology courses with upper division course electives. The environmental geology track requires core geology courses plus upper division electives that focus on environmental topics including environmental geochemistry, hydrogeology, and soils. Students are strongly encouraged to consult with Geologic Sciences faculty to choose the direction of study suiting their goals.

The Bachelor of Science in Geological Sciences program requires a minimum of 120 credits for graduation. It can be completed in four years by students who have adequate high school preparation in the sciences and math. Consult the College of Arts and Sciences list of recommended preparatory courses in all disciplines.

**Program Objectives and Student Learning Outcomes**

The curriculum of the UAA Geological Sciences program is designed to produce graduates who:

1. Have a basic knowledge of the principles related to the geological sciences with either an emphasis in environmental geology or general geology;
2. Have an understanding of how to think scientifically and apply their knowledge to solve geologic problems;
3. Have sufficient competence to obtain employment as an entry-level geologist or environmental geologist, and be able to progress professionally within the discipline and are prepared for advanced study;
4. Have a fundamental understanding of Alaskan geology and environmental problems in Alaska;
5. Are able to communicate their ideas; and
6. Are prepared for and understand the need for continued professional development throughout their careers.

In keeping with the objectives, it is expected that graduates of the UAA Geological Sciences program will have:

1. An ability to apply their knowledge of general geology and/or environmental geology;
2. An ability to accept challenges and think through problems until they are solved;
3. An ability to design and conduct projects that include field work, laboratory analyses and interpretation in their area of emphasis;
4. Experience in field geology in Alaska;
5. An ability to communicate effectively; and
6. A recognition of the need for, and ability to pursue, lifelong learning.
Honors in Geological Sciences

The Department of Geological Sciences offers recognition to students who demonstrate exceptional promise in the science by awarding them with departmental honors in Geological Sciences. To graduate with departmental honors, the student must be a declared Geological Sciences major and meet the following requirements:

1. Satisfy all requirements for a BS degree in Geological Sciences.
3. Complete 6 credits of GEOL A499 Senior Thesis or 3 credits of GEOL A496 Directed Research and 3 credits of GEOL A499 Senior Thesis in Geological Sciences with a grade of B or better.
4. Students intending to graduate with departmental honors must notify the Departmental Honors Committee, in writing, on or before the date they file their Application for Graduation with the Office of the Registrar.

Bachelor of Science, Geological Sciences

Admission Requirements

Complete the Application and Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations.

Academic Progress

In order to graduate with a BS in Geological Sciences, all courses covered under Major Requirements for a BS in Geological Sciences must be completed with a grade of C or better. Students who audit a course in Geological Sciences or who are unable to earn a grade of C or better in the course may repeat the course for a maximum of two times. All prerequisites for Geological Sciences courses must be completed with a grade of C or better.

Please consult the undergraduate academic advisor in the Department of Geological Sciences to obtain a student handbook for the Geological Sciences 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 located 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 of this catalog.

D. Major Requirements

Some major requirements may also be used to satisfy the College of Arts and Sciences BS requirements.

Complete these required support courses (24 credits):

- CHEM A105/L General Chemistry I 4
- CHEM A106/L General Chemistry II 4
- PHYS A123/L Basic Physics I 4
- PHYS A124/L Basic Physics II 4
- MATH A200 Calculus I 4
- STAT A253 Applied Statistics for the Sciences (4) or
- STAT A307 Probability and Statistics (4)

Note: Math A201 Calculus II is highly recommended for students majoring in Geological Sciences.
23. Complete the following Geological Sciences core curriculum courses (40 credits):
   a. Complete the following required courses (34 credits):
      - GEOL A121: Applied Physical Geology for Science and Engineering Majors 4
      - GEOL A221: Historical Geology 4
      - GEOL 310: Professional Practices in Geology 3
      - GEOL A321: Mineralogy 4
      - GEOL A322: Igneous and Metamorphic Petrology 4
      - GEOL A335: Structural Geology 4
      - GEOL A350: Geomorphology 4
      - GEOL A360: Geochemistry 3
      - GEOL A452: Sedimentology and Stratigraphy 4
      - GEOL A430: Sedimentology 4
      - GEOL A431: Stratigraphy 3
      - GEOL A432: Sedimentary Petrology 1
   b. Complete a minimum of 6 credits of the following required field courses (6 credits):
      - GEOL A480*: Geologic Field Methods (3)
      - GEOL A481*: Alaskan Field Investigations (3)
      - GEOL A482: Geologic Field Investigations (3)

   *GEOL A480 and GEOL A481 are offered through UAA. Geology Field Camps are offered through other accredited academic institutions and must be approved by the Department of Geological Sciences. Credits must be transferable to UAA from the academic institution that is offering the course and must be completed with a minimum grade of 2.00.

4. Students must select one of the following tracks in the Geological Sciences. Students may complete both tracks, but may not use the same courses to fulfill the requirements in each track.
   a. General Geological Sciences Track (13-14 credits)
      Complete 13-14 credits of the following:
      - GEOL A320: Volcanology (3)
      - GEOL A325: Geology of Ore Deposits (3)
      - GEOL A340: Hydrogeology (3)
      - GEOL A380: Anchorage Field Studies (3)
      - GEOL A381: Kenai Peninsula Field Studies (3)
      - GEOL A382: Geologic Field Studies (3)
      - GEOL A421: Invertebrate Paleontology (4)
      - GEOL A454: Glacial and Quaternary Geology (3)
      - GEOL A455: Permafrost (3)
      - GEOL A456: Geoarchaeology (3)
      - GEOL A457: Soil Genesis and Classification (4)
      - GEOL A460: Environmental Geochemistry (3)
      - GEOL A475: Environmental Geophysics (3)
      - GEOL A480**: Geologic Field Methods (3)
      - GEOL A481**: Alaskan Geologic Field Investigations (3)
      - GEOL A482: Geologic Field Investigations (3)
      - GEOL A490: Advanced Topics in Geology (1-4)
4. b. Environmental Geological Sciences Track (13-14 credits)

Students wishing to receive a degree with an Environmental Geological Sciences track should complete the following sequence of the electives listed above:

Complete requirement 34 with the following courses (13-14 credits):

a.

1. a. Complete the following 3 required credits:
   - GEOL A340 Hydrogeology 3

1.b. Complete at least 6 additional credits from the following:
   - GEOL A454 Glacial and Quaternary Geology (3)
   - GEOL A455 Permafrost (3)
   - GEOL A457 Soil Genesis and Classification (4)
   - GEOL A460 Environmental Geochemistry (3)
   - GEOL A475 Environmental Geophysics (3)

2.a. Complete at least 4 additional credits from requirement 34 above: elective credits from the following:
   - GEOL A320 Volcanology (3)
   - GEOL A325 Geology of Ore Deposits (3)
   - GEOL A380 Anchorage Field Studies (3)
   - GEOL A381 Kenai Peninsula Field Studies (3)
   - GEOL A421 Invertebrate Paleontology (4)
   - GEOL A454* Glacial and Quaternary Geology (3)
   - GEOL A455* Permafrost (3)
   - GEOL A456* Geoarchaeology (3)
   - GEOL A457* Soil Genesis and Classification (4)
   - GEOL A460* Environmental Geochemistry (3)
   - GEOL A475* Environmental Geophysics (3)
   - GEOL A480* Geologic Field Investigations (3)
   - GEOL A481* Alaska Geologic Field Investigations (3)
   - GEOL A490 Geologic Field Investigations (3)
   - GEOL A492 Advanced Topics in Geology (1-4)
Minor, Geological Sciences

Students majoring in another subject who wish to minor in Geological Sciences must complete the following requirements.

Completion of a minimum of 18 credits is required for the minor, 8 of which must be upper division.

GEOL A111 Physical Geology (3) and GEOL A111L (1) 3-4
Or
GEOL A121 Physical Geology for Science and Engineering Majors 4
GEOL A111L Physical Geology Lab 1
GEOL A221 Historical Geology 4
Upper division Geological Sciences electives 8
Other Geological Sciences electives 2 or more

FACULTY

LeeAnn Munk, Professor/Chair, lamunk@uaa.alaska.edu
Kristine J. Crossen, Professor/Chair, kjcrossen@uaa.alaska.edu
Terry R. Naumann, Associate Professor, trnaumann@uaa.alaska.edu
Jennifer Aschoff, Associate Professor
LeeAnn Munk, Professor, lamunk@uaa.alaska.edu
Peter Oswald, Term Instructor, pjoswald@uaa.alaska.edu
Donald “Matt” Reeves, Associate Professor
Anne Pasch, Emeritus Professor, AHADP@uaa.alaska.edu
Mark Rivera, Term Instructor, marivera@uaa.alaska.edu
Jennifer Witter, Term Assistant Professor, jpwitter@uaa.alaska.edu
3/27/14
Memo regarding: URS Prefix
From: Kenrick Mock
Faculty Associate for Undergraduate Research & Scholarship
Chair, Dept. of Computer Science & Engineering

To whom it may concern:

We are requesting this prefix for a new proposed course to teach the principles involved in undergraduate research and scholarly/creative activity. This course is part of a larger initiative to develop and offer this course across all three MAUs with a common core of student learning outcomes. The course will motivate students by presenting exciting research in multiple disciplines while preparing the students to conduct research in subsequent courses or co-curricular activities. These goals align with the Strategic Direction Initiative themes of student achievement, student attainment, and accountability.

The prefix of URS is an acronym for Undergraduate Research and Scholarship. We are requesting a new prefix because the Honors College does not have a prefix that matches this type of course.

We have support from UA statewide to generate a digital video library of approximately 12 TED-style videos, each 20-30 minutes in length, covering groundbreaking research and research methods in the Natural Sciences, Social Sciences, and other disciplines. The instructor at each MAU will choose a subset of these videos to incorporate into his or her course. Video presenters, selected from faculty members across the UA system, will receive compensation for their work. We will also produce an hour-long forum session with a panel of faculty researchers discussing how to address a key issue of importance for Alaska from the perspective of different disciplines. A moderator using a dynamic Socratic style of questioning will lead this TED-style panel. Sample topics include climate change, genetically modified food, or sustainability.

Sincerely,

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

1a. School or College
HC Honors College

1b. Department
HONR

2. Complete Program Title/Prefix
Undergraduate Research & Scholarship / URS

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: or Graduate:
Other: specify type in box 2

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

4. Type of Action:
PROGRAM
☐ Add
☐ Change
☐ Delete

PREFIX
☒ Add
☐ Change
☐ Inactive

5. Implementation Date (semester/year)
From: Fall/2014 To: 99/9999

6a. Coordination with Affected Units
Department, School, or College: HONR
Initiator Name (typed): Kenrick Mock
Initiator Signed Initials: _________
Date: ________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 3-27-14

6c. Coordination with Library Liaison
Date: 3-27-14

7. Title and Program Description - Please attach the following:
☒ Cover Memo
☐ Catalog Copy in Word using the track changes function

8. Justification for Action
This would be a new prefix for courses administered by the Honors College that teach the principles and methods of undergraduate research and scholarship, including research experiences. Honors can currently offer courses under the HNRS prefix, but this prefix implies that courses that are required or intended specifically for students enrolled in the Honors program. The URS prefix would convey that such courses are independent of the Honors program.

Initiator (faculty only)
Kenrick Mock
Initiator (TYPE NAME)

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

☐ Approved Undergraduate/G纱ate Academic Date
☐ Disapproved

☐ Approved Board Chair
☐ Disapproved

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC Honors College</td>
<td>No Division Code</td>
<td>HONR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>URS</td>
<td>A121</td>
<td>n/a</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2+2)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Methods of Inquiry

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
</table>

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

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

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

9. Repeat Status No  
- [x] # of Repeats: n/a  
- [ ] Max Credits: n/a

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

11. Implementation Date  
- [ ] semester/year  
- From: Fall/2014  
- To: 99/9999

12. [ ] Cross Listed with  
- [ ] Stacked with  
- [ ] Cross-Listed Coordination Signature

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

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

13b. Coordination Email  
Date: 3/27/14  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 3/27/14

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

15. Course Description (suggested length 20 to 50 words)  
How is knowledge acquired? This course introduces students to the ways that knowledge is both discovered and generated in multiple disciplines, with an emphasis on the natural and social sciences. The course covers the tools and study of the different means, materials, methods, nature, and ethics of academic inquiry. Online and face-to-face activities include lectures, presentations, faculty-guided discussions, active learning, and collaborative learning. The course includes skills and techniques in critical thinking, empirical and quantitative analysis, qualitative analysis, investigation, problem solving, learning, and research appropriate to the acquisition of knowledge in varying fields of study.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
-(MATH A105 or concurrent enrollment) and (ENGL A111 or concurrent enrollment)

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

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

16d. Registration Restriction(s) (non-codable)  
n/a

17. [ ] Mark if course has fees

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

19. Justification for Action  
Undergraduate research is a high-impact practice that has been shown to increase student success. This course is UAA's offering as a 100-level introductory course to be taught at all three UA MAU's with a common core of student learning outcomes centered around the principles involved in undergraduate research and scholarly/creative activity. The course will motivate students by presenting exciting research in multiple disciplines, focused on the natural and social sciences, while preparing the students to conduct research in subsequent courses or co-curricular activities.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approval</th>
<th>Disapproval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenrick Mock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Approved</td>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Approved</td>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Approved</td>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Disapproved</td>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Disapproved</td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>
Methods of Inquiry:
How do we know what we know?

Course Content Guide
University of Alaska Anchorage

I. Revision Date: March 23, 2014

II. Course Information
A. College:
B. Course Subject/Number: URS A121
C. Credits: 3
D. Contact Hours: \((2 + 2) \times 30 \text{ contact lecture hours (2 contact lecture hours/week x 15 weeks)} = 30 + 30 \text{ lab hours (2 contact lab hours/week x 15 weeks)} = 30 + 60 \text{ hours outside work (4 hours outside lecture/week x 15 weeks)} = 60 + 15 \text{ hours outside work (1 hour outside lab/week x 15 weeks)} = 15 \text{ for a total of 135 hours}\)
E. Course Title: Methods of Inquiry
F. Repeat Status: No
G. Grading Basis: A-F
H. Course Description: How is knowledge acquired? This course introduces students to the ways that knowledge is both discovered and generated in multiple disciplines, with an emphasis on the natural and social sciences. The course covers the tools and study of the different means, materials, methods, nature, and ethics of academic inquiry. Online and face-to-face activities include lectures, presentations, faculty-guided discussions, active learning, and collaborative learning. The course includes skills and techniques in critical thinking, empirical and quantitative analysis, qualitative analysis, investigation, problem solving, learning, and research appropriate to the acquisition of knowledge in varying fields of study.
I. Course Prerequisites: (MATH A105 or concurrent enrollment) and (ENGL A111 or concurrent enrollment)
J. Fees: No
K. Cross-listed: No

III. Course Level Justification

This course is taught at the 100-level as a foundational gateway course to prepare students for courses and projects involving research/creative activity for the remainder of their degree program.
IV. **Instructional Goals and Student Learning Outcomes**

**A. Instructional Goals.** The instructor(s) will:

1. Guide student discovery of the generation and development of knowledge through various fields of inquiry, with an emphasis on the natural and social sciences.

2. Describe how questions are formulated and investigations conducted within various fields of inquiry, with an emphasis on the natural and social sciences.

3. Describe the differences among (a) subjective, non-scientific ideas about natural and social science phenomena, (b) scientifically-derived hypotheses, and (c) empirically-supported conclusions.

4. Describe how the scientific method is applied in the natural and social sciences, introducing the advantages and limitations of different methods of inquiry (e.g., case studies, surveys, correlational studies, and experiments) and different approaches to data collection (e.g., naturalistic observation and obtrusive observation).

5. Demonstrate the means, materials, and methods of inquiry in natural and social science and compare and contrast these means, materials, and methods with a variety of other non-science disciplines.

**B. Student Learning Outcomes.** Students will be able to:

<table>
<thead>
<tr>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Project, Exam, Research Exercises/Assignments</td>
</tr>
</tbody>
</table>

1. Explain diverse fields of inquiry, including different ways of thinking used in critical and creative investigations across various disciplines and cultures with an emphasis on the natural and social sciences.

2. Demonstrate and use general research and scholarly methods, including the scientific method.

3. Identify, formulate, compare, contrast, evaluate, and effectively communicate, in writing and orally, scientific theories and approaches to solve a problem or issue.

4. Evaluate and utilize information resources in the context of research and creative scholarship.

5. Use both qualitative and quantitative research methods, including the knowledge, experiences, and values of communities and social groups as the basis for academic inquiry.

6. Discuss ethical research conduct as a framework for the knowledge generated by academic inquiry.

7. Engage in collaborative learning with peers and faculty.

V. **Guidelines for Evaluation**

A. Exams
B. Inquiry project (includes oral presentation and written paper)
C. Participatory research laboratory exercises/assignments
D. CITI certification

Suggested course grading breakdown:

- Participatory research lab exercises/assignments\(^1\) 25%
- Midterm Exam 20%
- Inquiry Project—Group Score 25%
- Inquiry Project—Individual Score 25%
- CITI certification 5%

VI. **Topical Course Outline**

A. Overview of inquiry, research methods, and scholarly/creative activity. The Logic Model as a contextual framework for a common process of inquiry.

![Feedback diagram]

B. Overview of the scientific method
   1. Hypothesis testing
   2. Research design: Descriptive, correlational, and experimental
   3. Research analysis: Basic statistical methods

C. How to conduct a literature review.
   1. Orientation to library and information resources.
   2. The student should be able to distinguish and evaluate between different types of sources: peer-reviewed journal article, edited book, academic vs. popular book, different types of research reports, archival, online sources, etc.
   3. Overview of bibliographic software and its use.
   4. Overview of citation and bibliographic styles.

D. Expose students to a broad range of fields of inquiry and the various means, materials, and methods that are used to generate knowledge. Each week will focus on a particular field of inquiry, with at least 9 weeks devoted to the natural and social sciences. Other academic disciplines are candidates for discussion in the remaining weeks. The instructor will select presenters to cover the diversity of disciplines.
   1. Presentations (live or via recorded video from a library of presenters) from UAA, UAF, or UAS faculty and/or other national researchers that enable students to gain insights into the investigative study and research conducted in various disciplines. Subsequent corollary discussions in the class will provide

---

\(^1\) Assignments that incorporate active/experiential learning are recommended
the vehicle for further exploration of the lecture topic. The presentations will introduce students to applicable research tools, materials, and methods.

I. Examples of research topics from various disciplines:
   i. Complex systems including biological and social networks
   ii. Evolutionary ecology and conservation biology using the stickleback as a model system
   iii. The biomechanical behavior of spinal-pelvic fixation assemblies
   iv. Eye tracking and security applications
   v. Contra-power harassment in higher education

II. An example of how multiple disciplines can be applied to investigating a particular topic:
   i. Climate change
      i. Ecosystems
      ii. Economics
      iii. Engineering
      iv. Public health
      v. Cultural survival

2. Assigned readings complementary to that week’s presentation. Narratives of inquiry using various methods in the different disciplines and fields of study will be presented.
3. Faculty are encouraged to incorporate interdisciplinary and multi-disciplinary processes and approaches.
4. The lab sessions will be used for participatory discussion and research exercises. They will be tied to that week’s topic and completed by teams of students.
5. The presentations and subsequent discussions and activities will reinforce how research design and scholarly methods/creative activities are conducted in the field of inquiry.

E. Ethical considerations in conducting research.
   1. CITI Certification.
   2. Use of animals in research.
   3. Plagiarism and data falsification.
   4. Authorship.

F. Students will conduct their own group inquiry projects. Each group will be expected to complete a written inquiry paper that addresses one academic question from different perspectives—e.g., natural sciences, social sciences, business, art, etc. For example, a project on global warming could study the topic from climatic, economic, political, and social perspectives.
   1. The paper should address the methodology used to look for answers/solutions, including the process used to gather information; the justification for a solution or answer; and a discussion of the analysis and synthesis of the results, to include a discussion of the merits of the results, the credibility, usefulness, and significance of the outcome of the inquiry, particularly in
regard to the community at large and specific social groups. Students are encouraged to use print, websites, places, people, papers, objects and artifacts, still images and video as sources. Particular attention should be paid to the information resources that specific communities and social groups may provide. Final papers may include videos, images, and performances.

2. How to write a project proposal.
3. How to give a project presentation.
4. Each group will present their results to the class and develop a poster for presentation at a university symposium.

VII. Suggested Text


VIII. Bibliography

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

1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Computer Science and Engineering

2. Course Prefix
CSCE

3. Course Number
A222

4. Previous Course Prefix & Number
CSCE A202

5a. Credits/CEUs
3

5b. Contact Hours
(3+0)

6. Complete Course Title
Object-Oriented Programming I

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix
☐ Credits
☒ Title
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions
☐ Other Restrictions

9. Repeat Status No
# of Repeats
n/a
Max Credits
n/a

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Fall/2014
To: 99/9999

12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

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

13b. Coordination Email
Date: 11/25/13
submited to Faculty Listerv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/25/13

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

15. Course Description (suggested length 20 to 50 words)
In-depth coverage of object-oriented programming in the Java programming language. Topics include: inheritance, abstraction, interfaces, references, polymorphism, dynamic binding, class hierarchies, container classes, random access file Input/Output (I/O), serializability, graphical applications, event handling, Unified Modeling Language (UML), and object-oriented design.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
CSCE A201 with a minimum grade of C.

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

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

16d. Registration Restriction(s) (non-codable)
n/a

17. ☒ Mark if course has fees
Yes, standard SOE fee

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course renumbered to better reflect when this course should be taken in the recommended sequence. Title updated to tie in with follow-up course, Object-Oriented Programming II.

Initiator Name (typed): Kirk Scott
Initiator Signed Initials: _________
Date: ____________

Initiator (faculty only)
Kirk Scott
Initiator (TYPE NAME)

Approved
Disapproved
Date

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Board Chair
Date

Provost or Designee
Date

92
<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Computer Science</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>BS Computer Science</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>CAS BS Computer Programming Requirement</td>
<td>11/25/13</td>
<td>Patty Linton</td>
</tr>
<tr>
<td>BS Natural Sciences Environmental Sciences Option</td>
<td>11/25/13</td>
<td>Khrys Duddleston</td>
</tr>
<tr>
<td>CSCE A302</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>CSCE A305</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>CSCE A360</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
</tbody>
</table>
I. **Initiation Date**: Fall 2014

II. **Course Information**
   A. **College**: School of Engineering  
   B. **Course Subject/Number**: CSCE A222  
   C. **Credits**: 3  
   D. **Contact Hours**: (3+0) 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  
   E. **Course Title**: Object-Oriented Programming I  
   F. **Repeat Status**: No  
   G. **Grading Basis**: A-F  
   H. **Course Description**: In-depth coverage of object-oriented programming in the Java programming language. Topics include: inheritance, abstraction, interfaces, references, polymorphism, dynamic binding, class hierarchies, container classes, random access file Input/Output (I/O), serializability, graphical applications, event handling, Unified Modeling Language (UML), and object-oriented design.  
   I. **Course Prerequisites**: CSCE A201 with a minimum grade of C.  
   J. **Fees**: Yes, standard SOE fee

III. **Course Level Justification**

   This course is being offered at the sophomore level as the second in the introductory sequence of courses required for a computer science major.

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

<table>
<thead>
<tr>
<th>A. <strong>Instructional Goals</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td></td>
</tr>
<tr>
<td>1. Help students achieve a high level of expertise in the object-oriented language chosen for use by the instructor.</td>
<td></td>
</tr>
<tr>
<td>2. Introduce students to the techniques of writing event-driven programs and programs with graphical user interfaces.</td>
<td></td>
</tr>
<tr>
<td>3. Introduce students to programming involving multiple, cooperating classes and class hierarchies.</td>
<td></td>
</tr>
<tr>
<td>4. Provide students with the background needed to pursue object-oriented design, analysis, and modeling methodologies which are covered in</td>
<td></td>
</tr>
</tbody>
</table>
subsequent software development courses.

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes. Students will be able to:</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write class hierarchies exhibiting characteristics of overloading and polymorphism.</td>
<td>Assignments, Exams, Project</td>
</tr>
<tr>
<td>2. Write programs in which objects of one class act as clients, making use of services provided by other classes.</td>
<td>Assignments, Exams, Project</td>
</tr>
<tr>
<td>3. Write programs that make use of system provided classes, such as arrays, in order to organize and manipulate multiple instances of objects.</td>
<td>Assignments, Exams, Project</td>
</tr>
<tr>
<td>4. Write programs that do I/O with external files.</td>
<td>Assignments, Exams, Project</td>
</tr>
<tr>
<td>5. Write classes that implement interfaces, and classes with inner classes.</td>
<td>Assignments, Exams, Project</td>
</tr>
<tr>
<td>6. Write applications which produce or present graphical material on the screen.</td>
<td>Assignments, Exams, Project</td>
</tr>
<tr>
<td>7. Write applications that do I/O with dialog boxes in windows and which are controlled by menu options.</td>
<td>Assignments, Exams, Project</td>
</tr>
<tr>
<td>8. Write classes or programs which are able to respond to mouse clicks in the application window.</td>
<td>Assignments, Exams, Project</td>
</tr>
</tbody>
</table>

V. Guidelines for Evaluation
A. Assignments
B. Exams
C. Project

VI. Topical Course Outline
1. Basic Concepts
   a. Inheritance
   b. Abstraction
   c. Interfaces
   d. References
   e. Cloning

2. Definition of Class Hierarchies
a. Overloading methods  
b. Overriding methods  
c. Polymorphism  
d. Dynamic binding  

3. Use of Class Hierarchies  
a. File I/O classes  
b. Random access file I/O  
c. Persistent objects, serializability  
d. Container classes  
e. Containers for objects in applications  

4. Event Driven Programming  
a. Event handling  
b. Listeners  
c. Inner classes  
d. Associating events and application objects  

5. Graphical User Interfaces  
a. Associating graphics with application objects  
b. Text areas and scroll bars  
c. Buttons and labels  
d. Keystrokes and menus  
e. Focus and threads  

6. Object-Orientation and Complex Applications  
a. Object-oriented design  
b. UML  
c. A machine simulation  
d. Larger scale programming project  

VII. Suggested Texts  

VIII. Bibliography  
# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>EN SOENG</th>
<th>1b. Division</th>
<th>No Division Code</th>
<th>1c. Department</th>
<th>Computer Science &amp; Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>CSCE</td>
<td>3. Course Number</td>
<td>A248</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>n/a</td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>Computer Organization and Assembly Language Programming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Type of Course

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

### Type of Action:

- Add
- Change
- Delete

If a change, mark appropriate boxes:

- Prefix
- Course Number
- Credits
- Contact Hours
- Title
- Repeat Status
- Grading Basis
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Test Score Prerequisites
- Registration Restrictions
- General Education Requirement
- Repeat Status
- Date of Coordination
- Chair/Coordinator Contacted
- Other Course Content Guide (please specify)

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

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

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

Initiator Name (typed): **Frank Moore**  
Initiator Signed Initials: _________  
Date: ______________

**13b. Coordination Email**  
Date: 11/25/13  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 11/25/13

**14. General Education Requirement**

Mark appropriate box:

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

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

Organization and operation of a computer’s processor, including registers, memory, Input/Output (I/O), and control. Assembly language programming with emphasis placed on hardware/software interface and computer design.

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

(CSCE/EE A241 and (CSE A205 or CSCE A211)) with a minimum grade of C.

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

n/a

**16c. Automatic Restriction(s)**

- College
- Major
- Class
- Level

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

n/a

**17. Mark if course has fees**

Standard SOE fee

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

**19. Justification for Action**

Allow CSE A205 as a prerequisite so EE students can enroll without hidden prerequisites. This is a required course for EE majors.

Initiator (faculty only):

**Frank Moore**  
Initiator (TYPE NAME)

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

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Board Chair  
Date

Provost or Designee  
Date
<table>
<thead>
<tr>
<th>Course Being Changed:</th>
<th>CSCE A248</th>
<th>Computer Organization and Assembly Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacted Program or Course</td>
<td>Date of Notification</td>
<td>Chair/Coordinator Contacted (not listserve)</td>
</tr>
<tr>
<td>BA Computer Science</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>BS Computer Science</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>BSE Computer Systems Engineering</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>BSE Electrical Engineering</td>
<td>11/12/13</td>
<td>Jens Munk</td>
</tr>
<tr>
<td>CSCE A331</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>CSCE A431</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>CSCE A445</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>CSCE A448</td>
<td>10/26/13</td>
<td>Kenrick Mock</td>
</tr>
</tbody>
</table>
Course Content Guide
University of Alaska Anchorage
School of Engineering
Department of Computer Science and Engineering

I. Initiation Date: Fall 2014

II. Course Information
A. College: School of Engineering
B. Course Subject/Number: CSCE A248
C. Credits: 3
D. Contact Hours: 3 + 0
E. Course Title: Computer Organization and Assembly Language Programming
F. Repeat Status: No
G. Grading Basis: A-F
H. Course Description: Organization and operation of a computer’s processor, registers, memory, Input/Output (I/O), and control. Assembly language programming with emphasis placed on hardware/software interface.
I. Course Prerequisites: (CSCE/EE A241 and (CSE A205 or CSCE A211)) with a minimum grade of C.
J. Fees: Yes, standard SOE fee
K. Cross-listed: N/A

III. Course Level Justification
The course builds on previous 200-level courses in computer systems engineering and programming.

IV. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Help students acquire the necessary skills to write programs in assembly language using processor specific instruction set architecture simulation tools.</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate by example how to write, test, and debug assembly code.</td>
</tr>
<tr>
<td>3.</td>
<td>Aid students in creating algorithms for solving computational problems.</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate the complexity of writing assembly code, and the pros and cons of using it in computing applications.</td>
</tr>
<tr>
<td>5.</td>
<td>Prepare students to design and program large, integrated applications using assembler and high level programming languages.</td>
</tr>
<tr>
<td>6.</td>
<td>Prepare students for advanced, elective courses in computer architecture and VLSI (Very Large Scale Integration) system design.</td>
</tr>
</tbody>
</table>
## B. Student Learning Outcomes

Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Write, debug and run assembly language programs using computer system processor instruction set architecture development and simulation tools.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain and use different categories and types of computer instruction set architecture (register, immediate and jump), and underlying computer hardware requirements necessary to support program execution.</td>
</tr>
<tr>
<td>3.</td>
<td>Translate assembly language program coding to and from system machine language code for integer and floating point computation.</td>
</tr>
<tr>
<td>4.</td>
<td>Analyze the data path flow of instructions in the CPU processor hardware. Understand the decoding &amp; control logic which coordinates data path elements (register, ALU and memory) of the processor.</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate the purpose, and use, of cache, and memory hierarchy in computer system design and application program performance.</td>
</tr>
<tr>
<td>6.</td>
<td>Design, write and demonstrate a complete application project which integrates assembly language coding with a high level programming language such as C.</td>
</tr>
</tbody>
</table>

## V. Guidelines for Evaluation

A. Assignments  
B. Quizzes  
C. Exams  
D. Projects

## VI. Course Outline

A. Computer Abstractions and Technology  
B. Instructions
   1. Assembly language and instructions types/categories  
   2. Operands and operations of the computer hardware  
   3. Machine language, representing instruction in the computer
hardware
4. Arithmetic and logical operations
5. Decision and program control instructions

C. Arithmetic for Computers
1. Addition and subtraction operations and hardware implementations
2. Multiplication and division
3. Floating point numbers & arithmetic

D. The Central Processing Unit (CPU)
1. Basic logic design
2. Processor data path
3. Implementation of the data path
4. Processor control and decode elements
5. Processor pipelining
6. Instruction level parallelism and performance
7. Exception interrupts and traps.

E. System Memory Organization
1. Basics of cache
2. Measuring and improving cache and application performance
3. Virtual memory

F. System I/O and Storage
1. Disk storage operation, technologies
2. I/O performance estimations

G. Multiprocessor systems
1. Improving system application performance using parallelism.
2. Limitations and capabilities of parallelism
3. Amdahl’s law

VII. Suggested Texts


VIII. Bibliography


Leiterman, J., 32/64-Bit 80x86 Assembly Language Architecture, Jones and Bartlett Publishers, Sudbury, MA, 2005.
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course  

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td></td>
<td>Computer Science and Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCE</td>
<td>A302</td>
<td>n/a</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Object-Oriented Programming II  
Object-Oriented Prog II  

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2014</td>
<td></td>
</tr>
<tr>
<td>To: 99/9999</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. B.A., B.S. Computer Science</td>
<td>11/25/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>2. BSE CSSE, Selective</td>
<td>11/25/13</td>
<td>Kenrick Mock</td>
</tr>
<tr>
<td>3. BS Natural Science, Selective</td>
<td>11/25/13</td>
<td>Khrys Duddleston</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed): Kirk Scott</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
</table>

14. General Education Requirement  
Mark appropriate box:  

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

15. Course Description (suggested length 20 to 50 words)  
Introduction to design patterns as solutions to recurring problems in developing object-oriented software. The course will include a detailed examination of significant design patterns and selected programming projects in a current object-oriented language. Additional object-oriented programming concepts such as threading and pointer-based file input/output are also introduced.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
CSCE A222 with a minimum grade of C.  

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

16c. Other Restriction(s)  

16d. Registration Restriction(s) (non-codable)  
n/a  

17. Mark if course has fees  
Yes, standard SOE fee  

18. Mark if course is a selected topic course  

19. Justification for Action  
Title and course content guide updated to reflect that other object-oriented programing concepts are covered in addition to design patterns.  

Initiator (faculty only)  
Kirk Scott  
Initiator (TYPE NAME)  

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dept Chair</td>
</tr>
<tr>
<td></td>
<td>Board Chair</td>
</tr>
<tr>
<td></td>
<td>Provost</td>
</tr>
</tbody>
</table>

104
Course Content Guide
University of Alaska Anchorage
School of Engineering
Department of Computer Science and Engineering

I. Initiation Date: Fall 2014

II. Course Information
A. College: School of Engineering
B. Course Subject/Number: CSCE A302
C. Credits: 3
D. Contact Hours: (3+0) 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
E. Course Title: Object-Oriented Programming II
F. Repeat Status: No
G. Grading Basis: A-F
H. Course Description: Introduction to design patterns as solutions to recurring problems in developing object-oriented software. The course will include a detailed examination of significant design patterns and selected programming projects in a current object-oriented language. Additional object-oriented programming concepts such as threading and pointer-based file input/output are also introduced.
I. Course Prerequisites: CSCE A222 with a minimum grade of C.
J. Fees: Yes, standard SOE fee

III. Course Level Justification

This course builds upon fundamental programming concepts taught in 200-level courses.

IV. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduce object-orientation as a paradigm for effective software implementation.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain example code and diagrams to illuminate specific design patterns which arise from object-orientation.</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate how basic programming concepts and constructs are used to implement design patterns.</td>
</tr>
<tr>
<td>4.</td>
<td>Illustrate the application of design patterns to the solution of programming problems.</td>
</tr>
<tr>
<td>5.</td>
<td>Introduce threading, pointer-based file input/output, and other emerging programming techniques.</td>
</tr>
</tbody>
</table>
### B. Student Learning Outcomes

Students will be able to:

<table>
<thead>
<tr>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of object-oriented design patterns by providing textual answers to questions, drawing diagrams, writing pseudo-code, and writing code.</td>
</tr>
<tr>
<td>2. Following provided examples, write code that implements specific design patterns or programming concepts.</td>
</tr>
<tr>
<td>3. Write one or more object-oriented computer application program which include one or more design pattern in their implementation.</td>
</tr>
</tbody>
</table>

### V. Guidelines for Evaluation

A. Assignments
B. Exams
C. Project

### VI. Topical Course Outline

1. Review of object-orientation
   a. Definition
   b. History
   c. Utility
   d. Applications
   e. Principles
2. Interface patterns
   a. Adapter
   b. Façade
   c. Composite
   d. Bridge
3. Responsibility patterns
   a. Singleton
   b. Observer
   c. Mediator
   d. Proxy
   e. Chain of responsibility
   f. Flyweight
4. Construction patterns
   a. Builder
   b. Factory method
   c. Abstract factory
   d. Prototype
   e. Memento
5. Operation patterns
a. Template method  
b. State  
c. Strategy  
d. Command  
e. Interpreter  

6. Extension patterns  
   a. Decorator  
   b. Iterator  
   c. Visitor  

7. Additional and emerging object-oriented programming techniques  
   a. Threading  
   b. Pointer-based file input/output  
   c. New object-oriented programming techniques (e.g. functional programming with Java 8)  

VII. Suggested Texts  

Freeman, E. and Freeman, E.  Head First Design Patterns, O'Reilly, Sebastopol, CA, 2004.  

VIII. Bibliography  

Lasater, C.G.  Design Patterns, Wordware, Plano, TX, 2007.  
### Course Action Request

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

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

**1b. Division**  
AHUM Division of Humanities

**1c. Department**  
LANGUAGES

**2. Course Prefix**  
GER

**3. Course Number**  
A432

**4. Previous Course Prefix & Number**

**5a. Credits/CEUs**  
3

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

**6. Complete Course Title**  
Topics in Literatures and Cultures of the German-speaking Countries

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

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

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

*If a change, mark appropriate boxes:*

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
- ☐ Class
- ☐ Level
- ☐ College
- ☐ Major
- ☐ Other Updating CCG (please specify)

**9. Repeat Status**

- ☐ Yes
- # of Repeats 3
- Max Credits 12

**10. Grading Basis**

- ☑ A-F
- ☐ P/NP
- ☐ NG

**11. Implementation Date**  
From: Fall/2014  
To: 999/9999

**12. Cross Listed with**

**Stacked with**

**Cross-Listed Coordination Signature**

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA, International Studies</td>
<td>111</td>
<td></td>
<td>Prof. Dorn Van Dommelen</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Natasa Masanovic  
Initiator Signed Initials: _________  
Date:___________

**13b. Coordination Email**

Date: December 3, 2013  
Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

Date: December 3, 2013

**14. General Education Requirement**

Mark appropriate box:

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

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

Focuses on the intensive study of authors, literary movements, periods, and genres in their historical and cultural contexts. Enhances German language skills in reading, listening, writing, speaking, and cultural literacy. Special Note: May be repeated 3 times for credit with a change in subtitle. Course conducted in German.

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

GER A302 with a minimum grade of "C."

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

N/A

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

N/A

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

- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

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

N/A

**17. ☑ Mark if course has fees**

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

**19. Justification for Action**

The new course will offer German majors and minors a wide variety of literatures from different societies and communities in the German-speaking countries.

---

Signature of Initiator (faculty only)

Natasa Masanovic

[Signature]

Date

---

[Signature]

[Signature]

Date

---

[Signature]

[Signature]

Date

---

[Signature]

[Signature]

Date

---

[Signature]

[Signature]

Date

---

[Signature]

[Signature]

Date

---

[Signature]

[Signature]

Date

---

[Signature]

[Signature]

Date
Topics in Literatures and Cultures of the German-speaking Countries

I. Initiation Date: February 3, 2013

II. Course Information:

A. College: College of Arts and Sciences
B. Course Title: Topics in Literatures and Cultures of the German-speaking Countries
C. Course Subject/Number: GER A432
D. Credit Hours: 3.0
E. Contact Time: 3 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Focuses on the intensive study of authors, literary movements, periods, and genres in their historical and cultural contexts. Enhances German language skills in reading, listening, writing, speaking, and cultural literacy.

Special Note: May be repeated three times for credit with a change in subtitle. Course conducted in German.

H. Status of Course Relative to Degree or Certificate Programs:

Course may be used as an elective to satisfy the upper-division requirement of a German major or minor.

I. Course Attributes: Applies toward the upper-division requirement for German majors and minors.

J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: GER A302 with a minimum grade of “C.”
M. Registration Restriction: None
III. **Instructional Goals and Student Learning Outcomes:**

A. **Instructional Goals:** The instructor will...

1. Conduct the class in German, soliciting student collaboration via discussion of course material.
2. Present literary, historical, and cultural background relevant to the author, period, literary movement, or genre selected as the focus of the course.
3. Introduce appropriate disciplinary approaches and terminology for the interpretation of the material selected as the focus of the course.
4. Guide students in critically analyzing and interpreting the reading material selected as the focus of the course.

B. **Student Learning Outcomes and Assessment Methods:** Upon successful completion of the course, students will be able to...

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Demonstrate enhancement and refinement of oral skills. | Class discussions  
Class presentations |
| Demonstrate appropriate understanding of literary, historical, and cultural background relevant to the author, period, literary movement, or genre studied in the course. | Exams and quizzes  
Class discussions  
Essays  
Class presentations  
Research paper |
| Demonstrate proper use of discipline-specific terminology when interpreting the material studied in the course. | Exams and quizzes  
Class discussions  
Essays  
Research paper |
| Demonstrate effective analytical writing skills in German through the interpretation of the material studied in the course. | Essays  
Exams and quizzes  
Research paper |

IV. **Course Activities:**

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format based on extensive reading assignments from authentic German literature and/or cultural artifacts.
V. Course-level Justification:
Course requires prior introduction to the formal study of college German grammar at the upper-division level to ensure the success of the student, and builds upon the knowledge of fundamental concepts refined in GER A302.

VI. Course Outline:
The following outline focuses on Turkish-German Writers in Contemporary German Literature as one possible version of the course.

A. The impact of Turkish migrants on the German cultural landscape today
B. Gastarbeiter: A historical overview of the Turkish migration to Germany
C. The utilization of autobiographical stories as a means for claiming cultural identity
D. The notion of Heimat and life between two national identities
E. Bilingualism in texts and linguistic influences on contemporary German
F. Critical reading, analysis, and discussion of selected texts of representative authors

VII. Texts


VIII. Bibliography


*Math text
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>AHUM Division of Humanities</td>
</tr>
<tr>
<td>1c. Department</td>
<td>AKNS</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>AKNS</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A218</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>3</td>
</tr>
<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(1+2)</td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>Alaska Native Drummaking Techniques</td>
</tr>
<tr>
<td></td>
<td>AK Native Drummaking</td>
</tr>
<tr>
<td>7. Type of Course</td>
<td>Academic</td>
</tr>
<tr>
<td>8. Type of Action:</td>
<td>Add</td>
</tr>
<tr>
<td></td>
<td>Change</td>
</tr>
<tr>
<td></td>
<td>Delete</td>
</tr>
<tr>
<td>9. Repeat Status</td>
<td>Yes</td>
</tr>
<tr>
<td># of Repeats</td>
<td>2</td>
</tr>
<tr>
<td>Max Credits</td>
<td>9</td>
</tr>
<tr>
<td>10. Grading Basis</td>
<td>A-F</td>
</tr>
<tr>
<td></td>
<td>P/NP</td>
</tr>
<tr>
<td></td>
<td>NG</td>
</tr>
<tr>
<td>11. Implementation Date</td>
<td>semester/year</td>
</tr>
<tr>
<td>From:</td>
<td>fall/2014</td>
</tr>
<tr>
<td>To:</td>
<td>/9999</td>
</tr>
<tr>
<td>12. Cross Listed with</td>
<td>Music A218</td>
</tr>
<tr>
<td></td>
<td>Stacked with</td>
</tr>
<tr>
<td></td>
<td>Cross-Listed Coordination Signature</td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td></td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.aaa.alaska.edu/governance">www.aaa.alaska.edu/governance</a></td>
</tr>
<tr>
<td>14. General Education Requirement</td>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td></td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>Integrative Capstone</td>
</tr>
<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td>Studio course in which students learn the fundamentals of making Alaska Native hand held frame drums. Students will also study the living tradition of Alaska Native drum practices.</td>
</tr>
<tr>
<td>16a. Course Prerequisite(s) (list prefix and number or test code and score)</td>
<td>16b. Co-requisite(s) (concurrent enrollment required)</td>
</tr>
<tr>
<td>16c. Other Restriction(s)</td>
<td>16d. Registration Restriction(s) (non-codable)</td>
</tr>
<tr>
<td></td>
<td>Mark if course has fees</td>
</tr>
<tr>
<td></td>
<td>Mark if course is a selected topic course</td>
</tr>
<tr>
<td>17. Mark if course has fees</td>
<td></td>
</tr>
<tr>
<td>18. Mark if course is a selected topic course</td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td>Previously offered as a 290 Selected topics and it should become a permanent course offering.</td>
</tr>
</tbody>
</table>

**Initiator (faculty only)**

**Initiator (TYPE NAME)**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dean/Director of School/College</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Department Chair</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate/Graduate Academic</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provost or Designee</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
Alaska Native Studies Program

I. Date Initiated  
   April 8, 2014

II. Course Information  
   College/School: College of Arts and Sciences  
   Department: Alaska Native Studies  
   Program: Alaska Native Studies  
   Course Title: Alaska Native Drum making Techniques  
   Course Number: AKNS A218  
   Credits: 3  
   Contact Hours: 1+2  
   Grading Basis: A-F  
   Course Description: Studio course in which students learn the fundamentals of making Alaska Native hand held frame drums. Students will also study the living tradition of Alaska Native drum practices.  
   Cross Listed: Yes – with Music A218  
   Course Prerequisites: None  
   Registration Restrictions: None  
   Fees: Yes

III. Course Activities  
   Studio course in which students learn the basic construction techniques developed by Alaska Native cultures for single headed, hand held frame drums. The course will involve the process of preparing wood, and steaming the wood to bend into round frames, use of traditional material, such as elk and deer hide for the drum heads. Students will apply the techniques and design principles to create their own drum. Students will also learn about the living traditions of Alaska Native drum practices.

IV. Course Level Justification  
   This 200-level class is an introductory course and does not require an extensive background.

V. Course Evaluation  
   Grades are primarily based on student exams, class participation, final project(s), and attendance.

VI. Course Outline  
   This studio style class focuses on the construction of a single-headed hand-held frame drum, common to many different Alaska Native culture groups. Students will learn the basics, from cutting and stretching of the hides, to design work and painting. The frames will be made from a bentwood steaming process. Some use of traditional
plants for both music and medicine will be discussed as well. Students will examine the different styles of hand held drums in Alaska and gain a basic understanding of the relationship of design and use to the Indigenous culture(s).

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Engage students through lecture and hands-on learning, bringing the subject matter to a level within their comprehension.

2. Empower students to participate in class discussion and hands-on learning using Indigenous techniques of steaming and bending woods for drum frames and knowledge of how to prepare elk-hide for stretching across the frame to make the drum heads.

3. Challenge students to use new tools and create their own designs for the drum heads.

4. Provide an interaction with guest lecturers who provide a high level of expertise in their art form to foster student learning and mentorship.

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge on how to use a steam box and make a frame</td>
<td>Make a completed drum frame</td>
</tr>
<tr>
<td>2. Articulate the importance of traditional design(s) on drum heads</td>
<td>Class discussions, in-class exercises, and final design on the students drum.</td>
</tr>
<tr>
<td>3. Demonstrate that they have learned how to prepare elk hide to stretch over the drum frame to make a drum head</td>
<td>In-class exercises, and hands-on learning and final drum of the students making</td>
</tr>
<tr>
<td>4. Demonstrate that they have attained a basic understanding of how to make a frame drum</td>
<td>Final product of a drum, with drum head and painted design. Final class critique and discussion</td>
</tr>
</tbody>
</table>
VIII.  Suggested Text
None required.

IX.  Bibliography
Reading selections will include a variety of articles from numerous sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.
## Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>A218</td>
<td>n/a</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
</table>
| Alaska Native Drumming Techniques  
AK Native Drumming |

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add</td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:

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

(please specify)

<table>
<thead>
<tr>
<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>2. Max Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year</td>
</tr>
</tbody>
</table>

From: fall/2014 To: /9999

<table>
<thead>
<tr>
<th>12. Cross Listed with AKNS A218</th>
</tr>
</thead>
</table>

Stacked with Cross-Listed Coordination Signature

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

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

### Impacted Program/Course

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS minor</td>
<td>3/3/14</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Christopher Sweeney  
Initiator Signed Initials: _______ Date:______

13b. Coordination Email  
submited to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date:______

14. General Education Requirement

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

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

Studio course in which students learn the fundamentals of making Alaska Native hand held frame drums. Students will also study the living tradition of Alaska Native drum practices.

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

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

16c. Other Restriction(s)  

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Music department is cross-listing Indigenous and Alaska Native music classes with the Alaska Native Studies program to expand the departments offering in the area of world music.

Initiator (faculty only)  
Christopher Sweeney  
Initiator (TYPE NAME)

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

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

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

118
I. Course Initiated
   Date Initiated: April 8, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Music
   Program: Music
   Course Title: Alaska Native Drum making Techniques
   Course Number: MUS A218
   Credits: 3
   Contact Hours: 1+2
   Grading Basis: A-F
   Course Description: Studio course in which students learn the fundamentals of making Alaska Native hand held frame drums. Students will also study the living tradition of Alaska Native drum practices.
   Cross Listed: Yes – with AKNS A218
   Course Prerequisites: None
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   Studio course in which students learn the basic construction techniques developed by Alaska Native cultures for single headed, hand held frame drums. The course will involve the process of preparing wood, and steaming the wood to bend into round frames, use of traditional material, such as elk and deer hide for the drum heads. Students will also apply the techniques and design principles to create their own drum. Students will also learn about the living traditions of Alaska Native drum practices.

IV. Course Level Justification
   This 200-level class is an introductory course and does not require an extensive background.

V. Course Evaluation
   Grades are primarily based on student exams, class participation, final project(s), and attendance.

VI. Course Outline
   This studio style class focuses on the construction of a single-headed hand-held frame drum, common to many different Alaska Native culture groups. Students will learn the basics, from cutting and stretching of the hides, to design work and painting. The frames will be made from a bentwood steaming process. Some use of traditional plants for both music and medicine will be discussed as well. Students will examine
the different styles of hand held drums in Alaska and gain a basic understanding of
the relationship of design and use to the Indigenous culture(s).

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Engage students through lecture and hands-on learning, bringing the subject
matter to a level within their comprehension.

2. Empower students to participate in class discussion and hands-on learning
using Indigenous techniques of steaming and bending woods for drum frames
and knowledge of how to prepare elk-hide for stretching across the frame to
make the drum heads.

3. Challenge students to use new tools and create their own designs for the drum
heads.

4. Provide an interaction with guest lecturers who provide a high level of
expertise in their art form to foster student learning and mentorship.

B. Student Learning Outcomes.
Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge on how to use a steam box and make a frame</td>
<td>Make a completed drum frame</td>
</tr>
<tr>
<td>2. Articulate the importance of traditional design(s) on drum heads</td>
<td>Class discussions, in-class exercises, and final design on the students drum.</td>
</tr>
<tr>
<td>3. Demonstrate that they have learned how to prepare elk hide to stretch over the drum frame to make a drum head</td>
<td>In-class exercises, and hands-on learning and final drum of the students making</td>
</tr>
<tr>
<td>4. Demonstrate that they have attained a basic understanding of how to make a frame drum</td>
<td>Final product of a drum, with drum head and painted design. Final class critique and discussion</td>
</tr>
</tbody>
</table>
VIII. Suggested Text
None required.

IX. Bibliography
Reading selections will include a variety of articles from numerous sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>AKNS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS</td>
<td>A261</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native Art History</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Academic</td>
<td>Add or Change</td>
<td># of Repeats 0 Max Credits</td>
</tr>
</tbody>
</table>

**If a change, mark appropriate boxes:**

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other (please specify)

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ A-F</td>
<td>From: Spring/2015 To: /9999</td>
</tr>
</tbody>
</table>

| 12. | 13. Impacted Courses or Programs: List any programs or college requirements that require this course. |
|     | Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance. |

<table>
<thead>
<tr>
<th>13a. Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS minor</td>
<td>89</td>
<td>2/24/14</td>
<td>Dr. Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 2/24/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 05/15/13</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>Mark appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction to Alaska Native art forms, past and present. Topics include the uses of art in Alaska Native cultures, materials and methods used in creating arts, differences between Native and western approaches to art, and contemporary approaches to customary art forms. This course will foster appreciation of Alaska Native arts and cultures, exposing students to world-class artists and collections here in Alaska, as well as introducing them to the epistemological underpinnings of Alaska Native art forms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s) (select one)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ College</td>
<td></td>
</tr>
<tr>
<td>☐ Major</td>
<td></td>
</tr>
<tr>
<td>☒ Class</td>
<td></td>
</tr>
<tr>
<td>☐ Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.</th>
<th>18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Mark if course has fees</td>
<td>☐ Mark if course is a selected topic course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previously offered as an 290 Selected topics and should become a permanent course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Williams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated
April 8, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Alaska Native Studies
   Program: Alaska Native Studies
   Course Title: Alaska Native Art History
   Course Number: AKNS A261
   Credits: 3
   Contact Hours: 3 + 0
   Grading Basis: A-F
   Course Description: An introduction to Alaska Native art forms, past and present. Topics include the uses of art in Alaska Native cultures, materials and methods used in creating arts, differences between Native and western approaches to art, and contemporary versions of customary art forms. This course will foster appreciation of Alaska Native arts and cultures, exposing students to world-class artists and collections here in Alaska, as well as introducing them to the epistemological underpinnings of Alaska Native arts.

   Course Prerequisites: None
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   In general, the course will involve a combination of:
   A. Lectures
   B. Discussions
   C. Guest speakers
   D. Student presentations
   E. Visits to collections of Alaska Native art in Anchorage

IV. Course Level Justification
   This 200-level class is an introductory survey course of Alaska Native art and does not require extensive background knowledge.

V. Course Evaluation
   Grades are based on student essays, exams, presentations, class participation and attendance.

VI. Course Outline
As a survey course of Alaska Native art history, this course will introduce students to the distinctive art forms of various Alaska Native cultures in the past and present. Topics will include:
A. Northwest Coast Native Arts (Tlingit, Haida, Tsimshian, Eyak)
B. Athabascan Arts
C. Iñupiaq Arts
D. Yup’ik Arts
E. Alutiiq Arts
F. Unangax arts
G. Transcultural arts that witness the exchange between Native cultural groups
H. Transcultural arts that witness the impact of contact with western cultures
I. Contemporary Alaska Native art

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

   1. Engage students through lecture and discussion, bringing the subject matter to a level within their comprehension.

   2. Empower students to engage in class discussions and to lead individual student presentations on an art tradition related to that week’s topic.

   3. Introduce students to world-class Alaska Native artists and art collections available locally in Anchorage.

   4. Deepen student appreciation of Alaska Native art by facilitating guest lecturers who provide insight into the significance and craft of various art forms.

B. Student Learning Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussions, student presentations, papers and exams</td>
</tr>
<tr>
<td>Exams, in-class exercises</td>
</tr>
</tbody>
</table>

   1. Demonstrate knowledge of the diversity of Alaska Native art forms, including the social, spiritual and utilitarian significance of these arts.

   2. Identify the maker or cultural affiliation of individual art objects, as well as the materials and techniques used in the object’s construction.
3. Trace historical changes in Alaska Native art traditions as their makers developed new ideas or techniques, or came into contact with other cultures and materials. Exams, discussions, presentations

4. Discuss the differences between Native and western approaches to art, such as an emphasis on extra-aesthetic and non-visual qualities, the importance of processing materials from the land, and the possibility that an “art object” can be animate and powerful. Class discussions, presentations, papers

5. Access and interpret the world-class resources on Alaska Native art available here in Anchorage. Field trip response papers, presentations

VIII. Suggested Text


IX. Bibliography


Jonaitis, Aldona and Aaron Glass. The Totem Pole: An Intercultural History. Seattle:


**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>AKNS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS</td>
<td>A356</td>
<td>n/a</td>
<td>2</td>
<td>(2+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

Yup'ik Music & Dance Ensemble

Abbreviated Title for Transcript (30 character): Yup'ik Mus & Dance Ensem

### 7. Type of Course

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

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Grade Basis
- [ ] Title
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
  - [ ] Class
  - [ ] Level
  - [ ] College
  - [ ] Major
- [ ] Other
  (please specify)

### 9. Repeat Status

- [ ] Yes
- [ ] No

### 10. Grading Basis

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

### 11. Implementation Date

- From: spring/2015
- To: /9999

### 12. Cross Listed with

- [ ] MUS A356

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

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

Initiator Name (typed): Maria Williams
Initiator Signed Initials: ________ Date: __________

### 13b. Coordination Email

Date: 2/26/14
submitted to Faculty Listserv: [uae-faculty@lists.uaa.alaska.edu](mailto:uae-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

Date: 11/05/2013

### 14. General Education Requirement

Mark appropriate box:

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

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

Beginning course in Alaska Native music and dance with a focus on Yup'ik culture. Students will learn movement, singing, drumming and the cultural contextual aspects of Yup'ik dance and music, including history, culture and connection to language. Designed for students who are interested in learning about Alaska Native creative expression. May be repeated for credit.

### 16a. Course Prerequisite(s)

(list prefix and number or test code and score)

AKNS A201 OR AKNS 215 OR AKNS 216 with a minimum grade of C

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

### 16c. Other Restriction(s)

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

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

- [ ] Mark if course is a selected topic course

### 17. Mark if course has fees

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

### 19. Justification for Action

Previously offered as a 290 Selected topics and it should become a permanent course offering.

Initiator (faculty only) Maria Williams
Initiator Signed Initials: ________ Date: __________

Approved
Disapproved

Dean/Director of School/College

Date

Approved
Disapproved

Undergraduate/Graduate Academic

Date

Approved
Disapproved

Board Chair

Date

Approved
Disapproved

Provost or Designee

Date
I. Date Initiated
   April 8, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Alaska Native Studies
   Program: minor, Alaska Native Studies
   Course Title: Yup’ik Music and Dance Ensemble
   Course Number: AKNS A356
   Credits: 2
   Contact Hours: 2 + 0
   Grading Basis: A-F
   Course Description: Beginning course in Alaska Native music and dance with a focus on Yup’ik culture. Students will learn movement, singing, drumming and the cultural contextual aspects of Yup’ik dance and music, including history, culture and connection to language. Designed for students who are interested in learning about Alaska Native creative expression. May be repeated for credit.
   Cross Listed Yes – with Music 356
   Course Prerequisites: AKNS A201 Alaska Native Perspectives OR AKNS A215 OR AKNS A216 with a minimum grade of C
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   This course performance-oriented class offers students the opportunity to study, rehearse, and perform Yup’ik music and dance. The students will learn choreography, singing, drumming. The course fosters an appreciation of diversity with cultures, and a broader understanding of creative expression. Course includes:
   A. Vocal styles/singing
   B. Choreography of Alaska Native social dance
   C. Drumming styles that accompany Alaska Native music
   D. Learning the cultural context of Alaska Native music and dance

IV. Course Level Justification
   This 300-level class allows students to study and learn the music and dance styles of Alaska Native peoples.

V. Course Evaluation
   Grades are primarily based on student performance(s), class participation, final project(s), and attendance.
VI. Sample Course Outline

This class explores Central Yup’ik music and dance styles. Students will learn Indigenous social songs and dances. Alaska Native perspectives and worldview will also be discussed and learned in the class. Topics to be covered will include:

A. Learn basic motion/choreography of specific social dance(s)
B. Learn the meaning of the choreography
C. Learn how the choreography relates to the song text
D. Study singing technique
E. Learn the song text
F. Learn the song meaning and English translation
G. Study the drumming technique
H. Study how the drum is held, how it is played
I. Understand basic concepts of rhythm and how they relate do the choreography
J. Study the culture the dance comes from
K. Learn the cultural context of the dance, when is it performed; by whom, etc.
L. Learn the meaning of the dance regalia

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.

The instructor will:

1. Demonstrate the requisite skills necessary to analyze various Alaska Native dance traditions with regard to rhythm, and form/structure, movement/choreography, as well as the cultural contextual information

2. Assist the student in learning concepts of dance, movement and singing.

3. Challenge the student to learn and discuss various Alaska Native music and dance styles, and the cultural significance of music/dance.

4. Provide an interaction other students as they learn the dance and music styles of various Alaska Native people, and a venue for them to perform.

B. Student Learning Outcomes.

Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
1. Demonstrate basic Alaska Native music and dance movements and choreography
   - Class participation, instructor critique, in class exercises, final performance(s)

2. Be able to sing and apply aural skills and demonstrate knowledge of song text
   - Instructor critique, in-class exercises, and guest artist critique

3. Demonstrate basic drumming styles and concepts of rhythm as they relate to Alaska Native music and dance
   - In-class exercises, instructor critique, and discussions

4. Articulate the importance of dance regalia and its cultural significance
   - Class discussions, journals, instructor critique

VIII. Suggested Texts


IX. Bibliography


### 1. School or College
AS CAS

### 1b. Division
AFAR Division of Fine Arts

### 1c. Department
Music

### 2. Course Prefix
MUS

### 3. Course Number
A356

### 5a. Credits/CEUs
2

### 5b. Contact Hours
(2+0)

### 4. Previous Course Prefix & Number
n/a

### 6. Complete Course Title
Yup’ik Music & Dance Ensemble

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Grading Basis
- ☐ Cross-Listed/Stacked
- ☐ Course Description
- ☐ Course Prerequisites
- ☐ Other Restrictions
- ☐ Registration Restrictions
- ☐ General Education Requirement
- ☐ Other (please specify)

### 9. Repeat Status Yes ☐ # of Repeats 2 ☐ Max Credits 6

### 10. Grading Basis
AV-F ☐ P/NP ☐ NG

### 11. Implementation Date
From: spring/2015 To: /9999

### 12. Cross Listed with AKNS A356

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

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

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

Initiator Name (typed): Christopher Sweeney
Initiator Signed Initials: _________ Date: __________

### 14. General Education Requirement
Mark appropriate box:

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

### 15. Course Description (suggested length 20 to 50 words)
Beginning course in Alaska Native music and dance with a focus on Yup’ik culture. Students will learn movement, singing, drumming and the cultural contextual aspects of Yup’ik dance and music, including history, culture and connection to language. Designed for students who are interested in learning about Alaska Native creative expression. May be repeat for credit

### 16. Course Prerequisite(s) (list prefix and number or test code and score)
AKNS A201 OR MUS 215 OR MUS 216 with a minimum grade of C

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

### 16b. Registration Restriction(s) (non-codable)

### 17. Mark if course has fees

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

### 19. Justification for Action
Music department is cross-listing Indigenous and Alaska Native music classes with the Alaska Native Studies program to expand the departments offering in the area of world music.

Initiator (faculty only) Date
Christopher Sweeney

Dean/Director of School/College Date

Undergraduate/Graduate Academic Date

Board Chair Date

Provost or Designee Date

Approved
Disapproved
Approved
Disapproved
Approved
Disapproved
Approved
Disapproved

Department Chair Date

College/School Curriculum Committee Chair Date

College
Major
Class
Level
I. Date Initiated
   April 8, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Music
   Program: elective
   Course Title: Yup'ik Music and Dance Ensemble
   Course Number: MUS A356
   Credits: 2
   Contact Hours: 2 + 0
   Grading Basis: A-F
   Course Description: Beginning course in Alaska Native music and dance with a focus on Yup'ik culture. Students will learn movement, singing, drumming and the cultural contextual aspects of Yup'ik dance and music, including history, culture and connection to language. Designed for students who are interested in learning about Alaska Native creative expression. May be repeated for credit.
   Cross Listed: Yes – with AKNS A356
   Course Prerequisites: AKNS A201 Alaska Native Perspectives OR MUS 215 OR MUS 216 with a minimum grade of C
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
    This course performance-oriented class offers students the opportunity to study, rehearse, and perform Yup'ik music and dance. The students will learn choreography, singing, drumming. The course fosters an appreciation of diversity with cultures, and a broader understanding of creative expression. Course includes:
    A. Vocal styles/singing
    B. Choreography of Alaska Native social dance
    C. Drumming styles that accompany Alaska Native music
    D. Learning the cultural context of Alaska Native music and dance

IV. Course Level Justification
    This class allows students to study and learn the music and dance styles of Alaska Native peoples.

V. Course Evaluation
    Grades are based on student performance(s), class participation, final project(s), and attendance.
VI. **Sample Course Outline**

This class explores Central Yup’ik music and dance styles. Students will learn Indigenous social songs and dances. Alaska Native perspectives and worldview will also be discussed and learned in the class. Topics to be covered will include:

A. Learn basic motion/choreography of specific social dance(s)
B. Learn the meaning of the choreography
C. Learn how the choreography relates to the song text
D. Study singing technique
E. Learn the song text
F. Learn the song meaning and English translation
G. Study the drumming technique
H. Study how the drum is held, how it is played
I. Understand basic concepts of rhythm and how they relate do the choreography
J. Study the culture the dance comes from
K. Learn the cultural context of the dance, when is it performed; by whom, etc.
L. Learn the meaning of the dance regalia

VII. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate the requisite skills necessary to analyze various Alaska Native dance traditions with regard to rhythm, and form/structure, movement/choreography, as well as the cultural contextual information</td>
<td></td>
</tr>
<tr>
<td>2. Assist the student in learning concepts of dance, movement and singing.</td>
<td></td>
</tr>
<tr>
<td>3. Challenge the student to learn and discuss various Alaska Native music and dance styles, and the cultural significance of music/dance.</td>
<td></td>
</tr>
<tr>
<td>4. Provide an interaction other students as they learn the dance and music styles of various Alaska Native people, and a venue for them to perform.</td>
<td></td>
</tr>
</tbody>
</table>

B. **Student Learning Outcomes.**

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>

133
1. Demonstrate basic Alaska Native music and dance movements and choreography
   Class participation, instructor critique, in class exercises, final performance(s)

2. Be able to sing and apply aural skills and demonstrate knowledge of song text
   Instructor critique, in-class exercises, and guest artist critique

3. Demonstrate basic drumming styles and concepts of rhythm as they relate to Alaska Native music and dance
   In-class exercises, instructor critique, and discussions

4. Articulate the importance of dance regalia and its cultural significance
   Class discussions, journals, instructor critique

### VIII. Suggested Texts


### IX. Bibliography


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

1a. School or College
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
AKNS

2. Course Prefix
AKNS

3. Course Number
A357

4. Previous Course Prefix & Number
n/a

5a. Credits/CEUs
2

5b. Contact Hours
(Lecture + Lab) (2+0)

6. Complete Course Title
Iñupiaq Music & Dance Ensemble
Iñupiaq Mus & Dnce Ensem

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

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

9. Repeat Status Yes # of Repeats 2 Max Credits 6

10. Grading Basis
☐ A-F ☑ P/NP ☐ NG

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

12. ☑ Cross Listed with MUS A357

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

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

Initiator Name (typed): Maria Williams Initiator Signed Initials: _________ Date:________________

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

13c. Coordination with Library Liaison Date: ______

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

15. Course Description (suggested length 20 to 50 words)
Ensemble course in Iñupiaq Alaska Native music and dance. Students will learn movement, singing, drumming and the cultural contextual aspects of Alaska Native dance, including history, culture and connection to language. Designed for students who are interested in learning about Alaska Native creative expression.

16a. Course Prerequisite(s) (list prefix and number)
AKNS A201 OR AKNS A215 OR AKNS 216 with a minimum grade of C

16b. Test Score(s)

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Previously offered as a 290 Selected Topics and should become a permanent course.

Initiator (faculty only)
Maria Williams
Initiator (TYPE NAME)

Dean/Director of School/College Date

Provost or Designee Date

135
I. Date Initiated
   April 8, 2014

II. Course Information
    College/School: College of Arts and Sciences
    Department: Alaska Native Studies
    Program: minor, Alaska Native Studies
    Course Title: Iñupiaq Music & Dance Ensemble
    Course Number: AKNS A357
    Credits: 2
    Contact Hours: 2 + 0
    Grading Basis: A - F
    Course Description: Beginning course in Iñupiaq Alaska Native music and
dance. Students will learn movement, singing, drumming
and the cultural contextual aspects of Alaska Native dance,
including history, culture and connection to language.
Designed for students who are interested in learning about
Alaska Native creative expression. May be repeated for up
to 2 credits.
    Cross Listed: Yes with Music 357
    Course Prerequisites: AKNS A201 OR AKNS 215 OR AKNS 216 with a
passing grade of C
    Registration Restrictions: None
    Fees: Yes

III. Course Activities
    This course is offered in a structured classroom setting, and provides a hands-on
experiential introduction to the style of Alaska Native dance of Iñupiaq peoples
including choreography, singing, drumming. The course fosters an appreciation of
diversity with cultures, and a broader understanding of creative expression. Course
includes:
    A. Vocal styles/singing
    B. Choreography of the Iñupiaq social dance
    C. Drumming styles that accompany Iñupiaq social dance
    D. Learning the cultural context and protocols of Iñupiaq social dance

IV. Course Level Justification
    This class allows students to study and learn the music and dance styles of Alaska
Native peoples.

V. Course Evaluation
Grades are primarily based on class participation and attendance, and performances.

VI. Course Outline

This class explores Iñupiaq music and dance styles. Students will learn Indigenous social songs and dances. Alaska Native perspectives and worldview will also be discussed and learned in the class. Topics to be covered will include:

A. Learn basic motion/choreography of specific social dance(s)
B. Learn the meaning of the choreography
C. Learn how the choreography relates to the song text
D. Study singing technique
E. Learn the song text
F. Learn the song meaning and English translation
G. Study the drumming technique
H. Study how the drum is held, how it is played
I. Understand basic concepts of rhythm and how they relate to the choreography
J. Study the culture the dance comes from
K. Learn the cultural context of the dance, when is it performed; by whom, etc.
L. Learn the meaning of the dance regalia

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Demonstrate the requisite skills necessary to analyze various Alaska Native dance traditions with regard to rhythm, and form/structure, movement/choreography, as well as the cultural contextual information
2. Assist the student in learning concepts of dance, movement and singing.
3. Challenge the student to learn and discuss Iñupiaq music and dance style, and the cultural significance of music/dance practices.
4. Provide an interaction other students as they learn the dance and music styles of Iñupiaq people, and a venue for them to perform.

B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Demonstrate basic Iñupiaq dance movements and choreography
   Class participation, guest performers, in class exercises, final performance(s)

2. Be able to sing and apply aural skills and demonstrate knowledge of song text
   Homework, quizzes, in-class exercises, and journals

3. Demonstrate basic Iñupiaq drumming styles and concepts of rhythm as they relate to dance
   In-class exercises, class participation, and discussions

4. Articulate the importance of Iñupiaq dance regalia and its cultural significance
   Readings, guest lecturers, discussions, and journals

VIII. Suggested Text:

IX. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>A357</td>
<td>n/a</td>
<td>2</td>
<td>(2+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iñupiaq Music &amp; Dance Ensemble</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Add or ☐ Change or ☐ Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>2</th>
<th>Max Credits</th>
<th>6</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ A-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year From: Fall /2014 To: 9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS A357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>☐ Fine Arts</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensemble course in Iñupiaq Alaska Native music and dance. Students will learn movement, singing, drumming and the cultural contextual aspects of Inupiaq music/dance, including history, culture and connection to language. Designed for students who are interested in learning about Alaska Native creative expression.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS A201 OR MUS 215 OR MUS 216 with a minimum grade of C</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ College</td>
</tr>
<tr>
<td>☐ Major</td>
</tr>
<tr>
<td>☐ Class</td>
</tr>
<tr>
<td>☐ Level</td>
</tr>
</tbody>
</table>

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

| 17. ☐ Mark if course has fees |

| 18. ☐ Mark if course is a selected topic course |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music department is cross-listing indigenous and Alaska Native music classes with the Alaska Native Studies program to expand the departments offering in the area of world music.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Sweeney</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>20. Initiation/Chairperson(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
</table>

| 21. Undergraduate/Graduate Academic Board Chairperson |

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
</table>

| 22. Provost or Designee |

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
</table>
I. Date Initiated
   April 8, 2014

II. Course Information
   College/School: College of Arts and Sciences
   Department: Music
   Program: minor, Ethnomusicology
   Course Title: Iñupiaq Music & Dance Ensemble
   Course Number: MUS A357
   Credits: 2
   Contact Hours: 2 + 0
   Grading Basis: A - F
   Course Description: Beginning course in Iñupiaq Alaska Native music and
dance. Students will learn movement, singing, drumming
and the cultural contextual aspects of Alaska Native dance,
including history, culture and connection to language.
Designed for students who are interested in learning about
Alaska Native creative expression. May be repeated for up
to 2 credits.
   Cross Listed: Yes with AKNS A357
   Course Prerequisites: AKNS A201 OR MUS 215 OR MUS 216 with a
                      Minimum grade of C
   Registration Restrictions: None
   Fees: Yes

III. Course Activities
   This course is offered in a structured classroom setting, and provides a hands-on
experiential introduction to the style of Alaska Native dance of Iñupiaq peoples
including choreography, singing, drumming. The course fosters an appreciation of
diversity with cultures, and a broader understanding of creative expression. Course
includes:
   A. Vocal styles/singing
   B. Choreography of the Iñupiaq social dance
   C. Drumming styles that accompany Iñupiaq social dance
   D. Learning the cultural context and protocols of Iñupiaq social dance

IV. Course Level Justification
   This class allows students to study and learn the music and dance styles of Alaska
Native peoples.

V. Course Evaluation
Grades are primarily based on class participation and attendance, and performances.

VI. Course Outline

This class explores Iñupiaq music and dance styles. Students will learn Indigenous social songs and dances. Alaska Native perspectives and worldview will also be discussed and learned in the class. Topics to be covered will include:

A. Learn basic motion/choreography of specific social dance(s)
B. Learn the meaning of the choreography
C. Learn how the choreography relates to the song text
D. Study singing technique
E. Learn the song text
F. Learn the song meaning and English translation
G. Study the drumming technique
H. Study how the drum is held, how it is played
I. Understand basic concepts of rhythm and how they relate do the choreography
J. Study the culture the dance comes from
K. Learn the cultural context of the dance, when is it performed; by whom, etc.
L. Learn the meaning of the dance regalia

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.

The instructor will:

1. Demonstrate the requisite skills necessary to analyze various Alaska Native dance traditions with regard to rhythm, and form/structure, movement/choreography, as well as the cultural contextual information
2. Assist the student in learning concepts of dance, movement and singing.
3. Challenge the student to learn and discuss Iñupiaq music and dance style, and the cultural significance of music/dance practices.
4. Provide an interaction other students as they learn the dance and music styles of Iñupiaq people, and a venue for them to perform.

B. Student Learning Outcomes.

Students will be able to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate basic Iñupiaq dance movements and choreography</td>
</tr>
</tbody>
</table>
2. Be able to sing and apply aural skills and demonstrate knowledge of song text  
Homework, quizzes, in-class exercises, and journals

3. Demonstrate basic Iñupiaq drumming styles and concepts of rhythm as they relate to dance  
In-class exercises, class participation, and discussions

4. Articulate the importance of Iñupiaq dance regalia and its cultural significance  
Readings, guest lecturers, discussions, and journals

VIII. **Suggested Text:**

IX. **Bibliography**


# Program/Prefix Action Request

**University of Alaska Anchorage**

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

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

## 2. Complete Program Title/Prefix

Alaska Native Studies

## 3. Type of Program

Choose one from the appropriate drop down menu:

- Undergraduate:
  - Minor
- Graduate: 
  - CHOOSE ONE

This program is a Gainful Employment Program:  □ Yes or □ No

## 4. Type of Action:

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

## 5. Implementation Date (semester/year)

From: Summer/2014  To: 0000/0000

## 6a. Coordination with Affected Units

Department, School, or College: CAS

Initiator Name (typed): n/a
Initiator Signed Initials: _________  Date: __________________

## 6b. Coordination Email submitted to Faculty Listserv

(uaa-faculty@lists.uaa.alaska.edu)  Date: 2/24/2014

## 6c. Coordination with Library Liaison

Date: 2/24/2014

## 7. Title and Program Description

- Please attach the following:
  - □ Cover Memo
  - ✗ Catalog Copy in Word using the track changes function

## 8. Justification for Action

Catalog copy is outdated, new staff changes have been in effect since Fall 2011 and need to be updated. New courses have been added to the AKNS program as well. Mission statement has been revised.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>□ Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>□ Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
</tr>
<tr>
<td>Date</td>
<td>Board Chair</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
The Alaska Native Studies program provides the student with an introduction to Alaskan Native and Indigenous ways of knowing and seeing the world. The Program emphasizes Alaskan Native languages, cultures, politics, art, and provides an in-depth perspective on traditional and contemporary Native society. Students may select one of two areas to complete the requirements for the minor: a policy focus or a language focus. Both of these areas emphasize the dynamic nature of Alaska Native cultures. The Alaska Native Studies minor provides a valuable enrichment to any UAA baccalaureate degree.

**Minor, Alaska Native Studies**

1. Complete the following core courses:
   - AKNS A201  Alaska Native Perspectives  3
   - AKNS A492  Seminar: Cultural Knowledge of Native Elders  3

2. Complete one of the following focus areas:
   - **A. Policy Focus**  7-9
     - AKNS A290  Selected Topics in Alaska Native Studies (1-3) and/or
     - AKNS A490  Selected Topics in Alaska Native Studies (1-3)
     - AKNS/PS A346  Alaska Native Politics (3)
     - AKNS/PS A411  Tribes, Nations and Peoples (3)
   - **B. Language Focus**  8
     - AKNS A101  Alaska Native Languages I (4)
     - AKNS A102  Alaska Native Languages II (4)

3. Complete a minimum of 6 credits from the following:  6
   (must be other courses than those taken from the above focus areas)
   - AKNS A101  Alaska Native Languages I (4)
   - AKNS A102  Alaska Native Languages II (4)
   - AKNS A109  Alaska Native Language Orthography (4)
   - AKNS A290  Selected Topics in Alaska Native Studies (1-3)
   - AKNS A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3)
   - AKNS A216  Indigenous World Music (3)
   - AKNS/PS A346  Alaska Native Politics (3)
   - AKNS/PS A411  Tribes, Nations and Peoples (3)
   - AKNS A490  Advanced Topics in Alaska Native Studies (1-3)
   - AKNS A495  Alaska Native Studies Internship (1-3)
   - ANTH A200  Natives of Alaska (3)
ANTH A427  Ethno-History of Alaska Natives (3)
ANTH A435  Northwest Coast Cultures (3)
ANTH A436  Aleut Adaptations (3)
ENGL A445  Alaska Native Literatures (3)
HIST A341  History of Alaska (3)
JUST A355  Rural Justice (3)

4. A minimum of 19 credits is required for the minor, of which 6 credits must be upper division.

FACULTY

Maria Williams  Director, mariaw@uaa.alaska.edu
Marie Meade, Master Teacher, AFMM1@uaa.alaska.edu
Shirley Kendall, Assistant Term Professor, smkendall@uaa.alaska.edu
Edgar Blatchford, Associate Professor, Eblatchford@jpc.alaska.edu
The Alaska Native Studies program provides the student with an introduction to Alaskan Native and Indigenous ways of knowing and seeing the world. The Program emphasizes Alaskan Native languages, cultures, politics, art, and provides an in-depth perspective on traditional and contemporary Native society. Students may select one of two focus areas to complete the requirements for the minor: a policy focus or a language focus. Both of these areas emphasize the dynamic nature of Alaska Native cultures and the conflict between traditional Native values and those of the dominant Euro-American society. The Alaska Native Studies minor provides a valuable enrichment to any UAA baccalaureate degree.

### Minor, Alaska Native Studies

1. Complete the following core courses:
   - AKNS A201 Alaska Native Perspectives  3
   - AKNS A492 Seminar: Cultural Knowledge of Native Elders  3

2. Complete one of the following focus areas:

   **A. Policy Focus**  7-9
   - AKNS A290 Selected Topics in Alaska Native Studies (1-3)
   - AKNS A490 Selected Topics in Alaska Native Studies (1-3)
   - AKNS/PS A346 Alaska Native Politics (3)
   - AKNS/PS A411 Tribes, Nations and Peoples (3)

   **B. Language Focus**  8
   - AKNS A101 Alaska Native Languages I (4)
   - AKNS A102 Alaska Native Languages II (4)

   **C. Arts Focus**  9
   - AKNS A260 Native American Art History (3)
   - AKNS A261 Alaska Native Art History (3)
   - AKNS A461 Northwest Coast Native Art History (3)

3. Complete a minimum of 6 credits from the following:  6
   (must be other courses than those taken from the above focus areas)
   - AKNS A101 Alaska Native Languages I (4)
   - AKNS A102 Alaska Native Languages II (4)
AKNS A109  Alaska Native Language Orthography (4)
DNCE A146  Introduction to Alaska Native Dance (1-2)
AKNS/AKNS/MUS A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3)
AKNS/A216  Indigenous World Music (3)
AKNS A290  Selected Topics in Alaska Native Studies (1-3)
AKNS A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3)
AKNS A216  Indigenous World Music (3)
AKNS A230  Decolonizing Methodologies (2)
AKNS/PS A346  Alaska Native Politics (3)
AKNS/PS A411  Tribes, Nations and Peoples (3)
AKNS A420  Alaska Native Education (3)
AKNS A490  Advanced Selected Topics in Alaska Native Studies (1-3)
AKNS A495  Alaska Native Studies Internship (1-3)
ANTH A200  Natives of Alaska (3)
ANTH A427  Ethno-History of Alaska Natives (3)
ANTH A435  Northwest Coast Cultures (3)
ANTH A436  Aleut Adaptations (3)
ART A365  Native Art of Alaska (3)
ENGL A445  Alaska Native Literatures (3)
HIST A341  History of Alaska (3)
JUST A355  Rural Justice (3)

4. A minimum of 19 credits is required for the minor, of which 6 credits must be upper division.

FACULTY

Maria Williams, Assistant Director, mariaw@uaa.alaska.edu
Nancy Furlow, Interim Director, mariaw@uaa.alaska.edu
Marie Meade, Master Teacher, AFMM1@uaa.alaska.edu
Shirley Kendall, Assistant Term Professor, smkendall@uaa.alaska.edu
Edgar Blatchford, Associate Professor, Eblatchford@lpc.alaska.edu
Marie Meade, Master Teacher, AFMM1@uaa.alaska.edu
Date: March 17, 2014  
From: Christopher R. Sweeney, Chair, Music Department  

RE: CHANGE Catalog Copy:  

Chapter 10, pages 86-87  
Tier 2: Disciplinary Areas  
Classification 4. Fine Arts  

Remove:  
All asterisks (*) and *Note: Music majors must select courses outside the major.  

Add:  
*to AKNS/MUS A215 Music of Alaska Natives and Indigenous Peoples of Northern Regions  
AKNS/MUS A216* World Indigenous Music  
*Note: All music majors are required to take MUS A215 or MUS A216 for the Fine Arts Requirement.  

Chapter 10, page 122  
Program Student Learning Outcomes  
3. Remove the word “a”  

Chapter 10, page 123  
D. Major Requirements: All Majors  
Add:  
* to MUS A215 Music of Alaska Natives and Indigenous Peoples of Northern Regions  
MUS A216* World Indigenous Music  
*Note: All music majors are required to take MUS A215 or MUS A216 for the Fine Arts Requirement.  

Chapter 10, page 123  
E. Additional Major Requirements: Bachelor of Arts, Music  
Add:  
4. Bachelor of Arts students whose major instrument is a wind, string or guitar are required to take an additional 3 credit elective.  
5. Sixty-seven credits must be completed outside of Music.  
6. A total of 120 credits is required for the degree, of which 42 credits must be upper division.  

Remove:  
4-7. Sixty-seven credits must be completed outside of Music.  
5-8. A total of 120 credits is required for the degree, of which 42 credits must be upper division.  

Chapter 10, page 124  
G. Additional Major Requirements: Bachelor of Music, Music Education Emphasis
#12.

**Change:** March 1 to March 15

**Remove:** or by October 1 for admission to the program the following summer.

Chapter 10, page 125

**Faculty**

**Add:**
- Armin Abdihodzic, Assistant Professor, aabdihodzic@uaa.alaska.edu
- John Lutterman, Assistant Professor, jlutterman@uaa.alaska.edu
- Lee Wilkins, Term Assistant Professor, lmwilkins@uaa.alaska.edu

**Remove:**
- George Belden, Associate Professor, gbelden@gci.net
- Roland Stearns, Assistant Professor, rhstearns@uaa.alaska.edu
### Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music, Music Education Emphasis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate:</td>
</tr>
<tr>
<td>Bachelor of Music</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM: Add Change Delete 🔆 Change Inactivate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 08/2014 To: 99/99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College: Music</td>
</tr>
<tr>
<td>Initiator Name (typed): Christopher Sweeney</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________</td>
</tr>
<tr>
<td>Date:________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 3/17/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 2/25/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Cover Memo  ☑ Catalog Copy in Word using the track changes function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of Schools of Music re-accreditation requirement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher R. Sweeney</td>
<td>Initiator (TYPE NAME)</td>
</tr>
<tr>
<td>☑ Approved</td>
<td>☐ Disapproved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Approved</td>
<td>☑ Disapproved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Approved</td>
<td>☑ Disapproved</td>
</tr>
</tbody>
</table>

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

---

150
1a. School or College
   AS CAS

1b. Department
   Music

2. Complete Program Title/Prefix
   Bachelor of Arts, Music Performance

3. Type of Program
   Choose one from the appropriate drop down menu:
   Undergraduate: Bachelor of Music
   Graduate: CHOOSE ONE

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

4. Type of Action:
   PROGRAM
   ☐ Add
   ☒ Change
   ☐ Delete

   PREFIX
   ☐ Add
   ☐ Change
   ☐ Inactivate

5. Implementation Date (semester/year)
   From: 08/2014 To: 99/99

6a. Coordination with Affected Units
   Department, School, or College: Music
   Initiator Name (typed): Christopher Sweeney
   Initiator Signed Initials: _______
   Date: ____________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 3/17/14

6c. Coordination with Library Liaison
   Date: 2/25/14

7. Title and Program Description - Please attach the following:
   ☒ Cover Memo
   ☐ Catalog Copy in Word using the track changes function

8. Justification for Action
   National Association of Schools of Music re-accreditation requirement.

Christopher R. Sweeney
Initiator (TYPE NAME)

Initiator (faculty only) Date

☐ Approved
☐ Disapproved

Dean/Director of School/College Date

☐ Approved
☐ Disapproved

Undergraduate/Graduate Academic
Board Chair Date

☐ Approved
☐ Disapproved

Provost or Designee Date

☐ Approved
☐ Disapproved

Department Chair Date

☐ Approved
☐ Disapproved

College/School Curriculum Committee Chair Date
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Department</td>
<td>Music</td>
</tr>
<tr>
<td>2. Complete Program Title/Prefix</td>
<td>Bachelor of Arts, Music</td>
</tr>
<tr>
<td>3. Type of Program</td>
<td>Undergraduate: Bachelor of Music or Graduate: CHOOSE ONE</td>
</tr>
<tr>
<td>This program is a Gainful Employment Program:</td>
<td>□ Yes or □ No</td>
</tr>
<tr>
<td>4. Type of Action:</td>
<td>PROGRAM</td>
</tr>
<tr>
<td></td>
<td>□ Add</td>
</tr>
<tr>
<td></td>
<td>☑ Change</td>
</tr>
<tr>
<td></td>
<td>□ Delete</td>
</tr>
<tr>
<td></td>
<td>PREFIX</td>
</tr>
<tr>
<td></td>
<td>□ Add</td>
</tr>
<tr>
<td></td>
<td>□ Change</td>
</tr>
<tr>
<td></td>
<td>□ Inactivate</td>
</tr>
<tr>
<td>5. Implementation Date (semester/year)</td>
<td>From: 08/2014 To: 99/99</td>
</tr>
<tr>
<td>6a. Coordination with Affected Units</td>
<td>Department, School, or College: MUS</td>
</tr>
<tr>
<td>Initiator Name (typed):</td>
<td>Christopher Sweeney</td>
</tr>
<tr>
<td>Initiator Signed Initials:</td>
<td>_________</td>
</tr>
<tr>
<td>Date:</td>
<td>__________</td>
</tr>
<tr>
<td>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td>Date: 3/17/14</td>
</tr>
<tr>
<td>6c. Coordination with Library Liaison</td>
<td>Date: 2/25/14</td>
</tr>
<tr>
<td>7. Title and Program Description - Please attach the following:</td>
<td>☑ Cover Memo ☑ Catalog Copy in Word using the track changes function</td>
</tr>
<tr>
<td>8. Justification for Action</td>
<td>National Association of Schools of Music re-accreditation requirement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Christopher R. Sweeney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
The Department of Music is dedicated to providing leadership in the musical arts for the state of Alaska. This is accomplished through teaching, performance, recordings, composition, publication, community outreach, and other creative and service-oriented endeavors related to the field of music. At the institutional level, the Department of Music, as a unit of the College of Arts and Sciences, provides a vital liberal arts link for the University of Alaska Anchorage.

The Department of Music exerts intellectual, pedagogic, and creative leadership at the college, pre-college, and community levels. Its music degree programs foster excellence in the preparation of music students for graduate school, teacher training, or other careers in music. Music faculty and programs also serve as an important community resource in the training of pre-college talent. In addition, the Department seeks to serve the lifelong learning component of the university mission in that it supports courses needed for professional development and offers the community access to opportunities for continuing education.

The Department of Music offers three degree programs: Bachelor of Arts, Music; Bachelor of Music, Performance; and Bachelor of Music, Music Education Emphasis. A minor in Music is also available.

The Bachelor of Arts, Music is a curriculum planned for those desiring a broad liberal arts education with a concentration in music. Students pursuing this degree sample courses of their choosing in each of the major academic areas while still having time to strengthen understanding and performance in their chosen musical area.

The Bachelor of Music, Performance is a professional music degree. Students focus on the development of skills, concepts, and sensitivities essential for success as a performing musician. Students work to achieve a high level of technical competence in their performing area while gaining a broad knowledge of music theory, history and literature.

The Bachelor of Music, Music Education Emphasis degree is a four-year program that provides initial training for a career in teaching music. This professional music degree is followed by a one-year Master of Arts in Teaching program, which completes the requirements for the initial teaching certificate in music K-12. Contact the College of Education for more information: www.uaa.alaska.edu/coe/degrees/master-degrees/master-of-arts-in-teaching.cfm.

**Program Student Learning Outcomes**

Students completing a degree in Music will be able to:

1. Demonstrate technical proficiency on a chosen instrument appropriate to the degree with an attendant functional proficiency on piano.
2. Demonstrate and analyze through musical literacy the basic technical principles used in the construction of music and its basic forms.
3. Communicate knowledge of the various musical periods and representative forms from those periods in the social, artistic and political context of each.

**Honors in Music**

The Department of Music recognizes students who demonstrate exceptional promise in their discipline by awarding them departmental honors in Music upon graduation. To graduate with honors, the student must:

1. Be a declared Music major.
2. Meet all requirements for the Bachelor of Arts, Music; the Bachelor of Music, Performance; or the Bachelor of Music, Music Education Emphasis degree.
3. Maintain a cumulative grade point average of 3.50 or higher in all Music courses applicable to the degree.
4. Meet the requirements for Graduation with Honors listed in Chapter 7. These include:
   a. A cumulative grade point average of 3.50 or higher in all college work attempted at both UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program.
   b. Completion of at least 30 academic credits at this institution.
5. Complete MUS A462, which includes a senior recital, with a grade of B or above.
   
   Note: Bachelor of Arts Music majors may, upon successful completion of MUS A262 with a grade of A, offer an honors performance for
   faculty adjudicators selected by the department chair and the candidate.

6. Receive an honors score (based on criteria established by the department) on a comprehensive examination for majors.

**Bachelor of Arts, Music**

**Bachelor of Music, Performance**

**Bachelor of Music, Music Education Emphasis**

**Admission Requirements: All Majors**

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7. Students who declare a Music major and who qualify for admission to baccalaureate study are given pre-major status. Declaring a major in Music assumes evidence of musicianship and performance ability. To demonstrate music skills, all incoming freshmen and transfer students are required to complete an audition/performance examination and music theory placement examination prior to their first semester. This assists faculty in determining each student’s readiness for entry into juried private lessons, ensembles, and academic music classes. Students judged not ready for juried private lessons will be required to complete non-juried private lessons to build performance skills. To develop prerequisite understanding of music theory, those students not ready for theory and aural skills courses will be required to complete MUS A111 Fundamentals of Music. Upon completion of the performance evaluation, advisors will assist students in planning a first year of study best suited to their needs.

**Academic Progress: All Majors**

Upon successful completion of one semester of juried private lessons (MUS A161), students file a Change of Major Form to move from pre-major to major status. At the end of the sophomore year, all music majors must demonstrate a satisfactory level of proficiency of performance on their applied instrument in order to advance to upper division courses. A student may elect to continue private instruction at the 200 level in attempting to pass requirements for admission to upper division study. Students must also have completed a music technical training workshop and must have demonstrated proficiency in all aspects of recital technical support.

MUS A154D Functional Piano IV, and the piano proficiency examination by jury must be passed prior to completion of 60 credits in the program. Music majors may not enroll in certain upper division music courses until this jury examination is passed. See Music degree listings for specific requirements.

**Graduation Requirements: All Majors**

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.

*Note: Total credits for graduation may increase unless students select at least 3 credits of upper division courses in fulfillment of GER/CAS requirements.*

**C. College of Arts and Sciences Requirements**

Complete the College of Arts and Sciences Requirements for either a BA or BM, Performance degree, listed at the beginning of the CAS section. (There are no additional requirements for the BM, Music Education Emphasis degree).

**D. Major Requirements: All Majors**

1. Complete the following required courses (32 credits):
MUS A131  Music Theory I  3
MUS A132  Music Theory II  3
MUS A133  Aural Skills I  2
MUS A134  Aural Skills II  2
MUS A154D  Functional Piano IV  1
MUS A215*  Music of Alaska Natives and Indigenous People of Northern Regions  3
MUS A216*  World Indigenous Music  3
MUS A221  History of Music I  3
MUS A222  History of Music II  3
MUS A231  Music Theory III  3
MUS A232  Music Theory IV  3
MUS A233  Aural Skills III  2
MUS A234  Aural Skills IV  2
MUS A280  Basic Conducting  2
MUS A331  Form and Analysis  3

*Note: All music majors are required to take MUS A215 or MUS A216 for the (GER) Fine Arts requirement.

2. All Music majors enrolled in juried private music lessons must, during each semester of enrollment:
   a. Perform in at least one student recital;
   b. Stand for jury finals;
   c. Participate in an appropriate ensemble. See the ensemble requirements specific to each degree below;
   d. Attend department-approved recitals and concerts which provide a variety of musical experiences and expand the curriculum. A minimum attendance requirement is set by the department each semester; failure to meet this number will lower by one letter the grade assigned for private lessons.

3. Music majors may not enroll in certain upper division academic courses (MUS A331, MUS A421, MUS A422, MUS A423, MUS A424, MUS A431 or MUS A432, for example) or in upper division private lessons (MUS A361) until they have passed the Piano Proficiency examination by jury.

E. Additional Major Requirements: Bachelor of Arts, Music

1. Private lessons on your major instrument:  4
   MUS A161, MUS A162; MUS A261, MUS A262

2. Ensemble  10
   Five semesters of ensembles are required.
   Choose the class appropriate to your major instrument:
   
   **Voice Majors:**
   MUS A301B  University Singers (2)

   **Piano Majors:**
   MUS A302B  Chamber Music and Accompanying (2)

   **Wind Majors:**
   MUS A303B  University Wind Ensemble (2)

   **Percussion Majors:**
   MUS A303B  University Wind Ensemble (2)

   **String Majors:**
   MUS A307B  University Sinfonia (2)

   **Guitar Majors:**
   MUS A409B  University Guitar Ensemble (2)

3. Master Class  4-8
Four semesters of Master Class are required.

Choose the class appropriate to your major instrument:

**Wind, String and Guitar Majors:**
- MUS A466 String and Wind Master Class (1)
  or
- MUS A469 Guitar Master Class (1)

**Voice and Piano Majors:**
- MUS A467 Piano Master Class (2)
  or
- MUS A468 Voice Master Class (2)

**Percussion Majors:**
- MUS A408B University Percussion Ensemble (2)

4. Bachelor of Arts students whose major instrument fall in the area of winds, guitar or strings are required to take an additional 3 credit elective.

5. Sixty-seven credits music be completed outside of Music.

6. A total of 120 credits is required for the degree, of which 42 credits music be upper division.

7.

8.

**F. Additional Major Requirements: Bachelor of Music, Performance**

1. Private lessons on your major instrument: 16
   - MUS A161 - MUS A162
   - MUS A261 - MUS A262
   - MUS A361 - MUS A362
   - MUS A461 - MUS A462

2. Ensemble 16

Choose the class appropriate to your major instrument:

**Voice Majors:**
- MUS A301B University Singers (2)

**Wind Majors:**
- MUS A303B University Wind Ensemble (2)

**Percussion Majors:**
- MUS A303B University Wind Ensemble (2)

**String Majors:**
- MUS A307B University Sinfonia (2)

**Piano Majors:**
- MUS A302B Chamber Music and Accompanying (2) to total 12
  and
- MUS A301B University Singers (2) to total 4
  or
- MUS A303B University Wind Ensemble (2)
  or
- MUS A307B University Sinfonia (2)

**Guitar Majors:**
- MUS A409B University Guitar Ensemble (2) to total 12
  and
MUS A301B University Singers (2) to total 4
or
MUS A303B University Wind Ensemble (2)
or
MUS A307B University Sinfonia (2)

3. Chamber Ensemble 2-4
Wind, Voice and String majors only must meet a two-semester small ensemble requirement. This requirement is fulfilled by performing on your major instrument in one of these courses:
MUS A302B, MUS A313, MUS A365, MUS A407, MUS A408B or MUS A409B.
Note: Credits completed will vary from 2 to 4, depending upon which courses are selected.

4. Master Class 8-16
Eight semesters of Master Class are required.
Choose the class appropriate to your major instrument:
Wind, String and Guitar Majors:
MUS A466 String and Wind Master Class (1)
or
MUS A469 Guitar Master Class (1)
Voice and Piano Majors:
MUS A467 Piano Master Class (2)
or
MUS A468 Voice Master Class (2)
Percussion Majors:
MUS A408B University Percussion Ensemble (2)

5. Conducting: 2
MUS A381 Choral Conducting (2)
or
MUS A382 Instrumental Conducting (2)

6. Upper division Elective Credits: 12
Select from these 3-credit courses:
MUS A421 Music in the Baroque Period (3)
MUS A422 Music in the Classical Period (3)
MUS A423 Music in the Romantic Period (3)
MUS A424 Music in the 20th Century (3)
MUS A431 Counterpoint (3)
MUS A432 Orchestration (3)

7. Students seeking a Bachelor of Music, Performance degree must complete a half recital their junior year and a full recital their senior year. Students must demonstrate in these recitals the ability to perform a program of artistic merit satisfactorily in public.

8. It is required that students select any two courses (8 credits) of oral language to satisfy the CAS, BM Performance degree.

9. A total of 122-130 credits is required for the degree, of which 42 credits must be upper division.
Additional Major Requirements: Bachelor of Music, Music Education Emphasis

1. Private lessons on your major instrument:
   - MUS A161 - MUS A162
   - MUS A261 - MUS A262
   - MUS A361 - MUS A362
   - MUS A461 - MUS A462

2. Ensemble
   - Choose the class appropriate to your major instrument:
     - **Voice Majors:**
       - MUS A301B University Singers (2)
     - **Wind Majors:**
       - MUS A303B University Wind Ensemble (2)
     - **Percussion Majors:**
       - MUS A303B University Wind Ensemble (2)
     - **String Majors:**
       - MUS A307B University Sinfonia (2)
     - **Piano Majors:**
       - MUS A302B Chamber Music and Accompanying (2) to total 12
         and
       - MUS A301B University Singers (2) to total 4
         or
       - MUS A303B University Wind Ensemble (2)
         or
       - MUS A307B University Sinfonia (2)
     - **Guitar Majors:**
       - MUS A409B University Guitar Ensemble (2) to total 12
         and
       - MUS A301B University Singers (2) to total 4
         or
       - MUS A303B University Wind Ensemble (2)
         or
       - MUS A307B University Sinfonia (2)

3. Chamber Ensemble
   - Wind, Voice and String majors only must meet a two-semester, small ensemble requirement. This requirement is fulfilled by performing on your major instrument in one of these courses:
     - MUS A302B Chamber Music and Accompanying (2)
     - MUS A313 Opera Workshop (2)
     - MUS A365 Chamber Ensemble (1)
     - MUS A407 Jazz Combo (2)
     - MUS A408B University Percussion Ensemble (2)
     - MUS A409B University Guitar Ensemble (2)
   - Note: Credits completed will vary from 2 to 4, depending upon which courses are selected.

4. Master Class
   - 8-16
Four or eight semesters of Master Class are required.  

**Choose the class appropriate to your major instrument:**

**Wind, String and Guitar Majors:**

MUS A466  String and Wind Master Class (1)  
or  
MUS A469  Guitar Master Class (1)

**Voice and Piano Majors:**

MUS A467  Piano Master Class (2)  
or  
MUS A468  Voice Master Class (2)

**Percussion Majors:**

MUS A408B  University Percussion Ensemble (2)

5. **Conducting**  
MUS A381  Choral Conducting (2)  
or  
MUS A382  Instrumental Conducting (2)

6. **Methods and Techniques**  
MUS A371  Brass Methods and Techniques (2)  
MUS A372  Woodwind Methods and Techniques (2)  
MUS A373  String Methods and Techniques (2)  
MUS A374  Voice Methods and Techniques (2)  
MUS A375  Percussion Methods and Techniques (2)  
MUS A376  Elementary Music Methods and Techniques (2)

7. **Music History Elective (select from):**  
MUS A421  Music in the Baroque Period (3)  
MUS A422  Music in the Classical Period (3)  
MUS A423  Music in the Romantic Period (3)  
MUS A424  Music in the 20th Century (3)

8. **Orchestration**  
MUS A432  Orchestration (3)

9. Students seeking a Bachelor of Music, Music Education Emphasis degree must complete a half recital during their senior year. Students must demonstrate in this recital the ability to satisfactorily perform a program of artistic merit in public.

10. A total of 128-130 credits is required for the degree, of which 42 credits must be upper division.

11. Students seeking certification in Music K-12 must complete a one-year, Master of Arts in Teaching (MAT) program. Admission to the program is limited.

12. UAA’s graduate application for admission into the MAT program must be completed by March 15 for admission to the program the following summer.

13. Students seeking music certification must have completed all requirements for the Bachelor of Music, Music Education Emphasis degree with a 2.75 GPA or better for admission to the MAT program.

14. Students must take the PRAXIS I and the PRAXIS II in music for admission to the MAT program.

15. Students seeking certification should contact the College of Education for an application packet and a detailed description of the MAT program.
Minor, Music

Students majoring in another subject who wish to minor in music must complete the following requirements. Nineteen credits are required for the minor, 8 of which must be upper division.

1. MUS A111 Fundamentals of Music (3)
   or
   MUS A131 Music Theory I (3)
   or
   MUS A132 Music Theory II (3)

2. MUS A121 Music Appreciation (3)
   or
   MUS A221 History of Music I (3)
   or
   MUS A222 History of Music II (3)

3. Private Lessons 2-4
   MUS A161-MUS A162 (1-2)
   To complete this requirement, students must successfully pass two jury exams, one at the end of each semester of study.

4. Master Class 2/4
   Two semesters of master class are required; credits vary.
   Choose the class appropriate to your major instrument:
   MUS A408B University Percussion Ensemble (2)
   MUS A466 String and Wind Master Class (1)
   MUS A467 Piano Master Class (2)
   MUS A468 Voice Master Class (2)
   MUS A469 Guitar Master Class (1)

5. Ensemble 4/6
   Choose the ensemble appropriate to your major instrument:
   MUS A301B University Singers (2)
   MUS A302B Chamber Music and Accompanying (2)
   MUS A303B University Wind Ensemble (2)
   MUS A307B University Sinfonia (2)
   MUS A409B University Guitar Ensemble (2)

FACULTY

Christopher Sweeney, Associate Professor/Chair, crsweeney@uaa.alaska.edu
Armin Abdihodzic, Assistant Professor, aabdihodzic@uaa.alaska.edu
Grant Cochran, Assistant Professor, grcochran@uaa.alaska.edu
Mari Hahn, Associate Professor, mwhahnb@uaa.alaska.edu
John Lutterman, Assistant Professor, jflutterman@uaa.alaska.edu
Walter Olivares, Associate Professor, wolivares@uaa.alaska.edu
Timothy Smith, Professor/Associate Dean for the Fine Arts, tsmith@uaa.alaska.edu
Karen Strid-Chadwick, Professor, kstridchadwick@uaa.alaska.edu
Lee Wilkins, Term Assistant Professor, lswilkins@uaa.alaska.edu
Mark Wolbers, Professor, mwolbers@uaa.alaska.edu
The Department of Music is dedicated to providing leadership in the musical arts for the state of Alaska. This is accomplished through teaching, performance, recordings, composition, publication, community outreach, and other creative and service-oriented endeavors related to the field of music. At the institutional level, the Department of Music, as a unit of the College of Arts and Sciences, provides a vital liberal arts link for the University of Alaska Anchorage.

The Department of Music exerts intellectual, pedagogic, and creative leadership at the college, pre-college, and community levels. Its music degree programs foster excellence in the preparation of music students for graduate school, teacher training, or other careers in music. Music faculty and programs also serve as an important community resource in the training of pre-college talent. In addition, the Department seeks to serve the lifelong learning component of the university mission in that it supports courses needed for professional development and offers the community access to opportunities for continuing education.

The Department of Music offers three degree programs: Bachelor of Arts, Music; Bachelor of Music, Performance; and Bachelor of Music, Music Education Emphasis. A minor in Music is also available.

The Bachelor of Arts, Music is a curriculum planned for those desiring a broad liberal arts education with a concentration in music. Students pursuing this degree sample courses in each of the major academic areas while still having time to strengthen understanding and performance in their chosen musical area.

The Bachelor of Music, Performance is a professional music degree. Students focus on the development of skills, concepts, and sensitivities essential for success as a performing musician. Students work to achieve a high level of technical competence in their performing area while gaining a broad knowledge of music theory, history and literature.

The Bachelor of Music, Music Education Emphasis degree is a four-year program that provides initial training for a career in teaching music. This professional music degree is followed by a one-year Master of Arts in Teaching program, which completes the requirements for the initial teaching certificate in music K-12. Contact the College of Education for more information: www.uaa.alaska.edu/coe/degrees/master-degrees/master-of-arts-in-teaching.cfm.

Program Student Learning Outcomes

Students completing a degree in Music will be able to:

1. Demonstrate technical proficiency on a chosen instrument appropriate to the degree with an attendant functional proficiency on piano.
2. Demonstrate and analyze through musical literacy the basic technical principles used in the construction of music and its basic forms.
3. Communicate a knowledge of the various musical periods and representative forms from those periods in the social, artistic and political context of each.

Honors in Music

The Department of Music recognizes students who demonstrate exceptional promise in their discipline by awarding them departmental honors in Music upon graduation. To graduate with honors, the student must:

1. Be a declared Music major.
2. Meet all requirements for the Bachelor of Arts, Music; the Bachelor of Music, Performance; or the Bachelor of Music, Music Education Emphasis degree.
3. Maintain a cumulative grade point average of 3.50 or higher in all Music courses applicable to the degree.
4. Meet the requirements for Graduation with Honors listed in Chapter 7. These include:
   a. A cumulative grade point average of 3.50 or higher in all college work attempted at both UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program.
   b. Completion of at least 30 academic credits at this institution.
5. Complete MUS A462, which includes a senior recital, with a grade of B or above.
   
   Note: Bachelor of Arts Music majors may, upon successful completion of MUS A262 with a grade of A, offer an honors performance for faculty adjudicators selected by the department chair and the candidate.

6. Receive an honors score (based on criteria established by the department) on a comprehensive examination for majors.

**Bachelor of Arts, Music**

**Bachelor of Music, Performance**

**Bachelor of Music, Music Education Emphasis**

**Admission Requirements: All Majors**

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7. Students who declare a Music major and who qualify for admission to baccalaureate study are given pre-major status. Declaring a major in Music assumes evidence of musicianship and performance ability. To demonstrate music skills, all incoming freshmen and transfer students are required to complete an audition/performance examination and music theory placement examination prior to their first semester. This assists faculty in determining each student’s readiness for entry into juried private lessons, ensembles, and academic music classes. Students judged not ready for juried private lessons will be required to complete non-juried private lessons to build performance skills. To develop prerequisite understanding of music theory, those students not ready for theory and aural skills courses will be required to complete MUS A111 Fundamentals of Music. Upon completion of the performance evaluation, advisors will assist students in planning a first year of study best suited to their needs.

**Academic Progress: All Majors**

Upon successful completion of one semester of juried private lessons (MUS A161), students file a Change of Major Form to move from pre-major to major status. At the end of the sophomore year, all music majors must demonstrate a satisfactory level of proficiency of performance on their applied instrument in order to advance to upper division courses. A student may elect to continue private instruction at the 200 level in attempting to pass requirements for admission to upper division study. Students must also have completed a music technical training workshop and must have demonstrated proficiency in all aspects of recital technical support.

MUS A154D Functional Piano IV, and the piano proficiency examination by jury must be passed prior to completion of 60 credits in the program. Music majors may not enroll in certain upper division music courses until this jury examination is passed. See Music degree listings for specific requirements.

**Graduation Requirements: All Majors**

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.

Note: Total credits for graduation may increase unless students select at least 3 credits of upper division courses in fulfillment of GER/CAS requirements.

**C. College of Arts and Sciences Requirements**

Complete the College of Arts and Sciences Requirements for either a BA or BM, Performance degree, listed at the beginning of the CAS section. (There are no additional requirements for the BM, Music Education Emphasis degree).

**D. Major Requirements: All Majors**

1. Complete the following required courses (32 credits):
MUS A131  Music Theory I  3
MUS A132  Music Theory II  3
MUS A133  Aural Skills I  2
MUS A134  Aural Skills II  2
MUS A154D  Functional Piano IV  1
MUS A215*  Music of Alaska Natives and Indigenous People of Northern Regions
MUS A216*  World Indigenous Music  3
MUS A221  History of Music I  3
MUS A222  History of Music II  3
MUS A231  Music Theory III  3
MUS A232  Music Theory IV  3
MUS A233  Aural Skills III  2
MUS A234  Aural Skills IV  2
MUS A280  Basic Conducting  2
MUS A331  Form and Analysis  3

*Note: All music majors are required to take MUS A215 or MUS A216 for the (GER) Fine Arts requirement.

2. All Music majors enrolled in juried private music lessons must, during each semester of enrollment:
   a. Perform in at least one student recital;
   b. Stand for jury finals;
   c. Participate in an appropriate ensemble. See the ensemble requirements specific to each degree below;
   d. Attend department-approved recitals and concerts which provide a variety of musical experiences and expand the curriculum. A minimum attendance requirement is set by the department each semester; failure to meet this number will lower by one letter the grade assigned for private lessons.

3. Music majors may not enroll in certain upper division academic courses (MUS A331, MUS A421, MUS A422, MUS A423, MUS A424, MUS A431 or MUS A432, for example) or in upper division private lessons (MUS A361) until they have passed the Piano Proficiency examination by jury.

E. Additional Major Requirements: Bachelor of Arts, Music

1. Private lessons on your major instrument:  4
   MUS A161, MUS A162; MUS A261, MUS A262
2. Ensemble  10
   Five semesters of ensembles are required.
   Choose the class appropriate to your major instrument:
   Voice Majors:
      MUS A301B  University Singers (2)
   Piano Majors:
      MUS A302B  Chamber Music and Accompanying (2)
   Wind Majors:
      MUS A303B  University Wind Ensemble (2)
   Percussion Majors:
      MUS A303B  University Wind Ensemble (2)
   String Majors:
      MUS A307B  University Sinfonia (2)
   Guitar Majors:
      MUS A409B  University Guitar Ensemble (2)
3. Master Class  4-8
Four semesters of Master Class are required. Choose the class appropriate to your major instrument:

**Wind, String and Guitar Majors:**
- MUS A466 String and Wind Master Class (1)
- or
- MUS A469 Guitar Master Class (1)

**Voice and Piano Majors:**
- MUS A467 Piano Master Class (2)
- or
- MUS A468 Voice Master Class (2)

**Percussion Majors:**
- MUS A408B University Percussion Ensemble (2)

**Bachelor of Arts students** whose major instrument fall in the area of winds, guitar or strings are required to take an additional 3 credit elective.

A total of 120 credits is required for the degree, of which 42 credits must be upper division.

**F. Additional Major Requirements: Bachelor of Music, Performance**

1. Private lessons on your major instrument: 16
   - MUS A161 - MUS A162
   - MUS A261 - MUS A262
   - MUS A361 - MUS A362
   - MUS A461 - MUS A462

2. Ensemble 16
   - Choose the class appropriate to your major instrument:
   - **Voice Majors:**
     - MUS A301B University Singers (2)
   - **Wind Majors:**
     - MUS A303B University Wind Ensemble (2)
   - **Percussion Majors:**
     - MUS A303B University Wind Ensemble (2)
   - **String Majors:**
     - MUS A307B University Sinfonia (2)
   - **Piano Majors:**
     - MUS A302B Chamber Music and Accompanying (2) to total 12
   - or
     - MUS A301B University Singers (2) to total 4
   - or
     - MUS A303B University Wind Ensemble (2)
   - or
     - MUS A307B University Sinfonia (2)
   - **Guitar Majors:**
     - MUS A409B University Guitar Ensemble (2) to total 12
     - and
3. Chamber Ensemble 2-4

Wind, Voice and String majors only must meet a two-semester small ensemble requirement. This requirement is fulfilled by performing on your major instrument in one of these courses:

MUS A302B, MUS A313, MUS A365, MUS A407, MUS A408B or MUS A409B.

Note: Credits completed will vary from 2 to 4, depending upon which courses are selected.

4. Master Class 8-16

Eight semesters of Master Class are required.

Choose the class appropriate to your major instrument:

**Wind, String and Guitar Majors:**

- MUS A466 String and Wind Master Class (1)
- MUS A469 Guitar Master Class (1)

**Voice and Piano Majors:**

- MUS A467 Piano Master Class (2)
- MUS A468 Voice Master Class (2)

**Percussion Majors:**

- MUS A408B University Percussion Ensemble (2)

5. Conducting: 2

- MUS A381 Choral Conducting (2)
- MUS A382 Instrumental Conducting (2)

6. Upper division Elective Credits: 12

Select from these 3-credit courses:

- MUS A421 Music in the Baroque Period (3)
- MUS A422 Music in the Classical Period (3)
- MUS A423 Music in the Romantic Period (3)
- MUS A424 Music in the 20th Century (3)
- MUS A431 Counterpoint (3)
- MUS A432 Orchestration (3)

7. Students seeking a Bachelor of Music, Performance degree must complete a half recital their junior year and a full recital their senior year. Students must demonstrate in these recitals the ability to perform a program of artistic merit satisfactorily in public.

8. It is required that students select any two courses (8 credits) of oral language to satisfy the CAS, BM Performance degree.

9. A total of 122-130 credits is required for the degree, of which 42 credits must be upper division.
G. Additional Major Requirements: Bachelor of Music, Music Education Emphasis

1. Private lessons on your major instrument: 16
   MUS A161 - MUS A162
   MUS A261 - MUS A262
   MUS A361 - MUS A362
   MUS A461 - MUS A462

2. Ensemble 16
   Choose the class appropriate to your major instrument:
   Voice Majors:
   MUS A301B University Singers (2)
   Wind Majors:
   MUS A303B University Wind Ensemble (2)
   Percussion Majors:
   MUS A303B University Wind Ensemble (2)
   String Majors:
   MUS A307B University Sinfonia (2)
   Piano Majors:
   MUS A302B Chamber Music and Accompanying (2) to total 12
   and
   MUS A301B University Singers (2) to total 4
   or
   MUS A303B University Wind Ensemble (2)
   or
   MUS A307B University Sinfonia (2)
   Guitar Majors:
   MUS A409B University Guitar Ensemble (2) to total 12
   and
   MUS A301B University Singers (2) to total 4
   or
   MUS A303B University Wind Ensemble (2)
   or
   MUS A307B University Sinfonia (2)

3. Chamber Ensemble 2-4
   Wind, Voice and String majors only must meet a two-semester, small ensemble requirement. This requirement is fulfilled by performing on your major instrument in one of these courses:
   MUS A302B Chamber Music and Accompanying (2)
   MUS A313 Opera Workshop (2)
   MUS A365 Chamber Ensemble (1)
   MUS A407 Jazz Combo (2)
   MUS A408B University Percussion Ensemble (2)
   MUS A409B University Guitar Ensemble (2)
   Note: Credits completed will vary from 2 to 4, depending upon which courses are selected.

4. Master Class 8-16
Four or eight semesters of Master Class are required.

Choose the class appropriate to your major instrument:

**Wind, String and Guitar Majors:**
- MUS A466 String and Wind Master Class (1)
  or
- MUS A469 Guitar Master Class (1)

**Voice and Piano Majors:**
- MUS A467 Piano Master Class (2)
  or
- MUS A468 Voice Master Class (2)

**Percussion Majors:**
- MUS A408B University Percussion Ensemble (2)

5. Conducting  2
- MUS A381 Choral Conducting (2)
  or
- MUS A382 Instrumental Conducting (2)

6. Methods and Techniques  12
- MUS A371 Brass Methods and Techniques (2)
- MUS A372 Woodwind Methods and Techniques (2)
- MUS A373 String Methods and Techniques (2)
- MUS A374 Voice Methods and Techniques (2)
- MUS A375 Percussion Methods and Techniques (2)
- MUS A376 Elementary Music Methods and Techniques (2)

7. Music History Elective (select from):  3
- MUS A421 Music in the Baroque Period (3)
- MUS A422 Music in the Classical Period (3)
- MUS A423 Music in the Romantic Period (3)
- MUS A424 Music in the 20th Century (3)

8. Orchestration  3
- MUS A432 Orchestration

9. Students seeking a Bachelor of Music, Music Education Emphasis degree must complete a half recital during their senior year. Students must demonstrate in this recital the ability to satisfactorily perform a program of artistic merit in public.

10. A total of 128-130 credits is required for the degree, of which 42 credits must be upper division.

11. Students seeking certification in Music K-12 must complete a one-year, Master of Arts in Teaching (MAT) program. Admission to the program is limited.

12. UAA’s graduate application for admission into the MAT program must be completed either by March 15 for admission to the program the following summer, or by October 1 for admission to the program the following spring.

13. Students seeking music certification must have completed all requirements for the Bachelor of Music, Music Education Emphasis degree with a 2.75 GPA or better for admission to the MAT program.

14. Students seeking certification should contact the College of Education for an application packet and a detailed description of the MAT program.
Minor, Music

Students majoring in another subject who wish to minor in music must complete the following requirements. Nineteen credits are required for the minor, 8 of which must be upper division.

1. MUS A111 Fundamentals of Music (3) 6
   or
   MUS A131 Music Theory I (3)
   or
   MUS A132 Music Theory II (3)
2. MUS A121 Music Appreciation (3) 3
   or
   MUS A221 History of Music I (3)
   or
   MUS A222 History of Music II (3)
3. Private Lessons 2-4
   MUS A161-MUS A162 (1-2)
   To complete this requirement, students must successfully pass two jury exams, one at the end of each semester of study.
4. Master Class 2/4
   Two semesters of master class are required; credits vary.
   Choose the class appropriate to your major instrument:
   MUS A408B University Percussion Ensemble (2)
   MUS A466 String and Wind Master Class (1)
   MUS A467 Piano Master Class (2)
   MUS A468 Voice Master Class (2)
   MUS A469 Guitar Master Class (1)
5. Ensemble 4/6
   Choose the ensemble appropriate to your major instrument:
   MUS A301B University Singers (2)
   MUS A302B Chamber Music and Accompanying (2)
   MUS A303B University Wind Ensemble (2)
   MUS A307B University Sinfonia (2)
   MUS A409B University Guitar Ensemble (2)

FACULTY

Christopher Sweeney, Associate Professor/Chair, crsweeney@uaa.alaska.edu
Armin Abdihodzic, Assistant Professor, aabdihodzic@uaa.alaska.edu
George Belden, Associate Professor, gbelden@gci.net
Grant Cochran, Assistant Professor, gcrochran@uaa.alaska.edu
Mari Hahn, Associate Professor, mhahn6@uaa.alaska.edu
John Lutterman, Assistant Professor, jlutterman@uaa.alaska.edu
Walter Olivares, Associate Professor, wgo@uaa.alaska.edu
Timothy Smith, Professor/Associate Dean for the Fine Arts, tcsmith@uaa.alaska.edu
Roland Stearns, Assistant Professor, rhstearns@uaa.alaska.edu
Karen Strid-Chadwick, Professor, kstchadwick@uaa.alaska.edu
Lee Wilkins, Term Assistant Professor, lswilkins@uaa.alaska.edu
Mark Wolbers, Professor, mwolbers@uaa.alaska.edu
### Tier 2: Disciplinary Areas

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Fine Arts</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

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.

Courses completed at UAA must be selected from the following Fine Arts courses:

- AKNS/ MUS A215* Music of Alaska Natives and Indigenous Peoples of Northern Regions
- AKNS/ MUS A216* World Indigenous Music
- ART A160 Art Appreciation
- ART A261 History of Western Art I
- ART A262 History of Western Art II
- ART A360A History of Non-Western Art I
- ART A360B History of Non-Western Art II
- DNCE A170 Dance Appreciation
- MUS A121 Music Appreciation
- MUS A124 History of Jazz
- MUS A221 History of Music I
- MUS A222 History of Music II
- THR A111 Introduction to the Theatre
- THR A311 Representative Plays I
- THR A312 Representative Plays II
- THR A411 History of the Theatre I
- THR A412 History of the Theatre II

*Note: Music majors must select either MUS A215 or MUS A216 for the Fine Arts requirement.*
### Tier 2: Disciplinary Areas

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fine Arts*</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Courses completed at UAA must be selected from the following **Fine Arts** courses:

- AKNS/MUS A215* Music of Alaska Natives and Indigenous Peoples of Northern Regions
- AKNS/MUS A216* World Indigenous Music
- ART A160 Art Appreciation
- ART A261 History of Western Art I
- ART A262 History of Western Art II
- ART A360A History of Non-Western Art I
- ART A360B History of Non-Western Art II
- DNCE A170 Dance Appreciation
- MUS A121* Music Appreciation
- MUS A124* History of Jazz
- MUS A221* History of Music I
- MUS A222* History of Music II
- THR A111 Introduction to the Theatre
- THR A311 Representative Plays I
- THR A312 Representative Plays II
- THR A411 History of the Theatre I
- THR A412 History of the Theatre II

*Note: Music majors must select courses outside the major.*

*Note: Music majors must select MUS A215 or MUS A216 for the Fine Arts requirement.*
1. **School or College**
   - AS CAS
2. **Course Prefix**
   - BIOL
3. **Course Number**
   - A108
4. **Previous Course Prefix & Number**
   - N/A
5. **Credits/CEUs**
   - 6
6. **Contact Hours**
   - (Lecture + Lab) (3+9)

**Complete Course Title**
Principles and Methods in Biology
Princ. Methods Biology

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

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

**Type of Action:**
- ☒ Add
  - ☐ Change
  - ☐ Delete

**Repeat Status No**

**Grading Basis**
- ☒ A-F
  - ☐ P/CP
  - ☐ NG

**Implementation Date**
From: Fall/2015
To: Fall/9999

**Cross Listed with**

**Date of Coordination**
Chair/Coordinator Contacted

**Initiator Name (typed):** Khrys Duddleston
Initiator Signed Initials: __________
Date: __________________

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

**Coordination with Library Liaison**
Date: 6Jan14

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

**Course Description** (suggested length 20 to 50 words)
Introduction to the biological sciences through an exploration of core themes and fundamental skills. Integrated lectures and experiential learning modules will expose students to biological theory and laboratory practice. This course is equivalent to traditional two-semester introductory biology series offered at other universities.

**Course Prerequisite(s)** (list prefix and number or test code and score)
CHEM A105 or concurrent enrollment

**Co-requisite(s)** (concurrent enrollment required)

**Automatic Restriction(s)**
- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

**Registration Restriction(s)** (non-codable)

**Mark if course has fees**

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

**Justification for Action**
This is a new introductory biology course meant to replace our traditional 2-semester intro series (BIOL A115 and BIOL A116). This change is part of our overall curriculum revision, which seeks to align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Date of Coordination</td>
<td>Contact</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>BIOL A108</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>6Jan14</td>
<td>Eric Holmberg</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[<a href="mailto:egholmberg@uua.alaska.edu">egholmberg@uua.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry, Biochemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>6Jan14</td>
<td>Irasema Ortega, [<a href="mailto:iortega2@uua.alaska.edu">iortega2@uua.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>6Jan14</td>
<td>Rhonda Johnson, [<a href="mailto:Rhonda.Johnson@uua.alaska.edu">Rhonda.Johnson@uua.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-professional track</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Social Work</td>
<td>6Jan14</td>
<td>Elizabeth Sirles, [<a href="mailto:easirles@uua.alaska.edu">easirles@uua.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>BSW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics and Nutrition</td>
<td>6Jan14</td>
<td>Tim Doebler, [<a href="mailto:twdoebler@uua.alaska.edu">twdoebler@uua.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics and Nutrition</td>
<td>6Jan14</td>
<td>Tim Doebler, [<a href="mailto:twdoebler@uua.alaska.edu">twdoebler@uua.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition, Nutrition Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Safety and Health</td>
<td>6Jan14</td>
<td>Al Grant, [<a href="mailto:argrant2@kpc.alaska.edu">argrant2@kpc.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Health And Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>6Jan14</td>
<td>Osama Abaza, [<a href="mailto:oabaza@uua.alaska.edu">oabaza@uua.alaska.edu</a>]</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>6Jan14</td>
<td>Kenrick Mock, <a href="mailto:Kenrick@uaa.alaska.edu">Kenrick@uaa.alaska.edu</a></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide

I. Initiation Date: Spring 2014

II. Course Information
A. College: College of Arts and Sciences  
B. Course prefix: BIOL  
C. Course Number: A108  
D. Number of credits: 6  
E. Contact Hours: 3+9  
F. Course Title: Principles and Methods in Biology  
G. Grading Basis: A-F  
H. Implementation Date: Fall 2015  
I. Cross-listed/Stacked: N/A  
J. Course Description: Introduction to the biological sciences through an exploration of core themes and fundamental skills. Integrated lectures and experiential learning modules will expose students to biological theory and laboratory practice. This course is equivalent to traditional two-semester introductory biology series' offered at other universities
K. Course Prerequisites: CHEM A105 or concurrent enrollment  
L. Course Co-requisites: N/A  
M. Other restrictions: N/A  
N. Registration Restrictions: N/A  
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. In each module, assign and lead discussions of relevant and essential background literature in experimental design and critical thinking skills relevant to the module’s theme.
   2. Guide the students in learning exercises and demonstrate appropriate skills
   3. Provide feedback and criticism on student writing, presentation, and critical thinking processes to help develop student skills in these areas.
B. Student Learning Outcomes and Assessment Measures:

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate scientific writing and presentation skills</td>
<td>In class presentations, written assignments, peer evaluation and feedback</td>
</tr>
<tr>
<td>2. Demonstrate ability to generate and present scientific data</td>
<td>In class presentations, written assignments, and/or examinations</td>
</tr>
<tr>
<td>3. Demonstrate an appreciation for and understanding of core concepts in biological sciences</td>
<td>In class presentations, written assignments, and/or examinations</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
Introducing students to core themes and skills foundational to further learning in the biological and natural sciences.

V. Topical Course Outline
The course will be organized into three major sections, each with closely linked lecture and experiential learning materials and activities. The specific examples used within each module will vary by semester, but modules will be constructed around core biological concepts and competencies.

A. Core biological concepts: Each module will focus on one or two of the following core concepts in the biological sciences such that all four are incorporated into a single semester.
   a. Evolutionary theory
      i. A primary focus in module 1
         1. Will underlie all additional concepts
   b. Transformation of energy and matter
   c. Structure and function
      i. Ecosystem
      ii. Organismal/cellular
   d. Informational theory (information flow, exchange, storage)

B. Core biological competencies: Specified learning objectives for each module will ensure that all students achieve the necessary skills to progress to 200 level courses in the field.
   a. Module 1: Introduction to basic biological processes and skills
      i. Diversity of scientific ways of knowing
      ii. Structure of scientific literature and writing
      iii. Basic laboratory skills for the sciences
      iv. Hypothesis testing
      v. Experimental design
   b. Module 2: Data gathering, assessment, understanding and presentation
      i. Design and conduct experiment
      ii. Basic statistical skills common across the sciences
      iii. Generating tables and figures from data
      iv. Present quantifiable data
      v. Organizing short presentations
   c. Module 3: Scientific writing and presentation skills, demonstrating competence in core skills
      i. Organization of papers and presentations
      ii. Comparing “good” vs. “bad” writing in the sciences
      iii. Produce and present complete experimental report
      iv. Drawing conclusions from data – facts vs. theories
      v. Presenting convincing scientific cases

VI. Suggested Texts


VII. Bibliography

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A115</td>
<td>N/A</td>
<td>4</td>
<td>(3+3)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Fundamentals of Biology I
Abbreviated Title for Transcript (30 character)

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

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

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

10. Grading Basis
☐ A-F  ☐ P/NP  ☐ NG

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

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

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

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

Initiator Name (typed): Khrys Duddleston  Initiator Signed Initials:  Date: __________

13b. Coordination Email
Date: 6Jan14
Submitted to Faculty Listserv: (uae-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 6Jan14

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

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

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course is being replaced by a new introductory course.

Initiator (faculty only)  Date
Khrys Duddleston

Initiator (TYPE NAME)  Date

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

☐ Approved  ☐ Disapproved
Undergraduate/Graduate Academic  Date

☐ Approved  ☐ Disapproved
Board Chair  Date

☐ Approved  ☐ Disapproved
Provost or Designee  Date
<table>
<thead>
<tr>
<th>Program</th>
<th>Date</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>6Jan14</td>
<td>Eric Holmberg, <a href="mailto:egholson@uaa.alaska.edu">egholson@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry, Biochemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>6Jan14</td>
<td>Irasema Ortega, <a href="mailto:iortega2@uaa.alaska.edu">iortega2@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>6Jan14</td>
<td>Rhonda Johnson, <a href="mailto:Rhonda.Johnson@uaa.alaska.edu">Rhonda.Johnson@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-professional track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Social Work</td>
<td>6Jan14</td>
<td>Elizabeth Sirles, <a href="mailto:easirles@uaa.alaska.edu">easirles@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BSW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics and Nutrition</td>
<td>6Jan14</td>
<td>Tim Doebler, <a href="mailto:twdoebler@uaa.alaska.edu">twdoebler@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics and Nutrition</td>
<td>6Jan14</td>
<td>Tim Doebler, <a href="mailto:twdoebler@uaa.alaska.edu">twdoebler@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition, Nutrition Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Safety and Health</td>
<td>6Jan14</td>
<td>Al Grant, <a href="mailto:argrant2@kpc.alaska.edu">argrant2@kpc.alaska.edu</a></td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Health And Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>6Jan14</td>
<td>Osama Abaza, <a href="mailto:oabaza@uaa.alaska.edu">oabaza@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>6Jan14</td>
<td>Kenrick Mock, <a href="mailto:Kenrick@uaa.alaska.edu">Kenrick@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>BS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1a. School or College  
**AS CAS**

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

1c. Department  
**Biological Sciences**

2. Course Prefix  
**B**

3. Course Number  
**A116**

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
4

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

6. Complete Course Title  
**Fundamentals of Biology II**

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix  
☐ Credits  
☐ Title  
☐ Grading Basis  
☐ Course Description  
☐ Test Score Prerequisites  
☐ Automatic Restrictions  
☐ Other

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

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

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

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

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

Initiator Name (typed): **Khrys Duddleston**  
Initiator Signed Initials: __________  
Date: __________

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

Date: **6Jan14**

13c. Coordination with Library Liaison  
Date: **6Jan14**

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

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

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

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

16c. Automatic Restriction(s)

☐ College  
☐ Major  
☐ Class  
☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This course is being replaced by a new introductory course.

Initiator (faculty only)  
**Khrys Duddleston**  
Date

Initiator (TYPE NAME)  
☐ Approved  
☐ Disapproved

☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved

☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Date

Board Chair  
Date

Provost or Designee  
Date
<table>
<thead>
<tr>
<th>Program</th>
<th>Date of Coordination</th>
<th>Contact</th>
</tr>
</thead>
</table>
| Chemistry                     | 6Jan14                | Eric Holmberg,  
egholmberg@uaa.alaska.edu  |
| BS Chemistry, Biochemistry    |                       |                                              |
| Teaching and Learning         | 6Jan14                | Irasema Ortega,  
iortega2@uaa.alaska.edu   |
| BA Elementary Education       |                       |                                              |
| Health Sciences               | 6Jan14                | Rhonda Johnson,  
Rhonda.Johnson@uaa.alaska.edu           |
| BS Pre-professional track     |                       |                                              |
| School of Social Work         | 6Jan14                | Elizabeth Sirles,  
easirles@uaa.alaska.edu |
| BS BSW                        |                       |                                              |
| Dietetics and Nutrition       | 6Jan14                | Tim Doebler,  
twdoebler@uaa.alaska.edu        |
| BS Nutrition, Nutrition Science|                     |                                              |
| Computer Science              | 6Jan14                | Kenrick Mock,  
Kenrick@uaa.alaska.edu                  |
# Proposal to Initiate, Add, Change, or Delete a Course

## Course Information

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

2. **Division**
   - AMSC Division of Math Science

3. **Department**
   - Biological Sciences

4. **Course Prefix**
   - BIOL

5. **Course Number**
   - A242

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

7. **Credits/CEUs**
   - 3

8. **Contact Hours**
   - (Lecture + Lab) (3+0)

## Course Title

**Fundamentals of Cell Biology**

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

## Type of Course

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

## Type of Action

- **Add**
- **Change**
- **Delete**

## Repeat Status

- **No**
- **# of Repeats**
- **Max Credits**

## Grading Basis

- **A-F**
- **P/NP**
- **NG**

## Implementation Date

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

## Cross Listed with

Stacked with

## Coordination Email

- Date: 6Jan14
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

## Coordination with Library Liaison

- Date: 6Jan14

## General Education Requirement

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

## Course Description

This course covers the fundamental concepts and processes important to the structure and function of the smallest unit of life.

## Course Prerequisite(s)

- BIOL A108 and CHEM A105 and CHEM A105L with minimum grade of C

## Co-requisite(s)

- (concurrent enrollment required)

## Automatic Restriction(s)

- College
- Major
- Class
- Level

## Registration Restriction(s)

- (non-codable)

## Mark if course has fees

- Mark if course is a selected topic course

## Justification for Action

We are removing the laboratory portion of the course. A new course is being created which will incorporate the laboratory theory and skills. This change is part of our overall curriculum revision, which seeks to align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science)
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Curriculum Action Request
A. College: College of Arts & Sciences
B. Course Prefix: BIOL
C. Course Number: A242
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Fundamentals of Cell Biology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Fundamental concepts and processes important to the structure and function of the smallest unit of life.
K. Course Prerequisites: [BIOL A108 and CHEM A105 and CHEM A105L] with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Present the concepts fundamentally important to the understanding and study of cell biology in terms of the core concepts of evolution, structure and function, information flow exchange and storage and transformation of energy and matter.
   2. Guide students in their ability to understand and apply their knowledge of the fundamental concepts of cell biology.
   3. Convey how cellular structure relates to function for cellular structures and biochemical processes for each of the core concepts of evolution, structure and function, information flow exchange and storage and transformation of energy and matter.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate the fundamental concepts in cell biology.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of how structure relates to function for cellular structures and biochemical processes.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>3. Compare and contrast the similarities and differences in structure and biochemical processes of different cell types.</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This course presents an integrated synthesis of fundamental principles of cell biology that are essential for the students’ ability to succeed in upper division biological sciences courses. The course is comparable to 200-level cell biology courses offered at other universities.

V. Topical Course Outline
A. Articulate the concept of evolution in cell biology by detailing the evolutionary development and relatedness of Archaea, Eukarya and Bacteria.

B. Detail pathways of energy transformation in cell biology via explanation and discussion of the interrelatedness of:
   1. Free energy, exothermic and endothermic reactions
   2. Catabolism and anabolism
   3. Oxidation and reduction
   4. Anaerobic respiration (i.e., glycolysis), aerobic respiration (i.e., oxidative phosphorylation), fermentation, photosynthesis, photoautotrophy, photoheterotrophy, chemoautotrophy, chemoheterotrophy

C. Establish how the structure and composition of cellular molecules and organelles relates to their function in terms of discussion of:
   1. Cellular macromolecules
   2. Cellular membranes and their activity
   3. Cellular motility
   4. Cellular interactions with other cells and their environment
   5. Bioenergetics, enzymes and metabolism

D. Establish how information flow and exchange occurs in cellular systems in terms of discussion of:
   1. Cellular macromolecules (i.e., DNA)
   2. Cellular membranes and their activity (i.e., transport across biological membranes)
   3. Cellular interactions with other cells and their environment

VI. Suggested Texts


VII. Bibliography

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

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Biological Sciences

2. Course Prefix
BIOL

3. Course Number
A243

4. Previous Course Prefix & Number

5a. Credits/CEUs
4

5b. Contact Hours
(Lecture + Lab) (2+4)

6. Complete Course Title
Experiential Learning: Cell Biology and Genetics
EL: Cell Biology and Genetics
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, BS</td>
<td>6Jan14</td>
<td>Eric Holmberg, <a href="mailto:egholmberg@uaa.alaska.edu">egholmberg@uaa.alaska.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Khrys Duddleston Initiator Signed Initials: _________ Date: __________________

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

Date: 6Jan14

13c. Coordination with Library Liaison
Date: 6Jan14

14. General Education Requirement
Mark appropriate box:

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

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

An experiential learning course to build upon the theory learned in BIOL A242 and BIOL A252. This will include discussion of theories and concepts, and extensive laboratory exercises in: cell and organismal culture, genetic analysis, nucleic acid and enzyme analysis, hypothesis testing and application of the scientific method. Practical laboratory skills, including microscopy and spectroscopy. Students will gain experience in, data analysis, including statistical analysis, and writing for scientific publication. Students will also practice oral presentation skills.

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

(BIOL A108 and CHEM A105 and CHEM A105L with minimum grade of C and [BIOL A242 with minimum grade of C and [BIOL A252 or concurrent enrollment]) or (BIOL A252 with minimum grade of C and [BIOL A242 or concurrent enrollment])

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

16c. Automatic Restriction(s)

☒ College ☐ Major ☐ Class ☐ Level

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

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

We removed the laboratories from BIOL A242 and BIOL A252. This course replaces the laboratory components of those courses. This change is part of our overall curriculum revision, which seeks to align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Board Chair</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
I. Date of Initiation  
Spring 2014

II. Curriculum Action Request  
A. College: College of Arts and Sciences  
B. Course Prefix: BIOL  
C. Course Number: A243  
D. Number of Credits: 4  
E. Contact Hours: 2+4  
F. Course Title: Experiential Learning: Genetics and Cell Biology.  
G. Grading Basis: A-F  
H. Implementation Date: Fall 2015  
I. Cross-listed/Stacked: N/A  
J. Course Description: An experiential learning course to build upon the theory learned in BIOL A242 and BIOL A252. This will include discussion of theories and concepts, and extensive laboratory exercises in: cell and organismal culture, genetic analysis, nucleic acid and enzyme analysis, hypothesis testing and application of the scientific method. Practical laboratory skills, including microscopy and spectroscopy. Students will gain experience in, data analysis, including statistical analysis, and writing for scientific publication. Students will also practice oral presentation skills  
K. Course Prerequisites: [BIOL A108 and CHEM A105 and CHEM A105L] with minimum grade of C and {BIOL A242 with minimum grade of C and [BIOL A252 or concurrent enrollment]} or {BIOL A252 with minimum grade of C and [BIOL A242 or concurrent enrollment]}  
L. Course Co-requisite: N/A  
M. Other Restrictions: N/A  
N. Registration Restrictions: N/A  
O. Course Fees  
A. Yes

A. Instructional Goals and Student Learning Outcomes  
A. Instructional Goals. The instructor will:  
1. Integrate the process of scientific investigation, including quantitative reasoning and analysis into the curriculum.  
2. Provide instruction on practical and theoretical aspects of cell biology and genetics topics.  
3. Support the development and implementation of investigative projects aimed at: introducing students to experimental design; reinforcing practical lab skills; and allowing students to explore cell biology and genetics topics.  

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>

188
1. Demonstrate an understanding of cellular structure and function, including the connection between cell function and gene action. Weekly lab write ups and written report(s). Literature summary and in class group discussion.

2. Demonstrate an understanding of biological information flow, including inheritance of DNA, and molecular gene expression. Weekly lab write ups and written report(s). Literature summary and in class group discussion.

3. Demonstrate competency in fundamental techniques in cell biology and genetics, including microscopy, spectroscopy, and nucleic acid analysis. Weekly lab write ups and written report(s). Literature summary and in class group discussion.

4. Demonstrate skills in data analysis, including use of summary statistics and graphical analysis. Weekly lab write ups and written report(s). Literature summary and in class discussion.

5. Communicate, to an audience of scientific peers, their project as primary scientific research. Primary research report, and oral presentation.

III. Course Level Justification
BIOL A243 is designed for Biological and Natural Sciences majors as a required undergraduate course comparable to 200-level genetics and cell biology laboratory courses offered at other universities.

V. Topical Course Outline
A. Cells structure and function
   1. Lab Exercises
      a. Working with model organisms
         1. Observing the model organism; i.e. distinguishing sexes, life stages
         2. Organism maintenance, media and environmental requirements
      b. General skills as required to work with the organism
         1. Observing organismal/cellular phenotypes
         2. Microscopic observation and analysis of traits
         3. Measurement and analysis of: size, frequency, motility and behavior
         4. Image analysis of structures and behaviors a model organism
      c. Cellular basis of a phenotype:
         1. Quantitative and qualitative analysis of phenotypes
         2. Chemical rescue or phenocopy
   2. Analytical Skills
      a. Hypothesis testing
      b. Quantitative analysis
         1. Statistics
            a. Summary statistics
            b. Measures of variance
            c. Correlation and regression analysis
         2. Graphical analysis
   3. Technical Skills
      a. Work with live organisms
      b. Liquid, mass measures and concentration
c. Microscopy  
d. Image analysis  

4. Research communication  
a. Weekly writing assignments  
b. Lab notebook  
c. In-lab journal article  
d. Group discussion  
e. Written summary  

B. Heredity  
1. Lab Exercises  
a. Transmission Genetics  
b. Patterns of inheritance  
c. Forming and testing hypotheses  
   1. Phenotypes, genotypes and Punnet squares  
   2. Multigene inheritance; independent assortment  
d. Genetic interaction  
   1. Epistasis  
e. Linkage analysis  
   1. Non-independent assortment/linkage  
   2. Linkage mapping  
f. The cellular basis of inheritance: cell division, fertilization and growth  
g. Observe cell division  
h. Observe embryonic development in a multi-cellular organism  
i. Study growth by cell division  
   1. Growth rate analysis  
   2. Cell density/viability  

2. Analytical Skills  
a. Hypothesis testing  
b. Quantitative analysis  
c. Statistics  
   1. Probability  
   2. Statistical testing  
d. Growth/population analysis  
   1. Cell density  
   2. Growth kinetics and division rate  

3. Technical Skills  
a. Microscopy  
b. Spectrophotometry  

4. Research communication  
a. Weekly writing assignments  
b. Lab Notebook  

C. Connecting gene action to cellular/organismal function  
1. Lab Exercises; Student Projects, student groups choose a project based on the following topic areas. Topic areas are not necessarily distinct: students will be encouraged to work/collaborate across topic areas where appropriate.  
a. Gene mapping and identification  
b. Map or identify a mutant gene in a model organism  
   1. Linkage using genetic markers  
   2. Deficiency or complementation mapping (when applicable)  
c. Functional complementation  
   1. Transgenic rescue
2. Bioinformatic analysis
d. Functional analysis of a gene
e. Functional complementation in bacteria or yeast
f. Reverse genetic analysis
g. Gene expression analysis
h. Promoter-reporter fusion expression
   1. Environmental induction, developmental and cell-specific expression
   2. Functional gene interaction: reporter expression in a mutant
i. Transgenics
   1. Transgenic rescue
   2. Transgene-reporter fusion
j. DNA manipulation and analysis
k. DNA manipulation
   1. DNA/RNA extraction
   2. PCR amplification
   3. Electrophoresis
   4. Molecular Cloning
   5. DNA sequence determination
l. Bioinformatics
m. DNA/Protein sequence analysis
   1. Sequence determination
   2. Similarity searching
   3. Functional annotation
   4. Phylogenetics

2. Analytical Skills
   a. Hypothesis testing
   b. Quantitative analysis
   c. Statistics
d. Graphical analysis; choosing an appropriate format depending on data/experimental design
e. Macromolecular analysis (where appropriate)
f. Quantitative analysis of DNA/RNA
g. Electrophoretic analysis
h. Bioinformatic analysis

3. Technical Skills
   a. Bioinformatics (where applicable)
b. DNA/Protein sequence analysis
      1. Sequence determination
      2. Similarity searching
      3. Functional annotation
      4. Phylogenetics and comparative genomics
c. Macromolecular Analysis of DNA/RNA/Protein (where applicable)
d. Extraction of proteins and nucleic acids
e. Quantitation of DNA/RNA and proteins
f. Size separation and electrophoresis
g. DNA amplification and sequencing

4. Research communication
   a. Primary research manuscript
   b. Peer review
   c. Oral presentation to a scientific audience
VI. **Suggested Text(s):**


VII. **Bibliography:**

Web-based resources for project development and data analysis, including genomic analysis (NCBI), image analysis (Image J) and model organism databases, such as [www.yeastgenome.org](http://www.yeastgenome.org); [www.wormbase.org](http://www.wormbase.org); and www.uniprot.org

Reference books related to student research topics and model systems, including:


1a. School or College  
AS CAS

1b. Division  
AMSC Division of Math Science

1c. Department  
Biological Sciences

2. Course Prefix  
BIOL

3. Course Number  
A252

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3

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

6. Complete Course Title  
Principles of Genetics

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry, BS</td>
<td>6Jan14</td>
<td>Eric Holmberg,  <a href="mailto:egholmberg@uaa.alaska.edu">egholmberg@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>2</td>
<td>6Jan14</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6Jan14</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Khrys Duddleston  
Initiator Signed Initials: _________  
Date: __________________

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

13c. Coordination with Library Liaison  
Date: 6Jan14

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

15. Course Description (suggested length 20 to 50 words)  
The basic principles of genes, heredity, and variation in living organisms, at cellular, molecular and population levels.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
[BIOL A108 and CHEM A105 and CHEM A105L] with minimum grade of C

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

16c. Automatic Restriction(s)

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
We are removing the laboratory portion of the course. A new course is being created which will incorporate the laboratory theory and skills. This change is part of our overall curriculum revision, which seeks to align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide  

I. Date of Initiation: Spring 2014  

II. Curriculum Action Request  
A. College: College of Arts and Sciences  
B. Course Prefix: BIOL  
C. Course Number: A252  
D. Number of Credits: 3  
E. Contact Hours: 3+0  
F. Course Title: Principles of Genetics  
G. Grading Basis: A-F  
H. Implementation Date: Fall 2015  
I. Cross-listed/Stacked: N/A  
J. Course Description: The basic principles of genes, heredity, and variation in living organisms, at cellular, molecular and population levels.  
K. Course Prerequisites: [BIOL A108 and CHEM A105 and CHEM A105L] with minimum grade of C  
L. Course Co-requisites: N/A  
M. Other Restrictions: N/A  
N. Registration Restrictions: N/A  
O. Course Fees: No  

III. Instructional Goals and Student Learning Outcomes  
A. Instructional Goals. The instructor will:  
   1. Explain and provide a framework for understanding the principles and key concepts of the following: 1) inheritance, basic structure and function of DNA and chromosomes, as well as how chromosomes move through mitosis and meiosis; 2) molecular processes of DNA replication, transcription and translation as well as important characteristics of the genetic code; 3) genetic differences between organisms, especially focused on human genetics; 4) requirements for maintaining Hardy-Weinberg equilibrium in a population.  
   2. Teach students to: 1) track alleles through generations and categorize and predict genotypes and phenotypes; 2) name all the relevant machinery for DNA replication, transcription and translation as well as identify the parts of a gene, transcribe it, and then translate it into protein; 3) name the species to which they belong and describe how to make genetically modified organism, as well as describe the modern molecular genetic techniques used in research, medical procedure and forensic testing; 4) determine allele and genotype frequencies, calculate $p$, $q$, $p^2$, $q^2$, and $2pq$ for a population before and after the occurrence of selection.  
B. Student Learning Outcomes and Assessment Measures  

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the Mendelian and non-Mendelian models of inheritance.</td>
<td>Exams and/or written assignments</td>
</tr>
</tbody>
</table>
2. Describe the basic structure of and function of DNA and chromosomes; how chromosomes are separated and cell division proceeds in mitosis and meiosis. Exams and/or written assignments

3. Describe the basics of molecular processes of DNA replication, transcription and translation; how DNA damage is repaired; what modern molecular genetic approaches and techniques are used in research, medical procedure and forensic testing. Exams and/or written assignments

4. Apply the concepts of allele and genotype frequencies and Hardy-Weinberg equilibrium equation and describe the requirements to maintain Hardy-Weinberg equilibrium in a population. Exams and/or written assignments

IV. Course Level Justification
This course introduces the student to basic concepts of genetics that build upon a foundation of basic biological knowledge. It assumes some proficiency with the vocabulary of biology, but introduces concepts and vocabulary specific to the field of genetics. It is equivalent to other sophomore-level courses in genetics.

V. Topical Course Outline
A. Cellular Reproduction
B. Mendelism: The Basic Principles of Inheritance
C. Extensions of Mendelism
D. Linkage, Crossing Over, and Chromosome Mapping in Eukaryotes
E. The Chromosomal basis of Mendelism
F. DNA and the Molecular Structure of Chromosomes
G. Replication of DNA and Chromosomes
H. Transcription and RNA processing
I. Translation and the Genetic Code
J. Mutation, DNA Repair, and Recombination
K. Variation in Chromosome Number and Structure
L. Population Genetics
M. The Techniques of Molecular Genetics
N. Genomics
O. Application of Molecular Genetics
P. The Genetic Basis of Cancer
Q. Regulation of Gene Expression in Eukaryotes

VI. Suggested Texts


VII. Bibliography


Snustad, D. P. and Simmons, M. J. Principles of Genetics, Take Note! 3rd edition (Wiley), 2006
# Course Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A271</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Ecology</td>
</tr>
<tr>
<td>Principles of Ecology</td>
</tr>
</tbody>
</table>

Abbreviated Title for Transcript (30 character):

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
</tbody>
</table>

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

If a change, mark appropriate boxes:

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>To: Fall/9999</td>
</tr>
</tbody>
</table>

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

Cross-Listed Coordination Signature

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Environment and Society BA and BS</td>
<td>6Jan14</td>
<td>Dorn VanDommelen, <a href="mailto:dvandommelen@uaa.alaska.edu">dvandommelen@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>2. Civil Engineering, BS</td>
<td>6Jan14</td>
<td>Osama Abaza, <a href="mailto:oabaza@uaa.alaska.edu">oabaza@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>3. Environment and Society, Minor Environmental Sci.</td>
<td>6Jan14</td>
<td>Dorn VanDommelen, <a href="mailto:dvandommelen@uaa.alaska.edu">dvandommelen@uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Khrys Duddleston
Initiator Signed Initials: ______

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 6Jan14</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction to the basic principles of ecology including: 1) the physical and biological nature of environment in relation to living systems, 2) physiological, morphological and behavioral adaptations of organisms, 3) the dynamics and structures of populations, biological communities, ecosystems, and biomes, and 4) the interdependence of natural and human systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A108 and CHEM A105 and [CHEM A106 or concurrent enrollment] with minimum grade of C</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Major Class Level</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are removing the laboratory portion of the course. A new course is being created which will incorporate the laboratory theory and skills. This change is part of our overall curriculum revision, which seeks to align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science)</td>
</tr>
<tr>
<td>Role</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>Khrys Duddleston</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
</tr>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
</tr>
<tr>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A271
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Principles of Ecology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: An introduction to the basic principles of ecology including: 1) the physical and biological nature of environment in relation to living systems, 2) physiological, morphological and behavioral adaptations of organisms, 3) the dynamics and structures of populations, biological communities, ecosystems, and biomes, and 4) the interdependence of natural and human systems.

K. Course Prerequisites: {BIOL A108 and CHEM A105 and [CHEM A106 or concurrent enrollment]} with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Provide a basic physical and chemical description of the environment as experienced by living things.
   2. Discuss the role of adaptations in the apparent fit of organisms to their environment.
   3. Provide basic information on population structures.
   4. Introduce the vocabulary of ecology.
   5. Introduce systems concepts through discussion of trophic dynamics and biogeochemical cycling.
   6. Encourage class discussion of environmental issues from an ecological perspective.
   7. Help students understand what ecologists do.

B. Student Learning Outcomes and Assessment Measures:

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe factors of the physical environment that affect biological organisms.</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>
2. Describe the process of adaptation of plants and animals and cite examples.
   Written assignments and examinations

3. Differentiate between ecology and environmentalism.
   Written assignments and examinations

4. Explain some of the causes of population fluctuations.
   Written assignments and examinations

5. Describe the flow of matter and energy through ecosystems.
   Written assignments and examinations, classroom discussions

6. Interpret the interdependence of human needs and the natural environment.
   Written assignments and examinations, classroom discussions

IV. Course Level Justification
This course introduces the student to basic concepts of the interrelationships between organisms and environment that build upon a foundation of basic biological knowledge. It assumes some proficiency with the vocabulary of biology, but introduces concepts and vocabulary specific to the field of ecology. It is similar to other sophomore level courses in ecology at other Universities.

V. Topical Course Outline
A. The origins of ecology
   1. Early biogeography and naturalists
   2. Geology and limnology
   3. Evolutionary theory
   4. Demography

B. The physical environment
   1. Temperature/Climate
   2. Light
   3. Water
      a. Special properties
      b. Soil
      c. Freshwaters
      d. Oceans
      e. Ice
   4. Chemicals
   5. Other aspects of the physical environment

C. The biological environment
   1. Microclimate
   2. Soil
   3. Thermal considerations of animals

D. Populations
   1. Exponential growth
   2. Logistic growth
   3. Age structure in populations
   4. Survivorship curves

E. Species interactions
   1. Predation
   2. Mutualism
   3. Competition
   4. Mimicry
   5. Other interactions
F. Adaptation
   1. Populations Population genetics and microevolution
   2. Speciation and macroevolution
   3. Coevolution
      a. Pollination
      b. Predator-prey
   4. Physiological adaptations
      a. Plants
      b. Animals
      c. Microorganisms
   5. Behavioral adaptations
      a. Sexual selection
      b. Mating systems
      c. Social systems
      d. Other adaptive behaviors
   6. Morphological adaptations

G. Community Ecology
   1. Vegetation
   2. Succession
   3. Guilds
   4. Coral Reefs
   5. Wetlands
   6. Deserts
   7. Agricultural communities

H. Ecosystems
   1. Trophic structure and dynamics
   2. Nutrient cycling and decomposition
   3. Energy and thermodynamics
   4. Punctuated Equilibrium
   5. Major biomes
   6. Aquatic and Marine systems

I. The role of people
   1. Ecosystem services
   2. Extinctions
   3. Pollution
   4. Climate vulnerability

VI. Suggested Texts
    
    
    

VII. Bibliography
    Primary journals in Ecology:
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biological Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A273</td>
<td></td>
<td>4</td>
<td>(2+4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning: Ecology and Evolution</td>
</tr>
<tr>
<td>EL: Ecology and Evolution</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>From: Fall/2015</th>
<th>To: Fall/9999</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td>Date: 6Jan14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Dudleston</td>
<td>_________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
<td>Hands-on application of the principles of ecology and evolution in laboratory and field contexts. This course will include hypothesis testing and application of the scientific method through practical laboratory and field applications. Students will gain experience in data analysis, writing for scientific publication, and presentations.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s)</th>
<th>16b. Co-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list prefix and number or test code and score)</td>
<td>(concurrent enrollment required)</td>
</tr>
<tr>
<td>BIOL A108 with minimum grade of C and (BIOL A271 with minimum grade of C and (BIOL A288 or concurrent enrollment)) or (BIOL A288 with minimum grade of C and (BIOL A271 or concurrent enrollment))</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>We removed the laboratory from BIOL A271. This course replaces the laboratory component of that course while including applications of evolutionary ecology. This change is part of our overall curriculum revision, which seeks to align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science)</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Khrys Duddleston</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
<tr>
<td>□ Approved</td>
</tr>
<tr>
<td>□ Disapproved</td>
</tr>
<tr>
<td>□ Approved</td>
</tr>
<tr>
<td>□ Disapproved</td>
</tr>
<tr>
<td>□ Approved</td>
</tr>
<tr>
<td>□ Disapproved</td>
</tr>
<tr>
<td>□ Approved</td>
</tr>
<tr>
<td>□ Disapproved</td>
</tr>
<tr>
<td>□ Approved</td>
</tr>
<tr>
<td>□ Disapproved</td>
</tr>
<tr>
<td>□ Approved</td>
</tr>
<tr>
<td>□ Disapproved</td>
</tr>
<tr>
<td>□ Approved</td>
</tr>
<tr>
<td>□ Disapproved</td>
</tr>
</tbody>
</table>
University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide

I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A273
D. Number of Credits: 4
E. Contact Hours: 2+4
F. Course Title: Experiential Learning: Ecology and Evolution
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Hands-on application of the principles of ecology and evolution in laboratory and field contexts. This course will include hypothesis testing and application of the scientific method through practical laboratory and field applications. Students will gain experience in data analysis, writing for scientific publication, and presentations.
K. Course Prerequisites: BIOL A108 with minimum grade of C and [BIOL A271 with minimum grade of C and [BIOL A288 or concurrent enrollment]] or [BIOL A288 with minimum grade of C and [BIOL A271 or concurrent enrollment]]
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Integrate the process of scientific investigation, including quantitative reasoning and analysis into the curriculum.
   2. Provide a basis for understanding the principles of ecology and evolution through experimentation and research.
   3. Support the development and implementation of investigative projects aimed at: introducing students to experimental design; reinforcing practical lab skills; and allowing students to explore ecology and evolution topics.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the principles of ecology and evolution.</td>
<td>Written and oral assignments and/or examinations.</td>
</tr>
</tbody>
</table>
2. Demonstrate an understanding of the scientific method and approaches to ecological and evolutionary research.

3. Demonstrate competency in fundamental techniques in ecology and evolutionary research.

4. Demonstrate skills in data analysis, including use of summary statistics and graphical analysis.

5. Communicate, to an audience of scientific peers, their project as primary scientific research.

IV. Course Level Justification
This course builds on the fundamental elements of biology by increasing mastery of ecological and evolutionary themes in a hands-on research format.

V. Topical Course Outline
A. Introduction and Approaches to Ecological and Evolutionary Research
   1. Working with model organisms
      a. Observing the model organism
         1. Microscopic observation and analysis of traits
         2. Measurement and analysis
         3. Image analysis of structures and behaviors a model organism
      b. Organism maintenance and environmental requirements
   2. Analytical Skills
   3. Hypothesis testing
   4. Quantitative analysis
      a. Statistics
         1. Summary statistics
         2. Measures of variance
         3. Correlation and regression analysis
      b. Graphical analysis
B. Autecology and the Niche Concept
   1. Laboratory Application
C. Population Ecology
   1. Laboratory or Field Application
D. Community Ecology
   1. Introduction to Field Research
      a. Measurement and analysis
      b. Laboratory or Field Application
E. Landscape Ecology and Ecosystems
   1. Laboratory or Field Application
F. Molecular Evolution
   1. Laboratory Application
G. Sources of Phenotypic Variation
   1. Laboratory Application
H. Heredity
   1. Laboratory Application
I. Natural Selection and Genetic Drift
1. Laboratory or Field Application

J. Phylogenetic Reconstruction

1. Laboratory or Field Application

K. Ecology and Evolution Student Projects

1. Student Projects: student groups choose a project based on the previous topic areas in the applications A-J above. Projects will involve greater depth and scope than the applications. Topic areas are not necessarily distinct and students will be encouraged to work/collaborate across topic areas where appropriate.

VI. Suggested Texts


VII. Bibliography

Journal articles from the primary literature (Ecology, Evolution, Trends in Ecology and Evolution, etc.) related to student research projects.

Web-based resources for project development and data analysis, including statistical analysis (R) and image analysis (Image J).

Reference books related to student research topics and model systems, including:


**Course Action Request**

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A288</td>
<td>A308</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

**Principles of Evolution**

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

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [x] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other Update CCG (please specify)

- [ ] Cross Listed
- [ ] Stacked

9. Repeat Status No

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

10. Grading Basis

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

11. Implementation Date

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

12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment and Society, BA</td>
<td>6Jan14</td>
<td>Dorn VanDommelen, <a href="mailto:dvandommelen@uaa.alaska.edu">dvandommelen@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>Environment and Society, BS</td>
<td>6Jan14</td>
<td>Dorn VanDommelen, <a href="mailto:dvandommelen@uaa.alaska.edu">dvandommelen@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>[Third Impacted Program]</td>
<td>[Date]</td>
<td>[Contact Information]</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Khrys Duddleston

Initiator Signed Initials: __________

Date: __________

13b. Coordination Email

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

13c. Coordination with Library Liaison

Date: 6Jan14

14. General Education Requirement

Mark appropriate box:

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

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

An introduction to the basic principles and mechanisms of the evolution of living systems, with emphasis on the evidence supporting modern understanding of the patterns and processes associated with individual and population variability, transmission of genetic information, lineage diversification, and biological change.

16a. Course Prerequisite(s)

(list prefix and number or test code and score)

BIOL A108 with minimum grade of C

16b. Co-requisite(s)

(concurrent enrollment required)

16c. Automatic Restriction(s)

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

16d. Registration Restriction(s)

(non-codable)

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

The course level is being changed to reflect content and the use of this course as a pre-requisite for numerous upper division courses in BIOL. This change is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree, and align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences.
B. Course Prefix: BIOL
C. Course Number: A288
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Principles of Evolution
G. Grading Basis: A-F
H. Implementation Date: Fall 2014
I. Cross-listed/Stacked: N/A
J. Course Description: An introduction to the basic principles and mechanisms of the evolution of living systems, with emphasis on the evidence supporting modern understanding of the patterns and processes associated with individual and population variability, transmission of genetic information, lineage diversification, and biological change.
K. Course Prerequisites: BIOL A108 with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Provide students with the principal concepts and processes important to understanding the study of evolution.
   2. Guide students in their ability to apply evolutionary theory to interpretation of biological patterns and processes

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate core concepts of biological sciences by investigating and applying the fundamental constructs of evolutionary theory</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>2. Articulate theory and processes of natural selection, sexual selection, models of speciation, and current evolutionary thought.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>3. Describe patterns of phylogeny and evolution using molecular and cladistic data sets.</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>
IV. **Course Level Justification**

Designed for Biological and Natural Sciences majors as a core undergraduate course comparable to 200-level courses offered at other universities. These topics are essential to the student’s ability to succeed in upper division courses in more specific disciplines within the biological sciences.

V. **Topical Course Outline**

A. **Historical Perspectives on Evolution**
   1. Darwinian Revolution
   2. Evolutionary Thinking

B. **Sources of Variation**
   1. Variation Among Individuals
   2. Mendelian Genetics in Populations
   3. Evolution at multiple Loci

C. **Genes in Populations**

D. **Adaptations**
   1. Evolutionary Analysis of Form and Function
   2. Evolution of Social Behavior

E. **Selection**
   1. Natural Selection Revisited
   2. Sexual Selection

F. **Persistence of Variability**

G. **Geographic Variation**
   1. Macroevolution
   2. Biogeography

H. **Origin of New Species**
   1. Modes of Speciation
   2. Mechanisms of Divergence

I. **Hybridism and Polyploidy**
   1. Gene Flow Between Species
   2. Mechanisms of Isolation

J. **Geologic Record and Evolutionary Lineages and Trends**
   1. Nature of the Fossil Record
   2. Evolution in the Fossil Record

K. **Evolutionary Lineages and Trends**
   1. Taxonomic Diversity Over Time
   2. Morphological Diversification
   3. Evolution of Complexity

L. **Evo-Devo**
   1. Divorce and Reconciliation of Development and Evolution
   2. Post Hox: Homology or Homoplasy

M. **Extinction**
   1. Mass Extinctions
2. Background Extinctions

N. Patterns of Regularity in Macroevolution

O. Morphology, Phylogeny, and Classification
   1. Parsimony and Cladistics
   2. Likelihood and Joining Techniques

P. Origin and Early Evolution of Life

Q. Human Evolution
   1. Relationship Among Humans and Extant Apes
   2. Recent Ancestry of Humans
   3. The Evolution of Distinctive Human Traits

VI. Suggested Texts


VII. Bibliography


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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A298</td>
<td>N/A</td>
<td>1 to 6</td>
<td>(0+3 - 18)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>7. Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Research</td>
<td>Individual Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Course</th>
<th>9. Repeat Status</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>No</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Preparatory/Development</td>
<td>Yes</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Non-credit</td>
<td>No</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>CEU</td>
<td>No</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Professional Development</td>
<td>No</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>NG</td>
<td>To: Fall/9999</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Initiator Name (typed): Khrys Duddleston</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (typed):</td>
<td>Initiator Signed Initials:</td>
<td>Date:</td>
</tr>
<tr>
<td>Khrys Duddleston</td>
<td>Initiator Signed Initials:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6Jan2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8Jan2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description</th>
<th>suggested length 20 to 50 words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab and field investigations on specific subjects in biology. Topic for study to be approved and directed by a faculty member in Biological Sciences. Special Note: May be repeated once for a maximum of 6 credits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A108 with minimum grade of C.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Instructor permission</td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
<th>Updating pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator (faculty only) | Date | Approved | Disapproved |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

214
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A298
D. Number of Credits: 1 to 6
E. Contact Hours: 0+3-18
F. Course Title: Individual Research
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Lab and field investigations on specific subjects in biology. Topic for study to be approved and directed by a faculty member in Biological Sciences. Special Note: May be repeated once for a maximum of 6 credits.
K. Course Prerequisites: N/A
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Instructor permission
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Provide an opportunity for student to participate in the conduct of original research and to gain an appreciation for the excitement, challenge, repetition, rigor and other aspects of a biology research project.
2. Provide the necessary instruction in technical or analytical skills needed to conduct research.
3. Supervise the student’s laboratory and/or field work.
4. Assist the student with the design, conduct, analysis and presentation of their research project.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design, conduct, analyze and present a biological research project.</td>
<td>Interact one-on-one with the faculty mentor, write a research paper and give an oral research presentation.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course provides appropriate recognition for undergraduate students who complete mentored research projects in the biological sciences but have not yet completed the 200-level
courses in their major.

V. **Topical Course Outline**
Students work with mentors to design an individual research project. Therefore there is no course outline.

VI. **Suggested Texts** (American Medical Association style bibliography)
Students are provided with materials relevant and appropriate to their specific research project.

VII. **Bibliography**
Students are provided with materials relevant and appropriate to their specific research project.
# Course Action Request

## University of Alaska Anchorage

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

## 1. School or College

- **Division or School**: AS CAS
- **Division**: AMSC Division of Math Science
- **Department**: Biological Sciences

## 2. Course Information

- **Course Prefix**: BIOL
- **Course Number**: A310
- **Previous Course Prefix & Number**: N/A
- **Credits/CEUs**: 3
- **Contact Hours (Lecture + Lab)**: (3 + 0)

## 3. Course Title

- **Complete Course Title**: Principles of Animal Physiology

## 4. Type of Course

- **Type of Course**: Academic

## 5. Type of Action

- **Type of Action**: Add or Change

## 6. Course Prerequisites

- **Course Prerequisite(s)**: BIOL A242 with minimum grade of C

## 7. Course Description

- **Course Description**: Fundamental principles of cellular and system physiology of animals with emphasis on vertebrate and, in particular, human physiology

## 8. Justification for Action

- **Justification for Action**: We are removing the laboratory portion of this course. This change is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree and align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science)

## 9. Repeat Status

- **Repeat Status**: No

## 10. Grading Basis

- **Grading Basis**: A-F

## 11. Implementation Date

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

## 12. Cross-Listed/Stacked

- **Cross-Listed**: No
- **Stacked**: No

## 13. Coordination

- **Coordination Email**: Date: 6Jan14

## 14. General Education Requirement

- **Oral Communication**: Mark appropriate box:
- **Written Communication**: Mark appropriate box:
- **Quantitative Skills**: Mark appropriate box:
- **Humanities**: Mark appropriate box:
- **Fine Arts**: Mark appropriate box:
- **Social Sciences**: Mark appropriate box:
- **Natural Sciences**: Mark appropriate box:
- **Integrative Capstone**: Mark appropriate box:

## 15. Course Prerequisite(s)

- **Course Prerequisites**: BIOL A242 with minimum grade of C

## 16. Co-requisite(s)

- **Co-requisite(s)**: (concurrent enrollment required)

## 17. Mark if Course has Fees

- **Mark if Course has Fees**: No

## 18. Mark if Course is a Selected Topic Course

- **Mark if Course is a Selected Topic Course**: No

## 19. Initiation and Approval

- **Initiator Name**: Khrys Duddleston
- **Initiator Signed Initials**: _________
- **Date**: __________

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

- **Undergraduate/Graduate Academic**: Approved
- **Date**: __________

- **Provost or Designee**: Approved
- **Date**: __________

---

217
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A310
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Principles of Animal Physiology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Fundamental principles of cellular and system physiology of animals with emphasis on vertebrate and, in particular, human physiology
K. Course Prerequisites: BIOL A242 with minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Familiarize students with the fundamental biochemical and cellular processes that underpin organ, system and whole animal physiology.
   2. Familiarize students with core physiological systems. These will include the endocrine system, the nervous system, the muscular system, the circulatory system, the respiratory system, the systems that regulate water and ion balance, the digestive system and the thermoregulatory system.
   3. Illustrate each core physiological system studied with both human and non-human examples.
   4. Integrate instruction on biochemical and cellular physiology with instruction on systems physiology, so that students are made aware of the importance of integrated multi-level approaches to the understanding of physiology.
   5. Demonstrate the integrated nature of different physiological systems, so that students are made aware of the integrated manner in which the different systems work within a body and are able to apply this in the study of whole human or whole animal biology.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the core concepts and principles of cellular and systems physiology and their</td>
<td>Written exams</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
The exercises and content of this course are designed for upper-division BA and BS students majoring in biology. They are designed to prepare these students for 400-level offerings in animal physiology and to prepare interested students for the physiological sections of the Graduate Record Examinations (GREs) tests and the Medical College Admissions Test (MCAT).

V. Topical Course Outline
A. Chemistry of Life
   1. Energy
   2. Properties of water
   3. Biomolecules
   4. Enzymes
B. Cellular Metabolism and Physiology
   1. Anaerobic metabolism
   2. Aerobic metabolism
   3. Membrane structure
   4. Membrane transport
C. Endocrine system
   1. Signal transduction pathways
   2. Hypothalamus and Pituitary gland
   3. Growth hormone
   4. Adrenal gland
   5. Thyroid gland
   6. Pancreas
   7. Hormonal regulation of reproduction
D. Nervous system
   1. Neuron structure
   2. Generation and transmission of action potentials
   3. Synaptic transmission
   4. Functional organization of the nervous system: peripheral nervous system
   5. Functional organization of the nervous system: central nervous system
E. Muscular system
   1. Muscle cell structure
   2. Excitation-contraction coupling
   3. Muscle function
   4. Regulation of muscle function
   5. Aerobic and anaerobic exercise
F. Circulatory system
   1. Components of circulatory systems
   2. The heart: Cardiac muscle
3. The heart: Cardiac cycle
4. The heart: control of contraction

G. Respiratory system
   1. Physics of respiration
   2. Ventilation and gas exchange
   3. Oxygen transport
   4. Carbon dioxide transport
   5. Regulation of respiration

H. Ion and water balance
   1. Strategies for ionic and osmotic regulation
   2. Role of epithelia
   3. Nitrogen excretion
   4. The kidney: structure and function

I. Digestive system
   1. Nutrition: nutrients
   2. Nutrition: energy acquisition
   3. The digestive system: form and function
   4. Regulation of digestion

J. Thermoregulation
   1. Physics of heat exchange
   2. Endothermy
   3. Physiological responses to cold environments
   4. Physiological responses to hot environments

VI. Suggested Texts

VII. Bibliography

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

1a. School or College
   AS CAS

1b. Division
   AMSC Division of Math Science

1c. Department
   Biological Sciences

2. Course Prefix
   BIOL

3. Course Number
   A316

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Principles of Plant Physiology

Abbreviated Title for Transcript (30 character)

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

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

   If a change, mark appropriate boxes:
   □ Prefix  □ Credits  □ Title  □ Grading Basis  □ Course Description  □ Test Score Prerequisites
   □ Automatic Restrictions  □ Other CCG (please specify)

9. Repeat Status No
   □ of Repeats
   □ Max Credits

10. Grading Basis
    □ A-F  □ P/NP  □ NG

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

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

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

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

   Initiator Name (typed): Khrys Duddleston
   Initiator Signed Initials: _________ Date:________________

13b. Coordination Email
    Date: 6Jan14
    Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 6Jan14

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

15. Course Description (suggested length 20 to 50 words)
    Physiology of vascular plants: Growth, development, photosynthesis, transpiration, uptake of water and nutrients, transportation of materials, and metabolism.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
    BIOL A242

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

16c. Automatic Restriction(s)

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

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

19. Justification for Action
    We are changing the title to align with our new curriculum/course naming plan. This change is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree and align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).

   ____________________________________________________________     ___________
   Initiator (faculty only)         Date
   Khrys Duddleston
   Initiator (TYPE NAME)

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

   □ Approved  □ Disapproved
   Undergraduate/Graduate Academic
   Date

   □ Approved  □ Disapproved
   Board Chair
   Date

   □ Approved  □ Disapproved
   Provost or Designee
   Date
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A316
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Principles of Plant Physiology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Physiology of vascular plants: Growth, development, photosynthesis, transpiration, uptake of water and nutrients, transportation of materials, and metabolism
K. Course Prerequisites: BIOL A242 with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Provide to the students a framework for understanding plant physiology
2. Describe and elaborate the fundamental physics and chemistry relating to plant structure and function.
3. Explain the variation between plant functional groups in regard to form and function and show how they are interrelated.
4. Examine the external driving forces on plants, qualitatively and quantitatively.
5. Provide examples of functional responses to instantaneous, diurnal, seasonal, multi-year variation in environmental conditions

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define terminology and explain concepts well enough to read research articles in the field</td>
<td>Student presentations on selected topics, classroom discussion and examinations</td>
</tr>
<tr>
<td>2. Design proper experiments and evaluate data using appropriate graphics and numerical analyses</td>
<td>Class analyses of published papers and examinations</td>
</tr>
<tr>
<td>3. Criticize faulty experimental design and analyses</td>
<td>Published papers</td>
</tr>
</tbody>
</table>
IV. **Course Level Justification**

This course requires a background of knowledge in both cell and organismal biology.

V. **Topical Course Outline**

A. **Introduction:**
   1. External Plant Structure
   2. Plant Anatomy and Development

B. **The Plant Cell**
   1. Overall Function
   2. Energy and Energetics
   3. Enzymes

C. **Water Uptake and Transport**
   1. Water and Plants
   2. Water Movements
   3. Water Relations
   4. Controlled Water Loss
   5. Water Loss and Energy Balance

D. **Mineral Nutrition**
   1. Essential Nutrients
   2. Nutrient Acquisition
   3. Nutrient Deficiency and Plant Response

E. **Movement of Organic Substances within Plants**
   1. Transport Pathway for Organic Compounds
   2. Mechanisms of Translocation
   3. The Chemistry of Carbohydrates and Other Translocated Compounds
   4. What Plants Eat and How

F. **Photosynthesis Overview**
   1. The Chloroplast
   2. Light Harvesting
   3. The Photosynthetic Apparatus

G. **Basic Carbon Fixation**
   1. Oxidation-Reduction
   2. Carbon Fixation-Calvin Cycle

H. **Variations and Complications**
   1. The Photorespiration Pathway
   2. Alternative Fixation pathways
   3. Assimilate transformation and use

I. **Primary Biosynthesis Pathways**
   1. How and Why Carbon Fixation Pathways Vary
   2. Structure of C-3, C-4, and CAM Plants
3. Differential Response Pathways

J. Physiology and Ecology of Photosynthesis
   1. Plant Respiration
   2. Whole organ Respiration
   3. Respiratory Pathways
   4. Lipid Respiration

K. Nitrogen Fixation, Transport, and Use
   1. Nitrogen Assimilation
   2. Nitrogen Fixation in Prokaryotes
   3. Symbiotic Fixation
   4. Sulfur and Phosphate Acquisition and Assimilation

L. Plant Protection
   1. Sealing
   2. Secondary Plant Products
   3. Phenolics and Nitrogen Containing Compounds

M. Growth and Development
   1. Patterns
   2. Morphogenesis
   3. Plant Hormones
   4. Plant Timing
   5. Phytochrome
   6. Light and Flowering
   7. Temperature and Flowering

VI. Suggested Texts:


Taiz, L. And Zeiger, E. Plant Physiology. Sinauer, latest edition

VII. Bibliography:
Selected papers from the following journals:

Plant physiology, Physiologia Plantarum
## Course Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A320</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertebrate Biology</td>
</tr>
<tr>
<td>Vertebrate Biology</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
</tr>
<tr>
<td>Vertebrate Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
</tbody>
</table>

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

### If a change, mark appropriate boxes:

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
</tr>
<tr>
<td>P/NP</td>
</tr>
<tr>
<td>NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year</td>
</tr>
<tr>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>To: Fall/9999</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Initiator Name (typed): Khrys Duddleston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials: ________ Date: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 6Jan14</td>
</tr>
<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 6Jan14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A survey of vertebrates of the world, with emphasis on their evolution, diversity and biogeography, and on comparative morphology, physiology, ecology, and behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) [list prefix and number or test code and score]</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A286</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replaces Mammalogy and Ornithology, which have been deleted. The addition of this course is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree and align our degree with the core concepts and competencies outlined in Vison and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Duddleston</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ____________</td>
</tr>
</tbody>
</table>

225
University of Alaska Anchorage
College of Arts and Sciences
Course Content Guide

I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A320
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Vertebrate Biology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: A survey of vertebrates of the world, with emphasis on their evolution, diversity and biogeography, and on comparative morphology, physiology, ecology, and behavior
K. Course Prerequisites: BIOL A288 with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Provide a framework for understanding the evolutionary development of vertebrate organisms, and where these organisms fit into the tree of life on Earth
   2. Describe and exemplify the evolutionary history and paleogeography of vertebrates.
   3. Explain the morphology and physiology of vertebrates in an evolutionary context, and show the students how form and function are interrelated.
   4. Examine the ecology and biogeography of vertebrates in relation to instructional goal 2.
   5. Provide the background and opportunity for students to explore the evolution of complexity in the context of vertebrates and vertebrate ecological systems.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the evolutionary history of vertebrates</td>
<td>Written assignments, classroom discussion, and examinations</td>
</tr>
<tr>
<td>2. Identify the principle morphological and physiological adaptations of vertebrates and explain and compare their evolutionary significance</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>
3. Recognize and classify/describe the principle taxonomic groups of vertebrates

4. Describe the relationships between climate, geology, diversity and extinction patterns in vertebrates

5. Evaluate the patterns of evolution and extinction of vertebrates and speculate on the future of vertebrates in the near future.

IV. Course Level Justification
   This course is similar to other junior-level courses in vertebrate biology offered at other universities. It requires a background of knowledge of organismal biology (including metabolism, physiology and morphology) and a solid background in evolution for maximum benefit by the students.

V. Topical Course Outline
   A. Introduction:
      1. Review of phylogenetic principles
      2. Geologic Time
      3. What is a vertebrate? Basics of Morphology and Anatomy
   B. Evolution of Vertebrates - Aquatic Lifestyles
      1. Origins of Chordates
      2. Jawless Vertebrates
      3. Ecology and Physiology of Fish
      4. The Biology of Chondrichthyes
      5. The Bony Fish
   C. The Rise of Terrestrial Vertebrates - the late Paleozoic
      1. Living on Land
      2. Origin of Tetrapods and Amniotes
      3. The Amphibians
      4. Physiology and Ecology of Amphibians
   D. Rise of the Amniotes - two styles of terrestrial living
      1. Synapsid and Diapsids
      2. The Turtles
      3. The Lepidosaurus: Lizards and Snakes
   E. Ectotherms to Endotherms
      1. Physiology of Ectotherms
      2. The Mesozoic - The transition to "modern" birds, mammals, and reptiles
      3. Mesozoic Diapsids - Dinosaurs and Birds
      4. Aves - For the Birds
      5. The Mammals
   F. Mammal Evolution, Adaptation, and Beyond
      1. The Cenozoic Radiations
      2. Evolution of Aquatic Life in Mammals
      3. Endothermy
VI. Suggested Texts


VII. Bibliography

An extensive collection of recent primarily literature covering the topics listed above are available and will be used in the class. In addition, new discoveries are emerging monthly regarding the evolution, physiology, and ecology of vertebrates, and will be included as topics of reading and discussion. Further information on references are available from D. Spalinger (afdes@uaa.alaska.edu) upon request. The following is only a small example of materials to be used:


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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A321</td>
<td>N/A</td>
<td>2</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning: Vertebrate Biology</td>
<td>EL: Vertebrate Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other (please specify)

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>semester/year</td>
</tr>
<tr>
<td></td>
<td>From: Fall/2015</td>
</tr>
<tr>
<td></td>
<td>To: Fall/9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date: 6Jan14</td>
</tr>
</tbody>
</table>

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

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

Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

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

Theory and practice in vertebrate biology including laboratory activities focusing on the evolution, diversity and biogeography, and comparative morphology, physiology, ecology, and behavior.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s)</th>
<th>16b. Co-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list prefix and number or test code and score)</td>
<td>(concurrent enrollment required)</td>
</tr>
<tr>
<td>(BIOL A320 or concurrent enrollment)</td>
<td></td>
</tr>
<tr>
<td>or (BIOL A487 or concurrent enrollment)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(non-codable)</td>
</tr>
</tbody>
</table>

| 16e. | 16f. |

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

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

This is a companion laboratory-based course to BIOL A320. This addition is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree and align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A321
D. Number of Credits: 2
E. Contact Hours: 1+2
F. Course Title: Experiential Learning: Vertebrate Biology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Theory and practice in vertebrate biology including laboratory activities focusing on the evolution, diversity and biogeography, and comparative morphology, physiology, ecology, and behavior
K. Course Prerequisites: [BIOL A320 or concurrent enrollment] or [BIOL A487 or concurrent enrollment]
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will, in a laboratory setting:  
   1. Describe and exemplify the evolutionary history and paleogeography of vertebrates.  
   2. Explain the morphology and physiology of vertebrates in an evolutionary context, and show the students how form and function are interrelated.  
   3. Examine the ecology and biogeography of vertebrates in relation to instructional goal 2.  
   4. Provide the background and opportunity for students to explore the evolution of complexity in the context of vertebrates and vertebrate ecological systems.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the evolutionary history of vertebrates</td>
<td>Laboratory reports, quizzes and examinations</td>
</tr>
<tr>
<td>2. Identify the principle morphological and physiological adaptations of vertebrates and explain and compare their evolutionary significance</td>
<td>Laboratory reports, quizzes and examinations</td>
</tr>
<tr>
<td>3. Recognize and classify/describe the principle taxonomic groups of vertebrates</td>
<td>Laboratory reports, quizzes and examinations</td>
</tr>
</tbody>
</table>
IV. **Course Level Justification**
This course requires a background of knowledge of organismal biology (including metabolism, physiology and morphology) and a grounding in evolution for maximum benefit by the students.

V. **Topical Course Outline**
A. Relatives of the Vertebrates
   1. Protochordates and other Deuterostomes
B. Evolution of Vertebrates - Aquatic Lifestyles
   1. Jawless Vertebrates
   2. Cartilagenous Fish
   3. Bony Fish
C. Evolution of Vertebrates - Terrestrial Lifestyles
   1. Amphibians
   2. Diapsids and Synapsids
D. Vertebrate development
E. Comparative and Functional Morphology: the skeleton
   1. the skull
   2. the axial skeleton
   3. the appendicular skeleton
F. Comparative and Functional Morphology: the integument (skin)
G. Comparative and Functional Morphology: the muscular system
H. Comparative and Functional Morphology: Respiration and Circulation

VI. **Suggested Texts**

VII. **Bibliography**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A330</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Biology</td>
<td>Plant Biology</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>If a change, mark appropriate boxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Prefix</td>
</tr>
<tr>
<td>☐ Credits</td>
</tr>
<tr>
<td>☐ Grading Basis</td>
</tr>
<tr>
<td>☐ Course Description</td>
</tr>
<tr>
<td>☐ Test Score Prerequisites</td>
</tr>
<tr>
<td>☐ Automatic Restrictions</td>
</tr>
<tr>
<td>☐ Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date (Semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Initiator Name (typed): Khrys Duddleston</th>
<th>Initiator Signed Initials: _______</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 6Jan14</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 6Jan14</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>Mark appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Humanities</td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

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

Exploration of plant anatomy, morphology, basic physiology, ecology, evolution, and relationship of humans to plants.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>BIOL A288 with minimum grade of C</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ College</td>
<td>☐ Major</td>
</tr>
<tr>
<td>☐ Class</td>
<td>☐ Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐ Mark if course has fees</th>
<th>☐ Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Justification for Action</th>
</tr>
</thead>
</table>

This course replaced BIOL A333 and A334 (biology of non-vascular and vascular plants, respectively). This addition is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree and align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science).

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Duddleston</td>
<td></td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>☑ Approved</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑ Approved</th>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑ Approved</th>
<th>Board Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑ Approved</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A330
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Plant Biology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: An exploration of plant anatomy, morphology, basic physiology, ecology, evolution, and relationship of humans to plants.
K. Course Prerequisites: BIOL A288 with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Explain primary aspects of plant structure and function.
   2. Explain growth, tissue differentiation, and reproduction of plants
   3. Contrast morphology, anatomy, and ecology of algae, lichens, bryophytes, ferns, gymnosperms, and angiosperms
   4. Present important themes about the relationship of humans to plants

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contrast structures and functions of plant morphology and anatomy</td>
<td>Examinations and/or written assignments</td>
</tr>
<tr>
<td>2. Explain patterns of growth, differentiation, and reproduction in plants</td>
<td>Examinations and/or written assignments</td>
</tr>
<tr>
<td>3. Contrast morphological, anatomical, and ecological features of major plant lineages</td>
<td>Examinations and/or written assignments</td>
</tr>
<tr>
<td>4. Discuss the important relationships of humans to plants</td>
<td>Examinations and/or written assignments</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This course is similar to 300-level courses in plant biology offered at other universities. It course builds on fundamental elements of biology learned in 100- and 200 level biology courses.

V. Topical Course Outline
A. Introduction: Plants and Humans
B. Plant Cells
   1. Molecules & Plant Cells
   2. Plant Cells and Organelles
   3. Plant Cell Division
C. Photosynthesis and Respiration
D. Translocation
E. Plant Structure
   1. Growth
   2. Root Morphology and Anatomy
   3. Stem Morphology and Anatomy
   4. Leaf Morphology and Anatomy
F. Plant Behavior
   1. Response to Stimulus
   2. Plant Hormones
G. Plant Reproduction
   1. Sexual Reproduction
   2. Pollination Biology
   3. Asexual Reproduction
H. Plant Evolution and Classification
   1. General Evolutionary Patterns
I. Algae
J. Non-Vascular Land Plants
K. Gymnosperms
L. Angiosperms
M. Plant Ecology
   1. Principles of Plant Ecology
   2. Plant-Animal and Fungi Coevolution
   3. Biome Survey and Associated Patterns in Plants

VI. Suggested Texts

VII. Bibliography
Journal articles from the primary literature (American Journal of Botany, Annals of Botany, Oikos, Oecologia, etc.).
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A332</td>
<td>N/A</td>
<td>2</td>
<td>(1+2)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

Experiential Learning: Plant Biology
EL: Plant Biology

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

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

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

**9. Repeat Status No**

**# of Repeats**

**Max Credits**

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

**11. Implementation Date**

From: Fall/2015
To: Fall/9999

**12. Cross Listed with**

**Stacked with**

Cross-Listed Coordination Signature

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

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

**Impacted Program/Course**

**Date of Coordination**

**Chair/Coordinator Contacted**

1. Initiated Name (typed): Khrys Duddleston
   Initiator Signed Initials: _________
   Date: __________________

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

3. Coordination Email: Date: 6Jan14

13. Coordination with Library Liaison

Date: 6Jan14

**14. General Education Requirement**

Mark appropriate box:

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

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

Hands-on applications in plant biology. The course is taught in laboratory and field contexts with emphasis on relevant ecological questions and techniques, and learning the floristic diversity of Alaska.

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

BIOL A271 with minimum grade of C and [BIOL A330 or concurrent enrollment]

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

**16c. Automatic Restriction(s)**

- College
- Major
- Class
- Level

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

**17. Mark if course has fees**

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

**19. Justification for Action**

This is a companion laboratory and field-based course to BIOL A330. This addition is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree and align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science)
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A332
D. Number of Credits: 2
E. Contact Hours: 1+2
F. Course Title: Experiential Learning: Plant Biology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Hands-on applications in plant biology. The course is taught in laboratory and field contexts with emphasis on relevant ecological questions and techniques, and learning the floristic diversity of Alaska
K. Course Prerequisites: BIOL A271 with minimum grade of C and [BIOL A330 or concurrent enrollment]
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Provide a basis for understanding the principles of plant biology through experimentation and research.
   2. Support the development and implementation of investigative projects aimed at: reinforcing the fundamentals of experimental design; practical lab and field plant ecology skills; and allowing students to explore plant biology topics.
   3. Present foundational and contemporary studies for discussion.
   4. Provide hands-on exposure to plant research techniques.
   5. Teach the fundamentals of plant classification
   6. Teach the regional floristic diversity.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the principles of plant biology.</td>
<td>Written and oral assignments and/or examinations.</td>
</tr>
<tr>
<td>2. Evaluate foundational and contemporary research in plant biology.</td>
<td>Discussions and/or student presentations.</td>
</tr>
<tr>
<td>3. Demonstrate competency in fundamental techniques in botanical research.</td>
<td>Weekly lab write ups and written report(s).</td>
</tr>
</tbody>
</table>
4. Demonstrate skills in data analysis, including use of summary statistics and graphical analysis. Written and oral assignments and/or examinations.

5. Communicate, to an audience of scientific peers, their project as primary scientific research. Primary research report and oral presentation.

6. Identify, compare and contrast elements of the regional floristic diversity. Written assignments and/or examinations.

IV. Course Level Justification
This course is equivalent to 300-level courses in plant biology offered at other universities. It builds upon concepts learned in 100- and 200-level courses in the biological sciences.

V. Topical Course Outline
A. Introduction and Approaches to Botanical Research
   1. Working with plants in the lab, greenhouse, and field
   2. Hypothesis testing
   3. Quantitative analysis
   4. Statistics
      i) Summary statistics
      ii) Measures of variance
      iii) Correlation and regression analysis
   5. Graphical analysis
B. Plant Cells
   1. Laboratory Application
C. Plant Morphology and Anatomy
   1. Laboratory or Field Application
D. Plant Physiology – photosynthesis, respiration, and translocation
E. Introduction to Field Research
   1. Laboratory or Field Application
F. Plant Behavior
   1. Laboratory or Field Application
G. Plant Reproduction
   1. Laboratory or Field Application
H. Plant Diversity – Algae and Non-Vascular Land Plants
   1. Laboratory or Field Application
I. Plant Diversity – Ferns and Gymnosperms
   1. Laboratory Application or Field Application
J. Plant Diversity – Angiosperms Part I
   1. Laboratory or Field Application
K. Plant Diversity – Angiosperms Part II
   1. Laboratory or Field Application
L. Plant Ecology
   1. Laboratory or Field Application
M. Student Projects
   1. Student Projects: student groups choose a project based on the previous topic areas in the applications A-K above. Projects will involve greater depth and scope than the applications. Topic areas are not necessarily distinct and students will be encouraged to work/collaborate across topic areas where appropriate.
VI. Suggested Texts


VII. Bibliography
Journal articles from the primary literature (American Journal of Botany, Annals of Botany, Oikos, Oecologia, etc.).

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A333</td>
<td>N/A</td>
<td>4</td>
<td>(Lecture + Lab) (3+3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology of Non-Vascular Plants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>If a change, mark appropriate boxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Grading Basis</td>
</tr>
<tr>
<td>Course Description</td>
</tr>
<tr>
<td>Test Score Prerequisites</td>
</tr>
<tr>
<td>Automatic Restrictions</td>
</tr>
<tr>
<td>Repeat Status</td>
</tr>
<tr>
<td>Registration Restrictions</td>
</tr>
<tr>
<td>General Education Requirement</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>(please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year</td>
</tr>
<tr>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>To: Fall/9999</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

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

| Initiator (typed): Khrys Duddleston | Initiator Signed Initials: _________ | Date: __________ |

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 6Jan14</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16b. Co-requisite(s) (concurrent enrollment required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>As part of an overall revision of the B.S. in Biological Sciences degree, topics presented in this course are being folded into a new Plant Biology course which covers both vascular and non-vascular plants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrys Duddleston</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Chair</th>
<th>Date</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

242
1a. School or College  
AS CAS  

1b. Division  
AMSC Division of Math Science  

1c. Department  
Biological Sciences  

2. Course Prefix  
BIOL  

3. Course Number  
A334  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
4  

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

6. Complete Course Title  
Biology of Vascular Plants  

Abbreviated Title for Transcript (30 character)  

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

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

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

9. Repeat Status No  
# of Repeats  
Max Credits  

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

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

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

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

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

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

Initiator Name (typed): Khrys Duddleston  
Initiator SignedInitials: _________  
Date: __________  

13b. Coordination Email  
Date: 6Jan14  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 6Jan15  

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

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

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

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

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

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

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
As part of an overall revision of the B.S. in Biological Sciences degree, topics presented in this course are being folded into a new Plant Biology course which covers both vascular and non-vascular plants.  

Initiator (faculty only)  
Khrys Duddleston  
Initiator (TYPE NAME)  

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

☐ Approved  ☐ Disapproved  
Undergraduate/Graduate Academic  
Date  

☐ Approved  ☐ Disapproved  
Board Chair  
Date  

☐ Approved  ☐ Disapproved  
Provost or Designee  
Date  

243
**Course Action Request**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A340</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbial Biology</td>
<td>Microbial Biology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall/2015</td>
<td></td>
<td>Fall/9999</td>
</tr>
</tbody>
</table>

12. Cross Listed with

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

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

Initiator Name (typed): Khrys Duddleston
Initiator Signed Initials: __________ Date: __________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 6Jan14</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 6Jan14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>submitted to Faculty Listserv: <a href="mailto:uae-faculty@lists.uaa.alaska.edu">uae-faculty@lists.uaa.alaska.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The biology of microorganisms with a focus on diversity, physiology, genetics and ecology

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

[Biol A242 and BIOL A252] with minimum grade of C

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

16c. Automatic Restriction(s)

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

We are removing the laboratory portion of the course and renaming the class in keeping with our new course naming plan. This change is part of our overall curriculum revision, which seeks to streamline completion of the B.S. in Biological Sciences degree and align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science)

Initiator (faculty only) Khrys Duddleston
Initiator (TYPE NAME) __________ Date __________

Approved

Disapproved

Dean/Director of School/College

Date __________

Approved

Disapproved

Undergraduate/Graduate Academic

Date __________

Approved

Disapproved

Board Chair

Date __________

Approved

Disapproved

Provost or Designee

Date __________
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A340
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Microbial Biology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: The biology of microorganisms with a focus on diversity, physiology, genetics and ecology.
K. Course Prerequisites: [BIOL A242 and BIOL A252] with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
  1. Provide a basis for understanding microbial phylogeny and evolution, and the central role microorganisms play in Earth’s evolution
  2. Build upon concepts in cell biology and genetics to teach students about microbial structure-function relationships and information flow, exchange and storage
  3. Describe the vast diversity of pathways through which microbes transform energy and matter
  4. Provide a basis for understanding the role microorganisms play in health and disease

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classify microorganisms based on structural, genetic and metabolic characteristics</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>2. Describe the evolutionary history of microorganisms and their impact on evolution of life on Earth</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>3. Describe and explain microbial metabolic strategies and their influence on ecosystem structure and function</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>4. Illustrate relationships between</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>
microorganisms and between microorganisms and macroorganisms

| 5. Describe the important role microorganisms play in health and disease | Written assignments and examinations |

IV. **Course Level Justification**
This course expands upon principles of cell biology and genetics that are introduced in BIOL A242 and BIOL A252. It is comparable to junior-level microbiology courses offered at other universities.

V. **Topical Course Outline**
A. **Microbial Diversity**
   1. Evolution, systematics and phylogenetic diversity
   2. Comparative cell structure and function in Bacteria and Archaea
B. **Metabolic Diversity**
   1. Nutritional
   2. Bioenergetics
C. **Microbial Growth**
   1. Patterns
   2. Environmental determinants
   3. Control
D. **Microbial Genetics**
   1. Microbial molecular biology
   2. Genetics and regulation
E. **Host-microbe Interactions**
   1. Mutualism
   2. Commensalism
   3. Parasitism
F. **Virology**
G. **Microbial ecology**
   1. Methods
   2. Ecosystems
   3. Biogeochemical cycles

VI. **Suggested Texts**


VII. **Bibliography**
Selected Journal Articles from:
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A342</td>
<td>N/A</td>
<td>4</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning: Microbial Biology</td>
</tr>
<tr>
<td>EL: Microbial Biology</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
<td>A-F</td>
<td>From: Fall/2015 To: Fall/9999</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.aaa.alaska.edu/governance">www.aaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Khrys Duddleston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials:</td>
<td>__________________</td>
</tr>
<tr>
<td>Date:</td>
<td>__________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 6Jan14</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 6Jan14</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td>(<a href="mailto:uai-faculty@lists.aaa.alaska.edu">uai-faculty@lists.aaa.alaska.edu</a>)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and practical laboratory application in microbial diversity, growth, ecology and identification of environmental and medically-important microorganisms. Emphasizes experimental design, scientific writing and oral presentation skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[BIOL A243 or BIOL A273] with minimum grade of C and [BIOL A340 or concurrent enrollment]</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.</th>
<th>Mark if course has fees</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course replaces the laboratory component of BIOL A340, which was changed to a lecture only course. This change is part of our overall curriculum revision, which seeks to align our degree with the core concepts and competencies outlined in Vision and Change in Undergraduate Biology Education (National Science Foundation and American Association for the Advancement of Science)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Khrys Duddleston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials:</td>
<td>__________________</td>
</tr>
<tr>
<td>Date:</td>
<td>__________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

247
University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide

I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A342
D. Number of Credits: 4
E. Contact Hours: 2+4
F. Course Title: Experiential Learning: Microbial Biology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Theory and practical laboratory application in microbial diversity, growth, ecology and identification of environmental and medically-important microorganisms. Emphasizes experimental design, scientific writing and oral presentation skills.

K. Course Prerequisites: [BIOL A243 or BIOL A273] with minimum grade of C and [BIOL A340 with minimum grade of C or concurrent enrollment]
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Present theory of and instruction in microbiological techniques, including (but not limited to) aseptic technique, microbial isolation, selective and differential media, staining, microscopy, data analysis, etc.
   2. Teach students to read and interpret scientific literature, synthesize information and maintain a scientific lab notebook.
   3. Teach students to present data in both oral and written formats.
   4. Support students as they develop group projects that identify and characterize microorganisms from the environment and/or investigate microbial community physiology by facilitating discussion of research topics and providing guidance in experimental design, and data collection and analysis.
   5. Provide review and critical analysis of student proposals guide students in student-to-student peer review.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform and interpret general techniques in microbiology.</td>
<td>Written assignments, examinations, projects</td>
</tr>
</tbody>
</table>
2. Develop an experimental research plan, including research aims, experimental design and data analysis.

3. Demonstrate competency in microbiology laboratory techniques including: Staining, Aseptic Technique, Enumeration, Isolation, Diversity analysis.

4. Communicate their investigative research project(s) to an audience of scientific peers, Oral Presentation, primary research paper, and/or written presentation materials.

<table>
<thead>
<tr>
<th>IV. Course Level Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>This experiential learning course is designed for Biological and Natural Sciences majors as an undergraduate course comparable to 300-level microbiology laboratory courses offered at other universities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Topical Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Safety and best practices in the Microbiology laboratory.</td>
</tr>
<tr>
<td>1. Safety training.</td>
</tr>
<tr>
<td>2. Basic microbiology techniques (Aseptic Technique, Microscope Use, etc.).</td>
</tr>
<tr>
<td>B. Measuring Microbial Diversity</td>
</tr>
<tr>
<td>1. Methods of measuring microbial diversity (Culture-based, Sequence-based).</td>
</tr>
<tr>
<td>4. Selective and Differential media</td>
</tr>
<tr>
<td>5. Enrichment culture (e.g. BIOLOG ECOplates)</td>
</tr>
<tr>
<td>6. DNA analysis techniques (16S microbial ID and/or pyrosequencing)</td>
</tr>
<tr>
<td>7. Data Collection, Analysis.</td>
</tr>
<tr>
<td>C. Microbial Growth.</td>
</tr>
<tr>
<td>1. Methods of measuring microbial growth</td>
</tr>
<tr>
<td>2. Microbial physiology and growth.</td>
</tr>
<tr>
<td>3. Microbial nutrition and growth.</td>
</tr>
<tr>
<td>4. Environmental effects on growth.</td>
</tr>
<tr>
<td>5. Student Data collection, Analysis</td>
</tr>
<tr>
<td>D. Identification of microbial organisms</td>
</tr>
<tr>
<td>1. Methods of identifying microorganisms.</td>
</tr>
<tr>
<td>2. Differentiating/Identifying the Enterobacteriaceae</td>
</tr>
<tr>
<td>3. Differentiating/Identifying the Staphylococci/Streptococci</td>
</tr>
<tr>
<td>4. Isolating and identifying unknown bacteria from mixed samples</td>
</tr>
<tr>
<td>E. Applications in Microbiology</td>
</tr>
<tr>
<td>1. Food Microbiology and Metabolism</td>
</tr>
<tr>
<td>2. Methods in Applied Microbiology</td>
</tr>
</tbody>
</table>

VI. Suggested Texts


A selection of journal articles relevant to course content chosen from primary literature (Science, Nature, Journal of Bacteriology, Microbial Ecology, Call, EMBO, PNAS, etc.).
VII. Bibliography

Journal Articles from primary literature (Science, Nature, Journal of Bacteriology, Microbial Ecology, Cell, EMBO, PNAS, etc.).

Web-based resources for project development and data analysis, including (but not limited to) DNA sequence analysis (EZ-Taxon, NCBI BLAST toolkit, NCBI genomic data information), Microbial ID analysis tools (API online resources) and image analysis platforms (Image J).


Bergey’s Manual of Systematic Bacteriology. Volumes 1 through 5:


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

1a. School or College  
AS CAS

1b. Division  
AMSC Division of Math Science

1c. Department  
Biological Sciences

2. Course Prefix  
Biol

3. Course Number  
A365

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3

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

6. Complete Course Title  
Astrobiology

Abbreviated Title for Transcript (30 character)  
Astrobiology

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Automatic Restrictions
- ☒ Other CCG (please specify)
- ☐ Repeat Status
- ☐ Contact Hours
- ☒ Cross-Listed/Stacked
- ☐ Registration Restrictions
- ☐ General Education Requirement
- ☒ Course Prerequisites
- ☒ Co-requisites

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
semester/year

From:  Fall/2015  
To:  Fall/9999

12. ☒ Cross Listed with  
ASTR A365

Stacked with

Cross-Listed Coordination Signature

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

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

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

Initiator Name (typed):  Khrys Duddleston  
Initiator Signed Initials:  __________  
Date:  __________

13b. Coordination Email  
Date:  6Jan14

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

13c. Coordination with Library Liaison  
Date:  6Jan14

14. General Education Requirement  
Mark appropriate box:

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

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

A comprehensive examination of the possibility of the existence of life (microbial and advanced) outside of the Earth (star and planet formation rates, habitability zones, origin of life, evolution, and formation of intelligence), the probability of discovery of extraterrestrial life (methods of planet detection, chemical signatures of microbial life, and contact with advanced life), and the scientific and cultural implications of such a discovery. Special Fees.

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

BIOL A108 and [PHYS A123 or PHYS A211]

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

16c. Automatic Restriction(s)

- ☒ College
- Major
- ☒ Class
- ☒ Level

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

Junior standing; completion of all GER Tier 1 courses required

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Update of BIOL prerequisite in response to changes in BIOL courses and curriculum.

Initiator (faculty only)  
Khrys Duddleston  
Initiator (TYPE NAME):  __________

Initiator (faculty only)  
Date:  __________

☒ Approved
☐ Disapproved

Dean/Director of School/College  
Date:  __________

☒ Approved
☐ Disapproved

Undergraduate/Graduate Academic  
Board Chair  
Date:  __________

☒ Approved
☐ Disapproved

Provost or Designee  
Date:  __________

Approved
Disapproved
I. Date of Initiation: Spring 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: BIOL
C. Course Number: A365
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Astrobiology
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: ASTR A365
J. Course Description: A comprehensive examination of the possibility of the existence of life (microbial and advanced) outside of the Earth (star and planet formation rates, habitability zones, origin of life, evolution, and formation of intelligence), the probability of discovery of extraterrestrial life (methods of planet detection, chemical signatures of microbial life, and contact with advanced life), and the scientific and cultural implications of such a discovery. Special Fees.
K. Course Prerequisites: BIOL A108 and [PHYS A123 or PHYS A211]
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Junior standing; completion of all GER Tier 1 courses is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Provide a basic description of the physical, chemical and geological properties necessary for the origin and sustainability of life on Earth.
2. Build on this conceptual framework to describe how other moon, planet and star systems have zones of habitability in which life can exist.
3. Discuss the physical features of other worlds within our Solar System and beyond which may allow life to develop.
4. Describe how life evolves in tandem with its changing environment. Provide detailed examples of how the physiological straits of organisms are uniquely linked to their habitat, and of how changes in that habitat may influence species diversity and abundance through impacts on physiological properties.
5. Discuss the techniques used to search for extraterrestrial planets on which life could exist. Explore future missions and technologies that will search for the chemical signatures of simple life forms on these worlds.
6. Discuss the role of intelligence in the evolution of life, and its implications for the likelihood of advanced extraterrestrial life forms capable of communicating with us.
7. Examine the techniques used to search for advanced life in the Universe, and explore the scientific and cultural implications of such a discovery.
8. Teach students how to evaluate and integrate information from a variety of different sources and perspectives.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate in depth the processes of the origins and evolution of life in different ecosystems. Conceptually link the chemistry and physiology of living organisms with the physical and biological aspects of their environment.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>2. Critically integrate information read from scientific articles provided in lecture and textbook assignments, and apply this information to evaluate the scientific accuracy of popular press (TV, newspaper, magazine, web) reports related to astrobiology.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>3. Effectively describe the likelihood of &quot;contact&quot; with an advanced civilization, and discuss the scientific and cultural impacts of such a discovery.</td>
<td>Written assignments and examinations</td>
</tr>
<tr>
<td>4. Assess the long-term prospects for the habitability for life of the Earth. In particular, explore the nature of human impacts on ecosystems through in depth study of current 'hot topics' such as global warming.</td>
<td>Written assignments and examinations</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

Students are required to learn and integrate information from a variety of scientific disciplines as it relates to astrobiology, to read, understand, and apply ideas conveyed by primary scientific literature, to synthesize astrophysical, chemical, geological and biological knowledge and social considerations; and to apply course materials to this topic.

GER Integrative Capstone Justification:
Justifications for designating BIOL A365 Astrobiology as a GER Integrative Capstone course include its emphases on:

1. Knowledge Integration / Interrelationships and synergy among GER disciplines: Astrobiology’s relationship to the other natural and social sciences is an overall theme of the course. This course focuses on the interfaces between physical sciences (astronomy, chemistry, physics, geology), biological sciences (molecular biology, origins of life, evolutionary biology),
and the social sciences, particularly as they relate to the implications of the discovery of extraterrestrial life.

2. Effective communication skills: Course success demands effective communication through essay examinations, individual classroom presentations, brief reports (oral and written) on hot topics from the local media, and a final research paper.

3. Critical Thinking: Students will succeed in this class if they are able to integrate information across disciplines, and critically evaluate the reliability of data and positions presented in lecture, texts, scientific, and popular viewpoints. Students' ability to critically evaluate diverse materials will be determined based on writing assignments, class presentations, and exams.

4. Information literacy: Students are expected to achieve and demonstrate computer and Internet skills for acquiring information relevant to current topics in astrobiology. This will involve both research in the primary scientific literature (via library and internet resources) and the collection of information from more 'public' sources such as TV, Web, popular press magazines and newspapers, and advocacy organizations. Students must show that they can critically and appropriately evaluate scientific content in 'public' sources based on knowledge gleaned from 'scientific' sources.

5. Quantitative Perspectives: A critical understanding of astrobiology requires that students grasp quantitative concepts such as how a star's mass affects the size and longevity of a habitability zone, and how cell size affects metabolic and reproductive rates. In addition, students must be able to read and interpret scientific graphs (quantitative data, graphically displayed), and to generate graphs showing the relationship between different properties (such as the temperature and luminosity of a star). Exams will specifically test on these skills.

5. Evolving realities of the 21st Century: The growing knowledge that understanding the possibility and probability of life on another planet is to understand how life originated on ours. It creates a special perspective on the uniqueness of life on Earth, and its fragility. This is particularly relevant in the context that humans are having large and potentially irreversible impacts on the habitability of the Earth for many forms of life, which has been a recent focus of scientific and political discussions.

V. Topical Course Outline
   A. An Introduction to Life in the Universe
      1. The Possibilities of Life Beyond Earth
      2. The Scientific Context of the Search
      3. The New Science of Astrobiology
   B. The Habitability of the Earth
      1. Geology and Life
      2. Habitability
      3. Climate Regulation and Change
   C. The Nature of Life on Earth
      1. Defining Life
      2. Cells: The Basic Units of Life
      3. Metabolism
      4. DNA and Heritability
   D. Origin and Evolution of Life on Earth
      1. Searching for the Origin of Life
      2. The Evolution of Life
3. Impacts and Extinctions

E. Life in the Solar System
   1. The Inner Solar System
   2. The Outer Solar System
   3. Spacecraft and Exploration

F. Mars
   1. Fantasies of Martian Civilization
   2. Modern Portrait of Mars
   3. The Climate History of Mars
   4. Searching for Life on Mars

G. The Jovian Moons
   1. Life on the Galilean Moons
   2. Life on Saturn and Beyond

H. The Nature and Evolution of Habitability
   1. The Concept of a Habitable Zone
   2. Venus and Mars: Examples in Potential Habitability
   3. The Future of Life on Earth
   4. Global Warming

I. Habitability Outside the Solar System
   1. Extrasolar Planets
   2. Stellar Classification
   3. Rare Earth?

J. The Search for Extraterrestrial Intelligence
   1. The Drake Equation
   2. The Question of Intelligence
   3. Searching for Intelligence

K. Interstellar Travel
   1. The Challenge of Interstellar Travel
   2. Building a Spaceship for Interstellar Travel
   3. Fermi’s Paradox

VI. Suggested Texts


VII. Bibliography


Date: 8 April 2014

To: Lora Volden, Registrar

From: T. Bart Quimby, Interim Chair of Geomatics

RE: Error on CAR and CCG for GEO A410

It has come to our attention, that the CAR and CCG—as approved through the curriculum process—have an error in the prerequisites. One of the specified prerequisites is a course which does not exist.

The approved documents list the prerequisites as being:

- [GIS A301 with a minimum grade of C] and [GEO A240 with a minimum grade of C or concurrent enrollment]

GEO A240 is a course which was discussed in our early curricular redesign meetings but was dropped before the completion of the process. Unfortunately we failed to remove it from the documents and it remained undetected until the approved course was being entered into BANNER.

As the course does not exist, we request that the offending course be removed and that the prerequisite for the course to be:

GIS A301 with a minimum grade of C

We apologize for the oversight.
The University of Alaska Anchorage Curriculum Handbook for Faculty

Revised June 2013
Table of Contents

Acronym List ............................................................................................................................................................... v

Section 1 - Introduction ............................................................................................................................................... 1
  1.1 Academic Boards of the Faculty Senate Principles of Operation ................................................................. 1
    Basis for Academic Board Review ....................................................................................................................... 1

Section 2 - Curriculum Screening Criteria ................................................................................................................ 3
  2.1 Issues in Curriculum Review ........................................................................................................................ 3
    2.1.1 Curriculum Review ..................................................................................................................................... 3
    2.1.2 Academic Considerations Addressed in Review ................................................................................. 3
    2.1.3 Review of Program Proposals ............................................................................................................. 4
    2.1.4 Program Student Learning Outcomes .................................................................................................. 4

Section 3 - Curriculum Approval Process ................................................................................................................. 6
for Courses, Programs and Prefixes .......................................................................................................................... 6
  3.1 Curriculum Approval Process ...................................................................................................................... 6
  3.2 Approval for Minor Changes to Undergraduate Credit Courses ..................................................................... 8
    3.2.1 All Undergraduate Credit Courses Numbered 050 – 499 .................................................................... 8
    3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only ....................................... 8
  3.3 Approval of Minor Catalog Changes ........................................................................................................... 9
  3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered
    300 - 499, and for additions or deletions of all academic credit courses. ................................................... 9
  3.5 Approval of 600-Level Courses ................................................................................................................. 9
  3.6 Approval of 500-Level Courses ................................................................................................................ 10
  3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses ........................................................................................................................................ 10
  3.8 Approval of Doctoral Programs ................................................................................................................ 10

Figure 3.3: Program Approval Process ................................................................................................................... 16

Figure 3.4: Prefix Approval Process ........................................................................................................................ 17

Figure 3.5: Degree and Certificate Suspension Approval Process ........................................................................ 18

Figure 3.5: Degree and Certificate Deletion Approval Process ............................................................................. 19

Section 4 - Prefixes ..................................................................................................................................................... 20
  4.1 Changes to or Replacement of a Prefix ........................................................................................................ 20
  4.2 Addition of a Prefix ........................................................................................................................................ 21
  4.3 Inactivation of a Prefix ................................................................................................................................... 21
  4.4 Transfer of a Prefix ........................................................................................................................................ 22
Section 5 - Courses

5.1 Changes or Revisions to a Course ................................................................. 23
5.2 Adding a New Course....................................................................................... 24
  5.2.1 Permanent Credit Courses (050-499 and 600-699) ........................................... 24
  5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course . 25
5.3 Deleting a Course ......................................................................................... 27

Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements .................................. 29
6.2 Revision of or Request for GER Course ......................................................... 29
6.3 Deletion of a GER Course ............................................................................ 33

Section 7 - Programs

7.1 Minor Revisions to Programs ....................................................................... 34
7.2 Programs which have MATH, ENGL, and/or COMM requirements ............... 35
  7.2.1 Programs which have MATH program requirements: ..................................... 35
  7.2.2 Programs which have ENGL A111 as a specific major requirement: .................. 35
  7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirement: .................................................. 36
7.3 New Non-Doctoral Programs and Major Changes to ALL Programs .............. 36
7.4 New Doctoral Programs ................................................................................ 38
7.5 Academic Program Suspension of Admissions .............................................. 39
7.6 Academic Program Deletion ........................................................................ 40

Section 8 - Policy Additions and Changes ............................................................ 42

Section 9 - Step-By-Step Instructions for the Course Content Guide ..................... 43

Section 10 - Step-By-Step Instructions for the Course Action Request .................... 54

10.1 The CAR Form ......................................................................................... 54
10.2 Instructions for Completing the CAR .......................................................... 55
  Box 1a. School or College .................................................................................. 55
  Box 1b. Division ............................................................................................... 55
  Box 1c. Department .......................................................................................... 56
  Box 2. Course Prefix........................................................................................ 56
  Box 3. Course Number..................................................................................... 56
  Box 4. Previous Course Prefix & Number ...................................................... 58
  Box 5a. Credits/CEUs....................................................................................... 58
  Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester) .............. 58
  Box 6. Complete Course Title ....................................................................... 59
  Box 7. Type of Course ...................................................................................... 60
  Box 8. Type of Action....................................................................................... 60
  Box 9. Repeat Status ...................................................................................... 60
  Box 10. Grading Basis .................................................................................... 61
  Box 11. Implementation Date ......................................................................... 61
  Box 12. Cross-Listed or Stacked ................................................................. 61
  Box 13a. Impacted Courses or Programs ..................................................... 62
  Box 13b. Coordination Email Submitted to Faculty Listserv ......................... 64
  Box 13c. Coordination with Library Liaison ................................................ 64
Appendix F - Guidelines for UAA Distance Education Courses ..............................................................93
Index ...........................................................................................................................................................................93

List of Figures

Permanent Course Approval Process .........................................................................................................................13
Non-Permanent Credit Course, 500-Level Course, and Noncredit/CEU Approval Process .................................14
Program Approval Process .......................................................................................................................................15
Prefix Approval Process........................................................................................................................................16
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CAR</td>
<td>Course Action Request</td>
</tr>
<tr>
<td>CCG</td>
<td>Course Content Guide</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>GAB</td>
<td>Graduate Academic Board</td>
</tr>
<tr>
<td>GER</td>
<td>General Education Requirement</td>
</tr>
<tr>
<td>GERC</td>
<td>General Education Review Committee</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
</tr>
<tr>
<td>OAA</td>
<td>Office of Academic Affairs</td>
</tr>
<tr>
<td>PAR</td>
<td>Program/Prefix Action Request</td>
</tr>
<tr>
<td>SAC</td>
<td>Statewide Academic Council</td>
</tr>
<tr>
<td>UAA</td>
<td>University of Alaska Anchorage</td>
</tr>
<tr>
<td>UAB</td>
<td>Undergraduate Academic Board</td>
</tr>
<tr>
<td>US DoE</td>
<td>US Department of Education</td>
</tr>
<tr>
<td>USUAA</td>
<td>Union of Students at UAA</td>
</tr>
</tbody>
</table>
Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University’s curricular processes.

- The university evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The Curriculum Handbook is periodically revised to reflect policy and procedural changes.

- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.

- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the Curriculum Handbook describe the University of Alaska Anchorage’s process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student’s transcript with academic credit.

2. New departmental programs such as:

   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
       v. Minors

   B. Post-baccalaureate Certificates

   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

- Occupational Endorsement Certificates 29 credits
- Certificate 60 credits
- Associate Degree 75 credits
- Bachelor's Degree 132 credits
- Minors no maximum
- Master's Degree 45 credits
- Graduate Certificate 29 credits
Post-Baccalaureate Certificate  60 credits
Doctoral Degree  See program requirements

3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including
   A. Additions, modifications or deletions of major subject areas
   B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to
   A. Selection/admission procedures and standards
   B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.

7. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. **Note: Deans/Directors may require this information for new courses.**

E. Impact on other affected UAA programs and courses

F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review

The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):
i. Addresses GER student learning outcomes from the GER Preamble

ii. Meets category definition from Board of Regents Regulation
   (www.alaska.edu/bor/policy-regulations/)

iii. Addresses and assesses GER student learning outcomes for the classification
descriptions described in the catalog
   (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook

iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:
   i. Commitment from resource manager to support course offerings
   ii. Effects on other offerings within a program or school
   iii. Effect on offering other required courses
   iv. Effect on electives and selectives
   v. If the course was offered as a trial course, the number of times it was offered and the
      number of enrollments

2.1.3 Review of Program Proposals

   A. Program description adequately expresses the program characteristics, requirements and
      student learning outcomes.
   B. The proposing unit is clearly prepared to present the program based on available faculty
      numbers and expertise, support staff, fiscal resources, facilities and equipment.
   C. Needs analysis for the new program is attached.
   D. Coordination has occurred with appropriate departments, schools, and colleges and
      documentation is submitted to the Governance Office.
   E. Possible duplication of an existing program is addressed.
   F. All courses used in the creation or modification of a degree or certificate program have
      current Course Content Guides on file in the Office of the Registrar. These must contain all of
      the required elements described in Section 9 of this handbook. If courses are ill-defined or
      outdated they must be revised at the same time or before the program addition or modification
      is proposed.
   G. When proposing multiple certificates in a given discipline their requirements must differ by at
      least 6 credits. Otherwise the program should be proposed as a single certificate with
      emphasis areas.

2.1.4 Program Student Learning Outcomes

   A. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that
      students are expected to demonstrate upon successful completion of the program.
   B. Program Student Learning Outcomes and a plan for their assessment are to be developed in
      accordance with the guidance and requirements found in the Academic Assessment Handbook
      (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
   C. Program Student Learning Outcomes are to be published in the catalog for student use in
      evaluating and selecting their academic program.
   D. Programs whose external accreditors require program objectives should state these clearly as
      the knowledge or abilities that students are expected to demonstrate after completion of the
      program.
   E. A complete and valid Academic Assessment Plan must be emailed to the Academic
      Assessment Committee at ayaac@uaa.alaska.edu in accordance with the requirements of the
      Academic Assessment Handbook. Note: Academic boards do not evaluate the Program
      Student Learning Outcomes or Academic Assessment Plan; however the Academic
      Assessment Plan must be complete, approved through the Dean, and submitted to
      ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new
      program is submitted to the academic boards. Following AAC review of the Academic
      Assessment Plan, an informational item is sent to the Faculty Senate.
   F. If this action requires BOR review, see Regents’ Policy and Regulation
      (www.alaska.edu/bor/policy-regulations/).
G. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.
Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal. Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
• The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.
• The Governance Office forwards Workforce Credential proposals to OAA for review and approval.
• Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website [www.uaa.alaska.edu/governance] for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying NWCCU of the curriculum actions. Note: Workforce Credentials do not require Faculty Senate approval.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU. After the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.
The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda.

### 3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

#### Minor Changes:

1. Contact information, location, and web address
2. General Discipline information
   a. Degree or Certificate program
   b. Overview and career information
   c. Accreditation
   d. Research possibilities
3. Advising
4. Academic Progress Requirements

### 3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

### 3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:

1. Title change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 500-Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

*It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.*

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.
Justification Proposal

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

Full Proposal

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

1. Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)
4. **Identify Several Peer Programs (Maximum of one page)**
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. **Brief Description of the Entry Requirements (Maximum of one page)**
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. **Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)**
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. **Student Services (Maximum of one page)**
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. **Facilities and Resources (Maximum of two pages; to be signed by the Dean)**
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. **Budget and Cost Analysis (Maximum of one page)**
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. **Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)**
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. **Program Catalog Copy**
    (Proposed catalog copy; new course titles, numbers, and descriptions)

**3.8.2 Full Proposal**

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:
1. **Introduction and Program Overview**  
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)  

2. **Program Accrediting Standards (if any)**  
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)  

3. **NWCCU Accrediting Standards**  
   (an item by item list of criteria and how the program plans to meet the criteria)  

4. **Institutional Checklist.**  
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)  
   o Justification on the Basis of Need:  
     Found in section  
   o Justification on the Basis of Prospective Student Demand:  
     Found in section  
   o Identify Several Peer Programs:  
     Found in section  
   o Entry Requirements:  
     Found in section  
   o Faculty Qualifications:  
     Found in section  
   o Student Services:  
     Found in section  
   o Facilities and Resources:  
     Found in section  
   o Budget and Cost Analysis:  
     Found in section  

5. **Curriculum Documents**  
   (PAR, Catalog Copy, CARs, and CCGs)  

6. **Academic Assessment Plan**  

7. **Board of Regents PAR and Executive Summary**
Figure 3.1: Permanent Academic Course Approval Process

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.
NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details.

Also see section 5 for required documents and instructions.
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listservs (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details. Also see section 4 for required documents and instructions.
A suspension to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.
A deletion to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
(See suspension approval process for greater detail)

Consult With Office of Academic Affairs

Develop Proposal Based on Relevant Considerations

Department Curriculum Committee/Chair

College/School Curriculum Committee

College/School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost

Chancellor

Statewide Academic Council

UA President

Board of Regents*

Northwest Commission on Colleges and Universities

Office of the Registrar

*Requires 60-day advance notice to have items placed on the agenda
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website. (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as:

      • School and department (PAR boxes 1a and 1b),
      • Prefix (PAR box 2),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.
4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
      
      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
      • Prefix (PAR box 2),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.
      The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, as well as:
      - School and department (PAR boxes 1a and 1b),
      - Prefix (PAR box 2),
      - Type of Action (Add/Change/Delete) (PAR box 4),
      - justification for action (PAR box 8),
      - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.
Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.  
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   b. Completed CCG.
   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)
   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The coordination email must include contact information as well as:
      • School and department (CAR boxes 1a and 1c),
      • course prefix (CAR box 2),
      • course number (CAR box 3),
      • course title (CAR box 6),
      • Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      • course description (CAR box 15),
      • justification for action (CAR box 19),
      • any other relevant information.
Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). It is suggested that this be done early in the curriculum process.

4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
      
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:
   - School and department (CAR boxes 1a and 1c),
   - course prefix (CAR box 2),
   - course number (CAR box 3),
   - course title (CAR box 6),
   - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
   - course description (CAR box 15),
   - justification for action (CAR box 19),
   - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER).

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

   d. Signed Resource Implication Form (one per discipline).

   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.
      
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. When filling out the CAR, only the following boxes need to be completed:
   - Course Prefix (Box 2)
   - Course Number (Box 3)
   - Complete Course Title (Box 6)
   - Type of Action (Box 8)
   - Implementation Date (Box 11)
   - Cross Listed or Stacked (Box 12)
   - Coordination Email Date (Box 13b.)
   - Justification for Action (Box 19)

3. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
      
      Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

4. Purge List
   A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.
      
      Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.
5. **GER Course Purge List**

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   - Inter MAU coordination to facilitate transfer between campuses.
     - Courtesy coordination is recommended to determine potential transfer conflicts.
o Check other campus’ catalogs to see if they have a course with the same prefix and number.

o If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA. The registrar’s office can provide assistance with course number suggestions.

o If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.

- The appropriate GER template must be applied (www.uaa.alaska.edu/governance/)

- Addresses appropriate GER student learning outcome(s) from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)
  
  1. Communicate effectively in a variety of contexts and formats;
  2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
  3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
  4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
  5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
  6. Identify ways in which science has advanced the understanding of important natural processes;
  7. Locate and use relevant information to make appropriate personal and professional decisions;
  8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
  9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

- Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)

- Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook

  o **Oral communication skills.** Students:
    - develop both their message creation and message interpretation skills in order to be more successful communicators.
    - develop an awareness of the role of communication in a variety of human relationships.
    - develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

  o **Quantitative skills.** Students:
    - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
    - correctly explain their mathematical reasoning.

  o **Written communication skills.** Students:
    - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
    - write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
    - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.
demonstrate their ability to communicate effectively by selecting form and content that fits
the situation; adhering to genre conventions; adapting their voice, tone, and level of formality
to that situation; and controlling stylistic features such as sentence variety, syntax, grammar,
usage, punctuation and spelling.

- **Fine arts.** Students should be able to:
  - identify and describe works of art by reference to media employed, historical context and
    style, and structural principles of design and composition.
  - interpret the meaning or intent of works of art and assess their stylistic and cultural
    importance by reference to their historical significance, their relationship to earlier works and
    artists, and their overall impact of subsequent artistic work.

- **Humanities.**
  Students who complete a content-oriented course in the humanities should be able to:
  - identify texts or objects, place them in the historical context of the discipline,
  - articulate the central problems they address and provide reasoned assessments of their
    significance.

  Students who complete a skills-oriented humanities course in logic should be able to:
  - identify the premises and conclusions of brief written arguments,
  - evaluate their soundness or cogency, and recognize common fallacies.
  - use a formal technique to determine the validity of simple deductive arguments and
  - evaluate the adequacy of evidence according to appropriate inductive standards.

  Students who complete a skill-oriented humanities course in a language should:
  - demonstrate proficiency in listening, speaking and writing.

- **Natural sciences.** Student will:
  - Be able to apply the scientific method by formulating questions or problems, proposing
    hypothetical answers or solutions, testing those hypotheses, and reaching supportable
    conclusions.
  - demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  - demonstrate a knowledge of the discoveries and advances made within that discipline, and the
    impact of scientific information in sculpting thought and in providing the foundations for the
    technology in use at various times in history.

  Students completing the laboratory class will:
  - demonstrate the ability to work with the tools and in the settings encountered by professionals
    in the discipline,
  - critically observe materials, events or processes, and
  - accurately record and analyze their observations.

- **Social sciences.** Students will be able to:
  - describe the discipline she or he has studied and discuss the key principles or themes that
    unify it.
  - describe and contrast key scientific theories and theoretical approaches in a discipline and the
    ways in which these theories structure social scientists’ thinking and research.
  - demonstrate the ability to think critically about how society works and how our social realities
    are created by diverse social processes and cultural practices. Describe the wide range of
    social science data and the importance of using empiricism, both qualitative and quantitative,
    in making claims about the social world and in setting evidence-based social policy.
  - explain and use basic social science methods and summarize the assumptions behind and the
    limitations of inductive or deductive approaches that might include: the formulation of
research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

**Integrative capstone.** Students must:
- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

- Provides rationale for retaining or adding this course to the GER menu
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
      
      *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

   b. Completed CCG.
      
      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).

   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:
      
      - School and department (CAR boxes 1a and 1c),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),
justification for action (CAR box 19),

any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.
5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

6.3 **Deletion of a GER Course**

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The purge list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not ‘substantially alter the student learning outcomes of the program’

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by t SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs (ayoa@uaa.alaska.edu).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance) under Quick Links.

   c. All course CARs and CCGs for new and revised courses.

   d. Four-Year Course Offering Plan for the program.

   e. Signed Resource Implication Form.

   f. Signed Fee Request Form (for new, deleted or revised fees).

   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/addited to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
• Complete Program Title (PAR box 2),
• Type of Program (PAR box 3),
• Type of Action (Add/Change/Delete) (PAR box 4),
• justification for action (PAR box 8),
• any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER
Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

“Oral Communication Skills GER.”

Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. Schools/colleges are encouraged to contact OAA early in the approval process. Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted.

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:

a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

b. Collaboration with other universities and community colleges within the UA system.

c. History of the development of the proposed program or program changes.

d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
e. State needs met by the proposed program.
f. Availability of appropriate student services for program participants. A schedule for implementation of the program.
g. Student opportunities, student learning outcomes, and enrollment projections.
h. Rationale for the new program and educational objectives, program student learning outcomes, and plans for assessment.
i. Opportunities for research and community engagement for admitted students.
j. Faculty and staff workload implications.
k. Fiscal Plan for the proposed program
l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.
m. New facility or renovated space requirements.
n. Concurrence of appropriate advisory councils.

2. The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SAC and BOR.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. An Academic Assessment Plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).
   d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.
5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
   a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.
   b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac/) and the Board of Regents.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. An Academic Assessment Plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word
copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

e. CARs and CCGs for all new and revised courses.

7.5 Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

The following steps should be followed when suspending admissions to a program:

1. Program Suspension: Academic dean/campus director submits a memo to the provost requesting suspension of admission. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impact on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. Internal Notification: Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.
   
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. UA System and Accreditation Notification: Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

4. Administrative Protocols: The following are non-curricular considerations for program suspension.
   
   a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
   
   b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
7.6  Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

1. **Program Suspension:** Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. **Consultation with Academic Affairs:** To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. *OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.*
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impact on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. **Development of Proposal to Delete or Modify Program:** This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a *program change* so that deletion of the existing program and initiation of its replacement are approved simultaneously.

The following documents must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all program deletion proposals (*uaa.gov@uaa.alaska.edu*):

- A cover memo summarizing the proposal. A cover memo template can be found on the Governance curriculum website (*www.uaa.alaska.edu/governance/coordination/index.cfm*).
- Signed PAR (*www.uaa.alaska.edu/governance/coordination/index.cfm*).

*Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

Departments are also required to send an email to *uaa-faculty@lists.uaa.alaska.edu* explaining the program deletion. The email must include contact information, as well as:
• School and department (PAR boxes 1a and 1b),
• Complete Program Title (PAR box 2),
• Type of Program (PAR box 3),
• Type of Action (Add/Change/Delete) (PAR box 4),
• justification for action (PAR box 8),
• any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
   a. **Note:** Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
   a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
   b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
   c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.
Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor’s Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. The date on which the Course Content Guide was initiated or revised
2. Information directly also on the CAR

A. College or School – Choose from the following the school or college initiating action:
   - AA  Academic Affairs
   - AS  College of Arts and Sciences
   - CB  College of Business and Public Policy
   - CH  College of Health
   - CT  Community and Technical College
   - EA  College of Education
   - EN  School of Engineering
   - HC  University Honors College
   - KP  Kenai Peninsula College
   - KO  Kodiak College
   - MA  Matanuska-Susitna College

B. Course Prefix – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix.

C. Course Number (for a new course, contact the Office of the Registrar for a number)
   i. Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

   ii. Types of Courses
      a. Academic Courses: Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

      The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
  - A100-A199: Freshman-level, lower division courses.
  - A200-A299: Sophomore-level, lower division courses

- **Upper division courses usually taken by juniors and seniors**
  - A300-A399: Junior-level, upper division courses
  - A400-A499: Senior-level, upper division courses

- **Graduate-level courses**
  - A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

  - **Preparatory/Developmental Courses**
    - A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

  - **Noncredit Courses**
    - A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

  - **Continuing Education Unit (CEU) courses**
    - AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

  - **Professional Development Courses**
    - A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

  **NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

  **iii. Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

    - **-90 Selected topics:** A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

    - **-92 Seminar or Workshops:**
      - **Seminar:** Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
      - **Workshop:** A formal higher education offering with intensive instruction and
information in a given field.

-93 **Special topics**: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 **Trial** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa_faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 **Internship and Practicum**

  - **Internship**: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

  - **Practicum**: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 **Independent study**: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 **Individual research**: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**: Involve writing and/or completion of a thesis by the student.

D. **Number of Credits/CEUs and Contact Hours** – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. Summary

Semester = 15 weeks (standard semester length)

One (1) Contact Hour = 50 minutes per week (or 750 minutes for the course)

Outside Work = Additional time typically outside of classroom or laboratory

One (1) credit = 1 contact hour per week of lecture (15 contact hours of lecture for course)

or

2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

ii. Examples

• (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

• (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

• (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

• (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

• (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. CEU – The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:

- 0.1 CEU = 1 hour of instruction and no additional hours of work for the course.
- 1 CEU = 10 hours of instruction and no additional hours of work for course.
- 1.5 CEUs = 15 hours of instruction and no additional hours of work for course.
- 3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
- 2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. **Minimum Course Length (Compressibility Policy)** – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. **Course Title** – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. **Grading Basis** – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. **Implementation Date** – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

   - Careful consideration needs to be given to permanent courses affecting degrees and certificates.
   - Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes.

H. **Cross Listing** (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

   i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
   
   ii. Each cross-listed course must have a separate CCG and CAR for each prefix.
   
   iii. Everything except the course prefix must be identical.
   
   iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.
   
   v. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix’s section, including additions, changes and deletions.

I. **Stacking** (if applicable)

   i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

iii. Courses may not be stacked informally for scheduling purposes.

iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.

v. Courses that are at the 500 level may not be stacked with any other course.

vi. If stacking status is requested, rationale must be provided.

vii. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

i. Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?
   It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

ii. Is the course format predominantly discussion- or seminar-based?
   This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

iii. Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)
   a. Is the PRIMARY source of information/reading the primary research literature of the field?
      This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

   b. Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?
      This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.
Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student’s own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
</tr>
</tbody>
</table>

J. Course Description – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. Course Attributes (GER if applicable)

L. Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s) – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite; registration restriction, etc indicated on the CAR will be automatically enforced through Banner.
i. **Course Prerequisite** – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which may be taken concurrently must also be included in this area (this differs from a co-requisite which must be taken concurrently).

**Test Scores** – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

ii. **Corequisites** – Identifies a course which must be taken concurrently and requires simultaneous enrollment and withdrawal.

iii. **Other Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission, major, class standing, or level). Must be enforced by the program/department/ instructor.

   a. College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

   b. Major – identifies a major which a student must have declared in order to enroll in the course

   c. Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

   d. Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee**: Yes or No – Indicates that there are student fees associated with the course.

*Note: The sections of the CAR referenced above and the CCG must match word for word.*

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

**Course Level Expectations for Academic Course Levels** – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:

A. **Lower Division Courses**

   A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

   A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. **Upper Division Courses**
Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. Graduate-Level Courses

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. “Graduate Status.”

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

   a. Competence in a specialized field of knowledge

   b. Extensive experience with specialized client relationships

   c. Application of expert knowledge within a recognized professional practice

   d. Analysis and synthesis of primary scholarship or research

   e. Self-directed written research projects

   f. Mastery of theoretical knowledge

Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. Instructional Goals and Student Learning Outcomes

   A. Instructional Goals: Identifies what the instructor intends to accomplish in the course.

   Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.
B. **Student Learning Outcomes:** Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. **Goals and Student Learning Outcomes:** Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. **Guidelines for Evaluation or Assessment Methods**

A. Program Student learning outcomes and their assessments are treated in detail in the program’s Academic Assessment Plan. This plan is evaluated for new and modified programs.

B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

*Note: All academic programs at UAA are assessed. Student learning outcomes for courses should be compatible with Program Student Learning Outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program’s assessment procedures, see the college assessment coordinator.*

**Example 1**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine</td>
<td>Performance on two separate short papers criticizing published arguments</td>
</tr>
<tr>
<td>the extent to which the facts provided support the arguments being made.</td>
<td>on both sides of a controversial issue.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based</td>
<td>Performance on practical project assigned in lab. Performance on projects</td>
</tr>
<tr>
<td>instrument system according to manufacturer’s standards</td>
<td>assigned during internship</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of</td>
<td>Peer and faculty review and rating according to established departmental</td>
</tr>
<tr>
<td>human emotion</td>
<td>criteria of studio projects in at least three types of media.</td>
</tr>
<tr>
<td>Students demonstrate the ability to design an electro-mechanical system to accomplish a</td>
<td>Demonstration of successful functioning of the system through simulation</td>
</tr>
<tr>
<td>control function defined by the instructor, in accordance with applicable standards and</td>
<td>or mock-up.</td>
</tr>
<tr>
<td>codes.</td>
<td></td>
</tr>
</tbody>
</table>

**Example 2**

**Instructional Goals:**

This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:

1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.

3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

**Student Learning Outcomes:**
After completing this course, the student will be able to:

1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.

2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering “algorithmic” questions.

3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

**Assessment Measures:**
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **Topical course outline (not a syllabus)** – List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

   For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. **Suggested text(s)** – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

8. **Bibliography** – Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

   Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.
Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form

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

1a. School or College
choose one
2. Course Prefix
3. Course Number
4. Previous Course Prefix & Number
5a. Credits/CEUs
5b. Contact Hours (Lecture + Lab)

6. Complete Course Title

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

8. Type of Action:  Add  Change  Delete

9. Repeat Status
choose one

If a change, mark appropriate boxes:

10. Grading Basis
A-F  P/F  Pass  NG

11. Implementation Date

From: / To: /

12. Cross Listed with

Stacked with

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

Impacted Program/Course
Date of Coordination

13b. Coordination Email: Date submitted to Faculty Liaison: (date, time, and campus)

13c. Coordination with Library Liaison: Date:

14. General Education Requirement

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

16b. Concurrent enrollment required

16c. Other Restriction(s)

College  Major  Class  Level

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Initiator (Faculty only)  Date

Initiator (TYPE NAME)

Approved  Date

19a. Designation of 

Disapproved  Date

19b. Designation of

Disapproved  Date

19c. Designation of

Disapproved  Date

19d. Designation of

Disapproved  Date

19e. Designation of

Disapproved  Date
10.2 Instructions for Completing the CAR

Box 1a. School or College
Choose from the drop-down menu the school or college initiating action.
AA Academic Affairs
AS College of Arts and Sciences
CB College of Business and Public Policy
CH College of Health
CT Community and Technical College
EA College of Education
EN School of Engineering
HC University Honors College
KP Kenai Peninsula College
KO Kodiak College
MA Matanuska-Susitna College

Box 1b. Division
Using the drop-down box, insert the division initiating action. Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.

College of Arts and Sciences
AFAR Division of Performing and Fine Arts
AHUM Division of Humanities
AMSC Division of Mathematical and Natural Sciences
ASSC Division of Social Sciences

College of Business and Public Policy
ADBP Division of Business Programs
ADEP Division of Economics and Public Policy

Community and Technical College
AAVI Division of Aviation Technology
ABCT Division of Computer Networking and Office Technologies
ACAH Division of Culinary Arts and Hospitality
ACDT Division of Construction and Design Technology
ADCE Division of Community Education
ADTP Division of Transportation and Power
ADVE Division of Career and Technical Education
APER Division of Physical Education and Recreation
APRS Division of Preparatory Studies

College of Education
No Division Code

School of Engineering
No Division Code

College of Health
AHLS Division of Health and Safety
ADHS Division of Human Services and Health Sciences
ADSN Division of Nursing
AJUS Division of Justice
ASWK Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

Box 2. Course Prefix
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix in Section 11.

Box 3. Course Number
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

1. Types of Courses
   A. Academic Credit Courses
   Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

   The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

   UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

   i. Lower division courses usually taken by freshmen and sophomores
      A100-A199: Freshman-level, lower division courses.
      A200-A299: Sophomore-level, lower division courses

   ii. Upper division courses usually taken by juniors and seniors
      A300-A399: Junior-level, upper division courses
      A400-A499: Senior-level, upper division courses

   iii. Graduate-level courses
      A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

   B. Preparatory/Developmental Courses
   Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. **Noncredit Courses**  

**A001-A049:** Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. **Continuing Education Unit (CEU) courses**  

**AC001-AC049:** CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. **Professional Development Courses**  

**A500-A599:** Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

**NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. **Course Numbers: Second and Third Digits**  

The second and third digits of course numbers in the -90 range are used for specific course types.

- **90**  
  **Selected topics:** These are a generic “umbrella” course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

- **92**  
  **Seminar or Workshops**  
  **Seminar:** Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.  
  **Workshop:** A formal higher education offering with intensive instruction and information in a given field.

- **93**  
  **Special topics:** Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

- **94**  
  **Trial** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

- **95**  
  **Internship and Practicum**  
  **Internship:** A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.  
  **Practicum:** A student work experience for which the academic department established the objectives and student learning outcomes.

- **97**  
  **Independent study:** Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

Thesis: Involve writing and/or completion of a thesis by the student.

Box 4. Previous Course Prefix & Number
Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert “N/A.” or if the prefix and the number has not changed, insert “N/A.”

Reinstatement of a course
When an inactive course is being reinstated with the same course prefix and number, place the word Reinstate in box 4. In box 8, Type of Action, select change.

Box 5a. Credits/CEUs
Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)
Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 (“Justification for Action”) of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. Summary

<table>
<thead>
<tr>
<th>Semester</th>
<th>= 15 weeks (standard semester length)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (1) Contact Hour</td>
<td>= 50 minutes per week (or 750 minutes for the course)</td>
</tr>
<tr>
<td>Outside Work</td>
<td>= Additional time typically outside of classroom or laboratory</td>
</tr>
<tr>
<td>One (1) credit</td>
<td>= 1 contact hour per week of lecture (15 contact hours of lecture for course)</td>
</tr>
<tr>
<td>or</td>
<td>2 contact hours per week of supervised laboratory (or practica) if</td>
</tr>
</tbody>
</table>
outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

2. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. The CEU

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

- 0.1 CEU = 1 hour of instruction and no additional hours of work for the course
- 1 CEU = 10 hours of instruction and no additional hours of work for course
- 1.5 CEUs = 15 hours of instruction and no additional hours of work for course
- 3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
- 2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. Minimum Course Length (Compressibility Policy)

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course
Identifies type of course offered.

1. Academic Courses (numbered 100-499 and 600-699)
   A. Program Requirement - A credit course specifically required by degree, certificate, or a Minor program.
   B. Program Selective - A credit course within a group of courses from which a student is required to select.
   C. General Education Requirement - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. Elective - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

2. Preparatory/Developmental Courses (050-099): Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).

3. Nondegree Courses
   A. Noncredit Courses (000-049) - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. CEUs (denoted by “AC” rather than just “A” before course number) - A course that provides further development of a trade, profession, or personal improvement.
   C. Professional Development Courses (A500-A599) - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action
Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status
Identifies the Repeat Status of the course.

- Yes means the course may be repeated for credit
- No means it cannot be repeated for credit

If repeat status is marked as Yes, the Number of Repeats and Maximum Hours must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390 3 credits  
Repeat Status: Yes  
Number of Repeats: 1  
Max Credits: 6

**Box 10. Grading Basis**

Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

   The overall principles affecting the date for implementation of academic policy or program change include the following:

   A. *Students must receive adequate notice of a program change.*

   B. *Staff must have adequate time to implement the change effectively.*

   Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

   Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

**Box 12. Cross-Listed or Stacked**

1. **Cross-listed**
A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
B. Each cross-listed course must have a separate CAR for each prefix.
C. Everything except the course prefix must be identical.
D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.
E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
F. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, ART/JPC A324 is listed both under Art and Journalism and Public Communications.

2. Stacked
A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
C. Courses may not be stacked informally for scheduling purposes.
D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
E. Courses at the 300 level may not be stacked with 600-level courses.
F. A500-A599 level (professional development) courses may not be stacked with any other course
G. If stacking status is requested, rationale must be provided.

If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)

Box 13a. Impacted Courses or Programs
Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:
1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance).

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.
Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

**Courtesy Coordination**

Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation.

**Items that are NOT entered into Box 13a.**

- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** program selective - A credit course within a group of courses from which a student is required to select.

**Example of Box 13a (Coordination and Courtesy Coordination)**

CIS A330 (Database Management Systems)

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A410</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A430</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>Computer Science BA, BS</td>
<td>3/25/2011</td>
<td>Sam Thiru</td>
</tr>
</tbody>
</table>

*Do not* send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.
Box 13b. **Coordination Email Submitted to Faculty Listserv**

Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

Box 13c. **Coordination with Library Liaison**

The faculty initiator is required to send the CAR and CCG to the library liaison for that department ([http://consortiumlibrary.org/find/subject_liaison_librarians](http://consortiumlibrary.org/find/subject_liaison_librarians)), with a copy of the email sent to the Governance Office.

Box 14. **GERs**

Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. **Course Description**

Identifies the intent of the course. For courses, a 20- to 50-word description is preferred. Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

Box 16a. **Course Prerequisite (s)**

Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.
A course prerequisite which **may** be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

- **ECON A429 (Business Forecasting)**
  \{CIS A110, BA A273, and [BA A377 or ECON A321]\} with minimum grade of C

- **EDFN A303 (Foundations of Teaching and Learning)**
  [EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

- **EE A324 (Electromagnetics II)**
  [EE A314 or PHYS A314] and MATH A302

- **ENGL A311 (Advanced Composition)**
  [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

- **FIRE A214 (Fire Protection Systems)**
  FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

- **SWK A342 (Human Behavior in the Social Environment)**
  PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

*Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via [www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf](http://www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf)*

**Test Scores:**

Identify test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specifically test scores are not required. It is assumed that faculty may waive the requirement.

Courses wishing to implement placement test scores as part of pre-requisite checking should indicate “or appropriate placement score.” There should also be an attached memo for each CAR indicating what the appropriate placement score is. If a change occurs to the cut score, the department will need to submit a memo to the Office of the Registrar and the Governance Office which would outline the new cut scores and list specifically which courses are impacted.

**Box 16b. Corequisite(s)**

Identifies a course (must be listed with prefix and number) which **must** be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

*Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).*
Box 16c.  Other Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission\(^a\), major\(^b\), class standing\(^c\), or level\(^d\)). The name of the college or school, major, class standing, or level required should be specified in Box 16d. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

\(^a\) College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

\(^b\) Major – identifies a major which a student must have declared in order to enroll in the course

\(^c\) Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

\(^d\) Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16d.  Registration Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

**NOTE:** Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box 17.  Mark if Course Has Fees
Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

Box 18.  Mark if Course is a Selected Topic Course
Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

Box 19.  Justification for Action
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.
Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

11.1 The PAR Form

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE or CHOOSE ONE

This program is a Gainful Employment Program: [ ] Yes or [ ] No

4. Type of Action:

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

5. Implementation Date (semester/year)

From: / To: /

6a. Coordination with Affected Units

Department, School, or College:

Faculty Initiator Name (typed): ______

Faculty Initiator Signed Initials: ________ Date: _______________

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

6c. Coordination with Library Liaison Date: ______

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

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

8. Justification for Action

Initiator (faculty only) Date

Initiator (TYPE NAME)

☐ Approved ☐ Disapproved

☐ Approved ☐ Disapproved

☐ Approved ☐ Disapproved

☐ Approved ☐ Disapproved

☐ Approved ☐ Disapproved

☐ Approved ☐ Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic Board Chair Date

Provost or Designee Date
11.2 Instructions for Completing the PAR

Box 1a. School/College
Using the drop-down box, insert school or college initiating action.
- AA Academic Affairs
- AS College of Arts and Sciences
- CB College of Business and Public Policy
- CH College of Health
- CT Community and Technical College
- EA College of Education
- EN School of Engineering
- HC University Honors College
- KP Kenai Peninsula College
- KO Kodiak College
- MA Matanuska-Susitna College

Box 1b. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.

Box 2. Complete Program Title/Prefix
Insert full title of the proposed program or prefix.

Box 3. Type of Program
Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:
- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the “Yes” box; otherwise, check the “No” box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program’s status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action
Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date
Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:
- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.
Generally this is interpreted to mean that program/prefix changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

**Box 6a. Coordination with Affected Units**

Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

- **The purpose of coordination is to:**
  - A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.
  - B. Encourage collaboration among all academic units.
  - C. Maintain and improve quality of program offerings.

- **An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.**

- **Coordination with affected units is required in the following cases:**
  - A. When the program, courses, or content proposed bridges material regularly included in other disciplines.
  - B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.
  - C. When the proposed program can reasonably be expected to use courses offered by other disciplines.
  - D. When a subsequent allocation of resources resulting from the proposal will impact the unit’s ability to deliver academic courses required in other programs.

- **Coordination should be initiated very early in the program development process – before finalization of the proposal.**

- **Coordination includes:**
  - A. Sending proposal to department chairs of affected units
  - B. Actively seeking collaboration, comments and suggestions
  - C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- **Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.**
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

**Box 6b. Coordination Email Submitted to Faculty Listserv**
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

**Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.**

**Box 6c. Coordination with Library Liaison**
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/about/directory/liaisons.php), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

**Box 7. Title and Program Description**
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

**Box 8. Justification for Action**
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

**Basic Format:**

Department Name
Contact information, location, web address

1. General discipline information
   A. Degree or Certificate program name and description
   B. Overview and career information
   C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.
   D. Honors: Header in the catalog should read: “Honors in Discipline”, e.g., Honors in English.
   E. Accreditation
   F. Research possibilities
   G. Gainful Employment statement (if needed)

2. Admission Requirements
   A. Preparation
   B. Pre-major
   C. Major

3. Advising

4. Academic Progress Requirements

5. Graduation Requirements
   A. General University
   B. General Education Requirements (GERs)
   C. College
   D. Major degree requirements
   E. Other graduation requirements

6. Faculty

**Notes for creating and submitting catalog copy:**

- *You must use the Word formatted catalog copy available at www.uaa.alaska.edu/governance/.*

- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.

- Within a department or discipline, the order of undergraduate programs should be:
  1. Honors
  2. Occupational endorsement certificates
3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:
1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an “or” appears (and nothing else). This is what it should look like:

  Upper Division Biology (choose one of the following) 3-4
  
  BIOL A310 Principles of Physiology (3)
  or
  BIOL A415 Comparative Animal Physiology (4)
  or
  BIOL A461 Molecular Biology (3)
  CHEM A105 General Chemistry I 3
  CHEM A105L General Chemistry I Laboratory 1
  CHEM A106 General Chemistry II 3
  CHEM A106L General Chemistry II Laboratory 1
  CHEM A253 Principles of Inorganic Chemistry 3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.
EXAMPLE 1:

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.

5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.

6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.

7. Submit Interested Person Report.

   Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Admission Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
Academic Progress

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

D. Liberal Studies Area

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

Sciences Core (15-24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIS A102</td>
<td>Origins: Earth-Solar System-Life</td>
<td>5-8</td>
</tr>
<tr>
<td>or</td>
<td>GEOL A111</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>ASTR A103</td>
<td>Solar System Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td>ASTR 103L</td>
<td>Solar System Astronomy Laboratory</td>
</tr>
<tr>
<td>ASTR A104</td>
<td>Stars, Galaxies and Cosmology</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td>ASTR A104L</td>
<td>Stars, Galaxies and Cosmology Laboratory</td>
</tr>
<tr>
<td>LSIS A201</td>
<td>Life on Earth</td>
<td>5-8</td>
</tr>
<tr>
<td>or</td>
<td>BIOL A102</td>
<td>Introductory Biology</td>
</tr>
<tr>
<td>and</td>
<td>BIOL A103</td>
<td>Introductory Biology Laboratory</td>
</tr>
<tr>
<td>BIOL A115</td>
<td>Fundamentals of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>BIOL A116</td>
<td>Fundamentals of Biology II</td>
</tr>
<tr>
<td>LSIS A202</td>
<td>Concepts and Processes: Natural Sciences</td>
<td>5-8</td>
</tr>
<tr>
<td>or</td>
<td>CHEM A103</td>
<td>Survey of Chemistry</td>
</tr>
</tbody>
</table>

If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.

If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course. Separate the two electives with an “or” on its own line.
and one of the following lecture/lab combinations:

PHYS A115  Physical Science (3)

PHYS A115L  Physical Science Laboratory (1)

PHYS A123  Basic Physics I (3)

PHYS A123L  Basic Physics I Laboratory (1)

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250  The Rise of Civilization (3) 3

HIST A131  History of United States I (3) 3

HIST A132  History of United States II (3) 3

HIST A355  Major Themes in US History (3)

EDSE A212  Human Development and Learning (3) 3

ENGL A121  Introduction to Literature (3) 3

ENGL A201  Masterpieces of World Literature I (3) 3

ENGL A202  Masterpieces of World Literature II (3) 3

HUM A211  Introduction to Humanities I (3) 3

HUM A212  Introduction to Humanities II (3) 3

HNRS A192  Honors Seminar: Enduring Books (3)

LSSS A111  Cultural Foundations of Human Behavior (3) 3

HNRS A292  Seminar in Social Science (3)

ANTH A202  Cultural Anthropology (3)

LSIC A231  Truth, Beauty, and Goodness (3) 3

PHIL A301  Ethics (3)

LSSS A311  People, Places, and Ecosystems (3)

ENVI A211  Environmental Science: Systems and Processes (3)

LSIC A331  Power, Authority, and Governance (3) 3

Double-check all course titles. They must exactly match the full titles published in the catalog course name.
SOC/PS A351  Political Sociology (3)  
LSSS A312  Individuals, Groups, and Institutions (3)  3  
or  
PSY A111  General Psychology (3)  
and  
SOC A101  Introduction to Sociology(3)  
or  
SOC A375  Social Psychology (3)  
or  
PSY A375  Social Psychology (3)  
or  
LSIC A332  Science, Technology and Culture (3)  3

Select one course from fine arts GERs  3

**Mathematical Skills (9-13 credits)**

MATH A205  Communicating Mathematical Ideas and  3  
STAT A252  Elementary Statistics (3)  3-4  
or  
STAT A253  Applied Statistics for the Sciences (4)  
and  
Select one additional course from quantitative skills GERs  3-6

**Oral and Written Communication Skills (9 credits)**

Select one course from oral communication GERs  3  
Select two courses from written communication GERs  6

---

**E. Major Requirements**

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (22 credits)

   EDEC A242  Family and Community Partnerships (3)  3  
or  
   HNRS A310  Community Service: Theory and Practice (3)  
   EDEL A205  Becoming an Elementary Teacher  2  
   EDFN A206  Introduction to Assessment in Education  1  
   EDFN A300  Philosophical and Social Context of American Education (3)  3  
or  
   EDFN A304  Comparative Education (3)  
   EDFN A301  Foundations of Literacy and Language Development  3  
   EDFN A302  Foundations of Educational Technology  2  
   EDEL A392  Elementary Education Seminar I: Culturally Responsive Teaching  2
2. Complete the following methods courses (18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC A106</td>
<td>Creativity and the Arts in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDEL A325</td>
<td>Teaching Literacy in Elementary Schools</td>
<td>6</td>
</tr>
<tr>
<td>EDEL A327</td>
<td>Teaching Social Studies in Elementary Schools</td>
<td>2</td>
</tr>
<tr>
<td>EDEL A426</td>
<td>Teaching Mathematics in Elementary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDEL A428</td>
<td>Teaching Science in Elementary Schools</td>
<td>2</td>
</tr>
<tr>
<td>PEP A345</td>
<td>Incorporating Health and Physical Activity into the Pre-K-6 Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

**Concurrent enrollment in multiple courses is required. See an advisor for details.**

3. Complete the following field experiences and internship (16-19 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL A395</td>
<td>Elementary Education Practicum I: Literacy and Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>EDEL A492A</td>
<td>Elementary Education Seminar II: Learning Environment</td>
<td>2</td>
</tr>
<tr>
<td>EDEL A492B</td>
<td>Elementary Education Seminar III: Teaching Capstone</td>
<td>3</td>
</tr>
<tr>
<td>EDEL A495A</td>
<td>Elementary Education Practicum II: Learning Environment, Mathematics, Science</td>
<td>3</td>
</tr>
<tr>
<td>EDEL A495B</td>
<td>Elementary Education Internship</td>
<td>6-9</td>
</tr>
</tbody>
</table>

or

For Honors Option Senior Requirement:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRNS A499</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

and

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL A495B</td>
<td>Elementary Education Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

### BAEL and Honors College Option

Take the following Honors College Core Program Courses (16 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS A192</td>
<td>Honors Seminar: Enduring Books</td>
<td>3</td>
</tr>
<tr>
<td>HNRS A292</td>
<td>Honors Seminar in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>HNRS A310</td>
<td>Community Service: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HNRS A392</td>
<td>Honors Thesis Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HNRS A499</td>
<td>Honors Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

and taken concurrently with EDEL A495B Internship (6) 3

(three credits of Internship apply to the Senior Requirement)

*Important: See an advisor if considering the Honors Option.*
Institutional Recommendation,
Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

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

Master of Science, Arctic Engineering

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

Student Learning Outcomes

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

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;

7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;

8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;

9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;

10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and

11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

**Admission Requirements**

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

**Graduation Requirements**

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

**Major Requirements**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A603</td>
<td>Arctic Engineering*</td>
<td>3</td>
</tr>
<tr>
<td>CE A681</td>
<td>Frozen Ground Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ME A685</td>
<td>Arctic Heat and Mass Transfer</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A682</td>
<td>Ice Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CE A683</td>
<td>Arctic Hydrology and Hydraulic</td>
<td></td>
</tr>
<tr>
<td>CE A684</td>
<td>Arctic Utility Distribution</td>
<td>3</td>
</tr>
<tr>
<td>CE A689</td>
<td>Cold Regions Pavement Design</td>
<td>3</td>
</tr>
</tbody>
</table>

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

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE A686</td>
<td>Civil Engineering Project</td>
<td>3</td>
</tr>
</tbody>
</table>


The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.

f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

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

FACULTY

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu
Tom Ravens, Professor, AFTMR@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhaohui Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, AFHKZ@uaa.alaska.edu
Appendix A - Links to Templates

The following templates can be found at www.ualaska.alaska.edu/governance/coordination/index.cfm:

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR).

- **Fee Request Form** - Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost’s approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information [http://www.alaska.edu/bor/policy-regulations](http://www.alaska.edu/bor/policy-regulations).

- **Four-Year Course Offering Plan** - Identifies the Four-Year Course Offering Plan for a new program.

- **Resource Implication Form** - Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents** - Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.ualaska.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.
Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Faculty Matrix:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm

- **Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Risk Management Plan:**
  www.uaa.alaska.edu/governance/curriculumexamples.cfm
Appendix C - Observable Verbs

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls information</td>
<td>Uses knowledge or generalizations in a new situation</td>
<td>Breaks down knowledge into parts and shows relationships among parts</td>
<td>Brings together parts of knowledge to forms a whole and builds relationships for new situations</td>
</tr>
</tbody>
</table>

<p>| Comprehends          | Associates                                                    | Analyzes                                                       | Arranges                                                       |
| Counts               | Chooses                                                       | Appraises                                                      | Assembles                                                      |
| Describes            | Compares                                                      | Calculates                                                     | Collects                                                       |
| Draws                | Computes                                                      | Categorizes                                                    | Combines                                                       |
| Duplicates           | Converts                                                       | Compares                                                      | Compiles                                                       |
| Identifies           | Defends                                                       | Concludes                                                      | Composes                                                       |
| Indicates            | Differentiates                                                | Constructs                                                    | Constructs                                                     |
| Labels               | Dramatizes                                                    | Correlates                                                    | Creates                                                        |
| Lists                | Estimates                                                     | Critics                                                        | Designs                                                        |
| Matches              | Explains                                                      | Debates                                                       | Develops                                                       |
| Memorizes            | Extends                                                       | Deduces                                                       | Devises                                                        |
| Names                | Extrapolates                                                 | Detects                                                       | Formulates                                                     |
| Orders               | Generalizes                                                  | Determines                                                     | Generalizes                                                    |
| Outlines             | Gives Examples                                               | Develops                                                      | Generates                                                       |
| Points to            | Infers                                                        | Diagnoses                                                     | Integrates                                                      |
| Produces             | Interprets                                                   | Differentials                                                 | Manages                                                        |
| Quotes               | Picks                                                         | Discriminates                                                 | Organizes                                                       |
| Reads                | Reports                                                       | Estimates                                                      | Plans                                                          |
| Recalls              | Restates                                                     | Evaluates                                                     | Prescribes                                                     |
| Recites              | Reviews                                                       | Examines                                                      | Prepares                                                        |
| Recognizes           | Rewrites                                                     | Experiments                                                   | Produces                                                       |
| Records              | Schedules                                                    | Generalizes                                                    | Proposes                                                       |
| Relates              | Sketches                                                     | Identifies                                                    | Predicts                                                       |
| Repeats              | Summarizes                                                   | Infers                                                        | Rearranges                                                     |
| Reproduces           | Translates                                                   | Inspects                                                       | Reconstructions                                                |
| Selects              |                                                             | Initiates                                                      | Reorganizes                                                    |
| Tabulates            |                                                             | Inventories                                                    | Revises                                                        |
| Traces               |                                                             | Predicts                                                       | Sets up                                                        |
| Writes               |                                                             | Questions                                                      | Specifics                                                       |
|                     |                                                             | Relates                                                        | Synthesizes                                                    |
|                     |                                                             | Separates                                                      | Systematizes                                                   |
|                     |                                                             | Solves                                                         | Writes                                                         |
|                     |                                                             | Tests                                                          |                                                               |
|                     |                                                             | Transforms                                                     |                                                               |</p>
<table>
<thead>
<tr>
<th>Comprehension – Interpret information in one's own words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
</tr>
<tr>
<td>Classify</td>
</tr>
<tr>
<td>Cite examples of</td>
</tr>
<tr>
<td>Compares</td>
</tr>
<tr>
<td>Computes</td>
</tr>
<tr>
<td>Contrasts</td>
</tr>
<tr>
<td>Converts</td>
</tr>
<tr>
<td>Defends</td>
</tr>
<tr>
<td>Describes</td>
</tr>
<tr>
<td>Determines</td>
</tr>
<tr>
<td>Differentiates</td>
</tr>
<tr>
<td>Discusses</td>
</tr>
<tr>
<td>Distinguishes</td>
</tr>
<tr>
<td>Estimates</td>
</tr>
<tr>
<td>Explains</td>
</tr>
<tr>
<td>Expresses</td>
</tr>
<tr>
<td>Extends</td>
</tr>
<tr>
<td>Extrapolates</td>
</tr>
<tr>
<td>Generalizes</td>
</tr>
<tr>
<td>Gives examples</td>
</tr>
<tr>
<td>Identifies</td>
</tr>
<tr>
<td>Indicates</td>
</tr>
<tr>
<td>Infers</td>
</tr>
<tr>
<td>Interprets</td>
</tr>
<tr>
<td>Interpolates</td>
</tr>
<tr>
<td>Locates</td>
</tr>
<tr>
<td>Practices</td>
</tr>
<tr>
<td>Recognizes</td>
</tr>
<tr>
<td>Reports</td>
</tr>
<tr>
<td>Restates</td>
</tr>
<tr>
<td>Review</td>
</tr>
<tr>
<td>Rewrites</td>
</tr>
<tr>
<td>Selects</td>
</tr>
<tr>
<td>Simulates</td>
</tr>
<tr>
<td>Sorts</td>
</tr>
<tr>
<td>Summarizes</td>
</tr>
<tr>
<td>Tells</td>
</tr>
<tr>
<td>Translates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation – Make judgments on basis of given criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraises</td>
</tr>
<tr>
<td>Argues</td>
</tr>
<tr>
<td>Assesses</td>
</tr>
<tr>
<td>Attacks</td>
</tr>
<tr>
<td>Chooses</td>
</tr>
<tr>
<td>Compares</td>
</tr>
<tr>
<td>Concludes</td>
</tr>
<tr>
<td>Critiques</td>
</tr>
<tr>
<td>Defends</td>
</tr>
<tr>
<td>Determines</td>
</tr>
<tr>
<td>Estimates</td>
</tr>
<tr>
<td>Evaluates</td>
</tr>
<tr>
<td>Grades</td>
</tr>
<tr>
<td>Judges</td>
</tr>
<tr>
<td>Justifies</td>
</tr>
<tr>
<td>Measures</td>
</tr>
<tr>
<td>Predicts</td>
</tr>
<tr>
<td>Ranks</td>
</tr>
<tr>
<td>Rates</td>
</tr>
<tr>
<td>Revises</td>
</tr>
<tr>
<td>Scores</td>
</tr>
<tr>
<td>Selects</td>
</tr>
<tr>
<td>Supports</td>
</tr>
<tr>
<td>Tests</td>
</tr>
<tr>
<td>Validates</td>
</tr>
<tr>
<td>Values</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to attend to a particular stimuli</td>
<td>Active participation when attending to stimuli</td>
<td>Worth or value student attaches to something</td>
<td>Bringing together different values, resolving conflicts between them</td>
<td>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</td>
</tr>
<tr>
<td>Asks</td>
<td>Accepts responsibility</td>
<td>Associates with</td>
<td>Adheres to</td>
<td>Acts</td>
</tr>
<tr>
<td>Chooses</td>
<td>Answers</td>
<td>assumes responsibility</td>
<td>Arranges</td>
<td>Changes behavior</td>
</tr>
<tr>
<td>Follows</td>
<td>Assists</td>
<td>believes in</td>
<td>Classifies</td>
<td>Develops a code of behavior</td>
</tr>
<tr>
<td>Gives</td>
<td>Be willing to</td>
<td>be convinced</td>
<td>Combines</td>
<td>Develops a philosophy of life</td>
</tr>
<tr>
<td>Holds</td>
<td>Complies</td>
<td>completes</td>
<td>Defends</td>
<td>Influences</td>
</tr>
<tr>
<td>Selects</td>
<td>Conforms</td>
<td>describes</td>
<td>Establishes</td>
<td>Judges</td>
</tr>
<tr>
<td>Shows interest</td>
<td>Enjoys</td>
<td>differentiates</td>
<td>Forms judgments</td>
<td>problems/issues</td>
</tr>
<tr>
<td></td>
<td>Greets</td>
<td>has faith in</td>
<td>Identifies with</td>
<td>Listens</td>
</tr>
<tr>
<td></td>
<td>Helps</td>
<td>initiates</td>
<td>Integrates with</td>
<td>Performs</td>
</tr>
<tr>
<td></td>
<td>Obeys</td>
<td>invites</td>
<td>develops a code of</td>
<td>Practices</td>
</tr>
<tr>
<td></td>
<td>Performs</td>
<td>joins</td>
<td>philosophy of life</td>
<td>Proposes</td>
</tr>
<tr>
<td></td>
<td>Practices</td>
<td>justifies</td>
<td>Develops</td>
<td>Qualifies</td>
</tr>
<tr>
<td></td>
<td>Presents</td>
<td>participates</td>
<td>a code of behavior</td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td>Reports</td>
<td>proposes</td>
<td>behaves like</td>
<td>Serves</td>
</tr>
<tr>
<td></td>
<td>Selects</td>
<td>selects</td>
<td>behaves like</td>
<td>Shows</td>
</tr>
<tr>
<td></td>
<td>Tells</td>
<td>shares</td>
<td>behaves like</td>
<td>mature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>subscribes to</td>
<td>behaves like</td>
<td>attitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td>works</td>
<td>behaves like</td>
<td>Solves</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Verifies</td>
</tr>
</tbody>
</table>
# Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

<table>
<thead>
<tr>
<th>Imitating</th>
<th>Manipulating</th>
<th>Perfecting</th>
<th>Articulating</th>
<th>Naturalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.</td>
<td>Performs the skill or produces the product in a recognizable fashion by following general instructions.</td>
<td>Independently performs the skill or produces the product, with apparent ease, at an expert level.</td>
<td>Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.</td>
<td>Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.</td>
</tr>
<tr>
<td>Attempts</td>
<td>Completes</td>
<td>Achieves</td>
<td>Adapts</td>
<td>Naturally</td>
</tr>
<tr>
<td>Copies</td>
<td>Does</td>
<td>Automatically</td>
<td>Advances</td>
<td>Perfectly</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Follows</td>
<td>Excels</td>
<td>Alters</td>
<td></td>
</tr>
<tr>
<td>Imitates</td>
<td>Manipulates</td>
<td>Expertly</td>
<td>Customizes</td>
<td></td>
</tr>
<tr>
<td>Reproduces</td>
<td>Plays</td>
<td>Masterfully with</td>
<td>Originates</td>
<td></td>
</tr>
<tr>
<td>Responds</td>
<td>Performs</td>
<td>Improvements</td>
<td>With fundamental</td>
<td></td>
</tr>
<tr>
<td>Starts</td>
<td>Produces</td>
<td>with</td>
<td>revisions</td>
<td></td>
</tr>
<tr>
<td>Tries to</td>
<td></td>
<td>Refines</td>
<td>With great skill</td>
<td></td>
</tr>
<tr>
<td>Using a model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member’s department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.
Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

Graduate Academic Board

During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

I. Roll
II. Approval of the Agenda
III. Approval of Meeting Summary
Definitions

Meeting Summary
The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading
- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs
- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading
- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items
- The Board may discuss these items and/or request that the items be placed on a future agenda for
Meeting Procedure

UAB/GAB meetings are governed by *Robert’s Rules of Order*. A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

*Note: Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.*

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:
- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. Examples of each are below:
- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:
- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:


Index

A
Academic Board Review, 1
Academic Boards, 1
   Agenda and Summary, 69
   Meeting Procedure, 71
   Meeting Schedule, 69
Academic Considerations, 3
Academic Courses, 24, 37, 41
   Additions, 41
      Course, 7, 11
      New Course, 11
      Policy, 23
      Prefix, 8, 9
      Programs, 19
   Administrative Support, 71
   Affected Units, 44, 50, 51
   Affective Domain Observable Verbs, 66
   Approval Process
      500-Level Course, 14
   Approval Process
      Non-Permanent Course, 14
   Approval Process
      Noncredit/CEU, 14
   Assessment, 33
   Assessment Methods, 32
   Associate Degrees, 1
   Associate Vice Provost for Undergraduate Academic Affairs, 5, 8, 9, 18, 19, 38
   Associates, 1
   Associates Degrees, 1, 50

B
Baccalaureate Degrees, 1, 50
   Bachelor's Degree, 1
   Bibliography, 6, 7, 34
   Board of Regents, 4, 17, 18, 19, 21, 46, 62, 63, 69
   BOR. See Board of Regents
   Budget Worksheet, 62, 63

C
CAR. See Course Action Request
   Catalog Copy, 8, 9, 11, 12, 15, 17, 18, 20, 23, 45, 52, 53
      Formatting, 53
      Notes, 53
   CCG. See Course Content Guide
   CEUs. See Continuing Education Unit Courses
   Change, 41
      Course, 11, 41
      Fees, 46
      Policy, 23, 50, 69
      Prefix, 8, 50
      Program, 18, 19, 41, 42, 50
   Class, 31
   Cognitive Domain Observable Verbs, 64
   College or School, 24
   College or School Admission, 30, 46
   Community Campus, 7, 38, 43, 50, 68
   Compressibility Policy, 28, 40
   Contact Hours, 26, 39
   Continuing Education Unit, 27, 38, 39, 40, 41
   Continuing Education Unit Courses, 25
   Coordinate with Library
      Course, 45
      Program/Prefix, 51
   Coordination, 8, 43, 45, 51
      Course - Addition, 12
      Course - Change, 11
      Course – Deletion, 15
      Email Notification, 44
      GER - Request For Or Revision, 17
      Prefix - Addition, 9
      Prefix – Change Or Replacement, 8
      Prefix - Inactivation, 9
      Program/Prefix, 50, 51
      Programs - Major Revisions, 20
      Programs - Minor Revisions, 18
      Programs - New, 20
      With Affected Units, 44
      with Library Liaison, 51
   Coordination Spreadsheet
      Example, 63
      Template, 62
   Coordination with Affected Units, 50
   Coordination with the Library Liaison, 51
   Corequisites, 8, 9, 11, 12, 15, 17, 30, 46
   Course, 5
      Attributes, 30
      Changes, 11
      Description, 30, 45
      Fee, 31
      Guidelines on Student Outcomes, 72
      Number, 24, 25, 37, 38
         Second and Third Digits, 25, 38
      Prefix, 24, 37

   93

Index

   355
No Grade, 28, 42
Noncredit Courses, 25, 38, 41
Nondegree Courses, 41
Northwest Commission on Colleges and Universities, 21
Number of Credits, 26
Number of Repeats, 41, 42

O

OAA. See Office of Academic Affairs
Observable Verbs, 64
Occupational Endorsement Certificates, 1, 50
OEC. See Occupational Endorsement Certificates
Office of Academic Affairs, 4, 8, 9, 17, 18, 19, 22, 42, 50, 62, 68
Office of the Registrar, 4, 5, 6, 7, 8, 10, 18, 21, 24, 37, 68
Other Restrictions(s), 46
Outcomes, 3, 4, 33
Outcomes and Assessment Measures, 33
Outcomes Assessment Plan, 62

P

P/NP, 28, 42
PAR. See Program/Prefix Action Request
pass/no pass, 42
Pass/No Pass, 28
Permanent Course Approval Process, 13
Permanent Numbered Courses, 38
Policy Additions and Changes, 23
Post-Baccalaureate Certificates, 1, 50
Practicum, 26, 38
Prefix, 5, 8
Addition, 8
Approval Process, 10
Course, 24, 37, 39
Inactivation, 8, 9, 50
Program, 50
Replacement, 8
Preparatory/Developmental Courses, 25, 37, 41
prerequisite checking, 45
Prerequisites, 8, 9, 11, 12, 15, 17, 30, 31, 44, 45, 51
Previous Course Prefix & Number, 39
Principles of Operation, 1
Professional Development Courses, 25, 38, 41
Professional Development Credit, 7
Program, 5, 18
Addition, 19
Approval Process, 5, 22
Change, 41, 42
Changes, 50
Coordination, 50, 51
Description, 52
Elective, 3
Graduate, 1, 54
Guidelines on Student Outcomes, 72
Impacted, 43
Major Changes, 19
Minor Revisions, 18
Outcomes, 4, 33
Outcomes Assessment Plan, 32
Policy, 42
Proposal, 4, 18
Requirement, 8, 41
Selective, 3, 41
Title/Prefix, 50
Types, 50
Undergraduate, 1, 53
Program Outcomes Assessment Plan, 63
Program/Prefix Action Request, 5, 8, 15, 17, 41, 48, 63, 70
Program/Prefix Action Request (PAR) Form, 48
Prospectus, 63
Psychomotor Domain Observable Verbs, 67
Purge List, 2, 15
GER, 15

R

Registration Restrictions, 30, 31, 32, 46
Reinstated, Course, 37
Reinstatement of a course, 39
Repeat Status, 41
Replacement of a Prefix, 8
Resource Implication Form, 12, 19, 62
Resource Implications, 4
Reuse of Course Number Rule, 24, 37
Review of Program Proposals, 4
Risk Management Plan, 63

S

SAC. See System-wide Academic Council
School or College, 36, 49
Second Reading, 70
Selected Topics, 25, 38, 46
Selectives, 3, 4, 8, 9, 11, 12, 15, 17, 54
Seminar, 25, 38
Special Notes, 30, 45
Special Topics, 26, 38
Stacked Courses, 43
Stacking, 29
Outcomes/Assessments, 30
Prerequisites, 29
Student Outcomes, 32
GER, Assessable, 16
Guidelines, 72
Suggested text(s), 34
Supervised Laboratory Course, 26, 39
System-wide Academic Council, 20

T

Templates, 62
Test Scores, 30, 46
Thesis, 26, 39
Title Change, 7
Topical course outline, 33
Trial Course, 26, 38
Type of Action, 41
Program/Prefix, 50
Type of Program, 50
Types of Courses, 24, 41
U

UAA General Education Requirements. See General Education Requirements

UAB. See Undergraduate Academic Board

Undergraduate

Certificates, 1, 50

Programs, 1

Undergraduate Academic Board, 1, 16, 68

Undergraduate Credit Courses, 6

Undergraduate Certificates, 1

Unsupervised Laboratory Course, 26, 39

Upper Division Courses, 25, 31, 37

W

Workshop, 25, 38
Table of Contents

Acronym List ............................................................................................................................................................... v

Section 1 - Introduction ............................................................................................................................................... 1
  1.1 Academic Boards of the Faculty Senate Principles of Operation ................................................................. 1
  Basis for Academic Board Review .......................................................................................................................... 1

Section 2 - Curriculum Screening Criteria ................................................................................................................ 3
  2.1 Issues in Curriculum Review ........................................................................................................................ 3
  2.1.1 Curriculum Review ..................................................................................................................................... 3
  2.1.2 Academic Considerations Addressed in Review ......................................................................................... 3
  2.1.3 Review of Program Proposals ............................................................................................................. 4
  2.1.4 Program Student Learning Outcomes .................................................................................................. 4

Section 3 - Curriculum Approval Process ................................................................................................................. 6
  for Courses, Programs and Prefixes .......................................................................................................................... 6
  3.1 Curriculum Approval Process ...................................................................................................................... 6
  3.2 Approval for Minor Changes to Undergraduate Credit Courses ................................................................. 8
  3.2.1 All Undergraduate Credit Courses Numbered 050 – 499 .................................................................... 8
  3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only ....................................... 8
  3.3 Approval of Minor Catalog Changes ........................................................................................................... 9
  3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses. ................................................... 9
  3.5 Approval of 600-Level Courses .................................................................................................................. 9
  3.6 Approval of 500-Level Courses .................................................................................................................. 10
  3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses ........................................................................................................................................................................... 10
  3.8 Approval of Doctoral Programs ................................................................................................................ 10

Figure 3.3: Program Approval Process ................................................................................................................... 16

Figure 3.4: Prefix Approval Process ........................................................................................................................ 17

Figure 3.5: Degree and Certificate Suspension Approval Process ........................................................................ 18

Figure 3.5: Degree and Certificate Deletion Approval Process ............................................................................. 19

Section 4 - Prefixes ..................................................................................................................................................... 20
  4.1 Changes to or Replacement of a Prefix .......................................................................................................... 20
  4.2 Addition of a Prefix .................................................................................................................................... 21
  4.3 Inactivation of a Prefix .................................................................................................................................. 21
  4.4 Transfer of a Prefix .................................................................................................................................... 22
Section 5 - Courses .............................................................................................................................23
  5.1 Changes or Revisions to a Course ..................................................................................................23
  5.2 Adding a New Course ....................................................................................................................24
    5.2.1 Permanent Credit Courses (050-499 and 600-699) .................................................................24
    5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course ....25
  5.3 Deleting a Course ..........................................................................................................................27

Section 6 - General Education Requirement (GER) .............................................................................29
  6.1 General Education and General Course Requirements ...............................................................29
  6.2 Revision of or Request for GER Course ........................................................................................29
  6.3 Deletion of a GER Course ..............................................................................................................33

Section 7 - Programs ............................................................................................................................34
  7.1 Minor Revisions to Programs .......................................................................................................34
  7.2 Programs which have MATH, ENGL, and/or COMM requirements ...........................................35
    7.2.1 Programs which have MATH program requirements: ..............................................................35
    7.2.2 Programs which have ENGL A111 as a specific major requirement: ..................................35
    7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements: .................................................................36
  7.3 New Non-Doctoral Programs and Major Changes to ALL Programs ........................................36
  7.4 New Doctoral Programs ..............................................................................................................38
  7.5 Academic Program Suspension of Admissions ............................................................................39
  7.6 Academic Program Deletion ........................................................................................................40

Section 8 - Policy Additions and Changes ..........................................................................................42

Section 9 - Step-By-Step Instructions for the Course Content Guide ..................................................43

Section 10 - Step-By-Step Instructions for the Course Action Request ..................................................54
  10.1 The CAR Form ...........................................................................................................................54
  10.2 Instructions for Completing the CAR ............................................................................................55
    Box 1a. School or College ..................................................................................................................55
    Box 1b. Division ...............................................................................................................................55
    Box 1c. Department ..........................................................................................................................56
    Box 2. Course Prefix .........................................................................................................................56
    Box 3. Course Number .....................................................................................................................56
    Box 4. Previous Course Prefix & Number .......................................................................................58
    Box 5a. Credits/CEUs .......................................................................................................................58
    Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester) ............................................58
    Box 6. Complete Course Title .........................................................................................................59
    Box 7. Type of Course .......................................................................................................................60
    Box 8. Type of Action .......................................................................................................................60
    Box 9. Repeat Status ..........................................................................................................................60
    Box 10. Grading Basis .......................................................................................................................61
    Box 11. Implementation Date ............................................................................................................61
    Box 12. Cross-Listed or Stacked .......................................................................................................61
    Box 13a. Impacted Courses or Programs .........................................................................................62
    Box 13b. Coordination Email Submitted to Faculty Listserv ............................................................64
    Box 13c. Coordination with Library Liaison ....................................................................................64
Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR) ................................................................. 67

11.1 The PAR Form ........................................................................................................................................................................... 67

Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix .................................................................................. 67

11.2 Instructions for Completing the PAR ......................................................................................................................................... 68

Box 1a. School/College ....................................................................................................................................................................... 68
Box 1b. Department ............................................................................................................................................................................. 68
Box 2. Complete Program Title/Prefix ............................................................................................................................................... 68
Box 3. Type of Program ...................................................................................................................................................................... 68
Box 4. Type of Action ........................................................................................................................................................................ 68
Box 5. Implementation Date .................................................................................................................................................................. 68
Box 6a. Coordination with Affected Units ...................................................................................................................................... 69
Box 6b. Coordination Email Submitted to Faculty Listserv ................................................................................................................................. 70
Box 6c. Coordination with Library Liaison ........................................................................................................................................ 70
Box 7. Title and Program Description .................................................................................................................................................. 70
Box 8. Justification for Action ............................................................................................................................................................... 70

Section 12 - Catalog Copy Formatting ............................................................................................................................................. 71

Appendix A - Links to Templates ......................................................................................................................................................... 82

Appendix B - Links to Examples ......................................................................................................................................................... 83

Appendix C - Observable Verbs ......................................................................................................................................................... 84

Cognitive Domain Observable Verbs .................................................................................................................................................... 84
Affective Domain Observable Verbs ....................................................................................................................................................... 86
Psychomotor Domain Observable Verbs .............................................................................................................................................. 87

Appendix D - The Undergraduate & Graduate Academic Boards ..................................................................................................... 88

Membership ........................................................................................................................................................................................................ 88
Responsibilities .................................................................................................................................................................................................. 88
Meeting Schedule ................................................................................................................................................................................................ 89
Agenda and Summary .................................................................................................................................................................................................. 89
Meeting Procedure ................................................................................................................................................................................................ 91
Administrative Support .................................................................................................................................................................................................. 91

Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs ............................................................................. 92
Appendix F - Guidelines for UAA Distance Education Courses ........................................................................... 93

Index ........................................................................................................................................................................... 93

List of Figures

Permanent Course Approval Process ..................................................................................................................... 13
Non-Permanent Credit Course, 500-Level Course, and Noncredit/CEU Approval Process ............................. 14
Program Approval Process ..................................................................................................................................... 15
Prefix Approval Process .......................................................................................................................................... 16
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CAR</td>
<td>Course Action Request</td>
</tr>
<tr>
<td>CCG</td>
<td>Course Content Guide</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>GAB</td>
<td>Graduate Academic Board</td>
</tr>
<tr>
<td>GER</td>
<td>General Education Requirement</td>
</tr>
<tr>
<td>GERC</td>
<td>General Education Review Committee</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
</tr>
<tr>
<td>OAA</td>
<td>Office of Academic Affairs</td>
</tr>
<tr>
<td>PAR</td>
<td>Program/Prefix Action Request</td>
</tr>
<tr>
<td>SAC</td>
<td>Statewide Academic Council</td>
</tr>
<tr>
<td>UAA</td>
<td>University of Alaska Anchorage</td>
</tr>
<tr>
<td>UAB</td>
<td>Undergraduate Academic Board</td>
</tr>
<tr>
<td>US DoE</td>
<td>US Department of Education</td>
</tr>
<tr>
<td>USUAA</td>
<td>Union of Students at UAA</td>
</tr>
</tbody>
</table>
Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University’s curricular processes.

- The university evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The Curriculum Handbook is periodically revised to reflect policy and procedural changes.

- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.

- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the Curriculum Handbook describe the University of Alaska Anchorage’s process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student’s transcript with academic credit.

2. New departmental programs such as:

   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
      v. Minors

   B. Post-baccalaureate Certificates

   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

- Occupational Endorsement Certificates 29 credits
- Certificate 60 credits
- Associate Degree 75 credits
- Bachelor's Degree 132 credits
- Minors no maximum
- Master's Degree 45 credits
- Graduate Certificate 29 credits
Post-Baccalaureate Certificate  
60 credits

Doctoral Degree  
See program requirements

3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including
   A. Additions, modifications or deletions of major subject areas
   B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to
   A. Selection/admission procedures and standards
   B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.

7. Changes resulting from the program’s response to academic assessment processes. Please refer to the current Academic Assessment Handbook for additional guidance regarding these activities.

8. Changes made to maintain the currency and vitality of the curriculum. It is recommended that no individual course be allowed to age more than 10 years without review and update by the program faculty. However, it is understood that all programs will differ with respect to the frequency of need for update and/or revisions.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review

A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:

A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.

B. Justification for the change

C. Effect on resources within the program

D. Frequency of course offerings for new programs. Note: Deans/Directors may require this information for new courses.

E. Impact on other affected UAA programs and courses

F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review

The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):
i. Addresses GER student learning outcomes from the GER Preamble
ii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
iii. Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:
i. Commitment from resource manager to support course offerings
ii. Effects on other offerings within a program or school
iii. Effect on offering other required courses
iv. Effect on electives and selectives
v. If the course was offered as a trial course, the number of times it was offered and the number of enrollments

2.1.3 Review of Program Proposals
A. Program description adequately expresses the program characteristics, requirements and student learning outcomes.
B. The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.
C. Needs analysis for the new program is attached.
D. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
E. Possible duplication of an existing program is addressed.
F. All courses used in the creation or modification of a degree or certificate program have current Course Content Guides on file in the Office of the Registrar. These must contain all of the required elements described in Section 9 of this handbook. If courses are ill-defined or outdated they must be revised at the same time or before the program addition or modification is proposed.
G. When proposing multiple certificates in a given discipline their requirements must differ by at least 6 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

2.1.4 Program Student Learning Outcomes
A. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
B. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
C. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
D. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
E. A complete and valid Academic Assessment Plan must be presented to the Academic Assessment Committee and the Office of Academic Affairs (OAA) at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plans; however the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.
F. If this action requires BOR review, see Regents’ Policy and Regulation (www.alaska.edu/bor/policy-regulations/).

G. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.
Section 3 - Curriculum Approval Process
for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

   Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

   New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal. Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
• The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.

• The Governance Office forwards Workforce Credential proposals to OAA for review and approval.

• Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website [www.uaa.alaska.edu/governance] for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall. In order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

13. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

14. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

15. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

16. UAB/GAB chair signs CAR/PAR documents after approval by the Faculty Senate.

17. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

18. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

19. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying NWCCU of the curriculum actions. Note: Workforce Credentials do not require Faculty Senate approval.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU, the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.
The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:
1. Contact information, location, and web address
2. General Discipline information
   a. Degree or Certificate program
   b. Overview and career information
   c. Accreditation
   d. Research possibilities
2. Advising
3. Academic Progress Requirements

3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:
1. Title change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 500-Level Courses

These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500 level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses

These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs

The program approval process in section 3.1 is not applicable to doctoral programs.

*It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.*

The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.
The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

3.8.1 Justification Proposal
The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. Brief Description of the Proposed Doctorate (Maximum of one page, 1.5 spaced and 12 point font)
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. Justification of the Proposal on the Basis of Need (Maximum of two pages; include as appendices statements from professional associations etc.)
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)

3. Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)
4. Identify Several Peer Programs (Maximum of one page)
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. Brief Description of the Entry Requirements (Maximum of one page)
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. Student Services (Maximum of one page)
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. Facilities and Resources (Maximum of two pages; to be signed by the Dean)
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. Budget and Cost Analysis (Maximum of one page)
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. Program Catalog Copy
    (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).

Required Outline:
1. **Introduction and Program Overview**  
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**  
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**  
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**  
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
   - Justification on the Basis of Need:  
     Found in section ___________________
   - Justification on the Basis of Prospective Student Demand:  
     Found in section ___________________
   - Identify Several Peer Programs:  
     Found in section ___________________
   - Entry Requirements:  
     Found in section ___________________
   - Faculty Qualifications:  
     Found in section ___________________
   - Student Services:  
     Found in section ___________________
   - Facilities and Resources:  
     Found in section ___________________
   - Budget and Cost Analysis:  
     Found in section ___________________

5. **Curriculum Documents**  
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Program-Academic Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
Figure 3.1: Permanent Academic Course Approval Process

**NOTE:** Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details. Also see section 5 for required documents and instructions.
Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details. Also see section 5 for required documents and instructions.
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.

Figure 3.3: Program Approval Process
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.
A suspension to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uua.alaska.edu or 907-786-1054.
A deletion to an existing program must be discussed with the Office of Academic Affairs at ayoaa@uaa.alaska.edu or 907-786-1054.

**Figure 3.5: Degree and Certificate Deletion Approval Process**

Deletion Initiated by Faculty and/or College/School Dean/Director

Program Suspension
*(See suspension approval process for greater detail)*

- Consult With Office of Academic Affairs
- Develop Proposal Based on Relevant Considerations
- Department Curriculum Committee/Chair
- College/School Curriculum Committee
- College/School Dean/Director

- Governance Office
- Undergraduate Academic Board (UAB)
- Faculty Senate
- Graduate Academic Board (GAB)
- OAA/Provost
- Chancellor
- Statewide Academic Council
- UA President
- Board of Regents*
- Northwest Commission on Colleges and Universities
- Office of the Registrar

*Requires 60-day advance notice to have items placed on the agenda
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The coordination email must include contact information, as well as:

   - School and department (PAR boxes 1a and 1b),
   - Prefix (PAR box 2),
   - Type of Action (Add/Change/Delete) (PAR box 4),
   - justification for action (PAR box 8),
   - any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.
4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uaa.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, as well as:
      • School and department (PAR boxes 1a and 1b),
      • Prefix (PAR box 2),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.

   The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.ualaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.ualaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, as well as:

      • School and department (PAR boxes 1a and 1b),
      • Prefix (PAR box 2),
      • Type of Action (Add/Change/Delete) (PAR box 4),
      • justification for action (PAR box 8),
      • any other relevant information.

      The email must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.

4.4 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.
Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (avgov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   b. Completed CCG.
   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)
   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision. The coordination email must include contact information as well as:
      • School and department (CAR boxes 1a and 1c),
      • course prefix (CAR box 2),
      • course number (CAR box 3),
      • course title (CAR box 6),
      • Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      • course description (CAR box 15),
      • justification for action (CAR box 19),
      • any other relevant information.
Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). It is suggested that this be done early in the curriculum process.

4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Completed CCG.

   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:

   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):

a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.

   *Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

b. Completed CCG.

c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.

d. Signed Resource Implication Form (one per discipline).

e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:

a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the
reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, as well as:
   - School and department (CAR boxes 1a and 1c),
   - course prefix (CAR box 2),
   - course number (CAR box 3),
   - course title (CAR box 6),
   - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
   - course description (CAR box 15),
   - justification for action (CAR box 19),
   - any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair, and the dean or director or designee.

   Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR must be submitted for each program, together with revised catalog copy in Word using the track changes function.

2. When filling out the CAR, only the following boxes need to be completed:
   - Course Prefix (Box 2)
   - Course Number (Box 3)
   - Complete Course Title (Box 6)
   - Type of Action (Box 8)
   - Implementation Date (Box 11)
   - Cross Listed or Stacked (Box 12)
   - Coordination Email Date (Box 13b.)
   - Justification for Action (Box 19)

3. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

   Reference to a deleted course in impacted programs and courses will be struck from the catalog and from Banner.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the deletion. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

4. Purge List
   A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.
5. **GER Course Purge List**

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:
1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   - Inter MAU coordination to facilitate transfer between campuses.
   - Courtesy coordination is recommended to determine potential transfer conflicts.
Check other campus’ catalogs to see if they have a course with the same prefix and number.

If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA. The registrar’s office can provide assistance with course number suggestions.

If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.

The appropriate GER template must be applied (www.uaa.alaska.edu/governance/)

Addresses appropriate GER student learning outcome(s) from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)

Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook

- **Oral communication skills.** Students:
  - develop both their message creation and message interpretation skills in order to be more successful communicators.
  - develop an awareness of the role of communication in a variety of human relationships.
  - develop and implement effective and appropriate communication skills, including the ability to develop, organize, present and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

- **Quantitative skills.** Students:
  - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
  - correctly explain their mathematical reasoning.

- **Written communication skills.** Students:
  - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.
  - write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
  - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.
demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation and spelling.

○ Fine arts. Students should be able to:
  ▪ identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
  ▪ interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists, and their overall impact of subsequent artistic work.

○ Humanities. Students who complete a content-oriented course in the humanities should be able to:
  ▪ identify texts or objects, place them in the historical context of the discipline,
  ▪ articulate the central problems they address and provide reasoned assessments of their significance.

Students who complete a skills oriented humanities course in logic should be able to:
  ▪ identify the premises and conclusions of brief written arguments,
  ▪ evaluate their soundness or cogency, and recognize common fallacies.
  ▪ use a formal technique to determine the validity of simple deductive arguments and
  ▪ evaluate the adequacy of evidence according to appropriate inductive standards.

Students who complete a skill-oriented humanities course in a language should:
  ▪ demonstrate proficiency in listening, speaking and writing.

○ Natural sciences. Student will:
  ▪ Be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.
  ▪ demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  ▪ demonstrate a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Students completing the laboratory class will:
  ▪ demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
  ▪ critically observe materials, events or processes, and
  ▪ accurately record and analyze their observations.

Social sciences. Students will be able to:
  ▪ describe the discipline she or he has studied and discuss the key principles or themes that unify it.
  ▪ describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research.
  ▪ demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.
  ▪ explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of
research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

**Integrative capstone.** Students must:
- demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

- Provides rationale for retaining or adding this course to the GER menu
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
      
      Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   
   b. Completed CCG.
      
      If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   
   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).
   
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, as well as:
      - School and department (CAR boxes 1a and 1c),
      - course prefix (CAR box 2),
      - course number (CAR box 3),
      - course title (CAR box 6),
      - Add/Change/Delete and if change, a summary list of changes (CAR box 8),
      - course description (CAR box 15),
• justification for action (CAR box 19),
• any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.

5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The purge list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 7 - Programs

7.1 Minor Revisions to Programs

*Minor Revisions to Programs are changes that do not* 
*substantially alter the student learning outcomes of the program* 

*Also refer to UA Regulation 10.04.02 [www.alaska.edu/bor/policy-regulations/]*

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

**OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs ([ayoaa@uaa.alaska.edu](mailto:ayoaa@uaa.alaska.edu)).**

1. The following must be submitted to the Governance Office ([aygov@uaa.alaska.edu](mailto:aygov@uaa.alaska.edu)):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.

   *Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website ([www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance)) under Quick Links.

   c. All course CARs and CCGs for new and revised courses.

   d. Four-Year Course Offering Plan for the program.

   e. Signed Resource Implication Form.

   f. Signed Fee Request Form (for new, deleted or revised fees).

   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.

   b. The faculty initiator is also required to send an email to [uaa-faculty@lists.uaa.alaska.edu](mailto:uua-faculty@lists.uaa.alaska.edu) explaining the revision. The email must include contact information, as well as:

      • School and department (PAR boxes 1a and 1b),
• Complete Program Title (PAR box 2),
• Type of Program (PAR box 3),
• Type of Action (Add/Change/Delete) (PAR box 4),
• justification for action (PAR box 8),
• any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department ([http://consortiumlibrary.org/find/subject_liaison_librarians](http://consortiumlibrary.org/find/subject_liaison_librarians)).

The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER
Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

“Oral Communication Skills GER.”

Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. Schools/colleges are encouraged to contact OAA early in the approval process. Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted.

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:

a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

b. Collaboration with other universities and community colleges within the UA system.

c. History of the development of the proposed program or program changes.

1. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
e. State needs met by the proposed program.

f. Availability of appropriate student services for program participants. A schedule for implementation of the program.

g. Student opportunities, student learning outcomes, and enrollment projections.

h. Rationale for the new program and educational objectives, student learning outcomes, and plans for assessment.

i. Opportunities for research and community engagement for admitted students.

j. Faculty and staff workload implications.

k. Fiscal Plan for the proposed program

l. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.

m. New facility or renovated space requirements.

n. Concurrence of appropriate advisory councils.

2. The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.

   a. Four-Year Course Offering Plan for the Program.

   b. A budget worksheet.

   c. Board of Regents Program Action Request Form

   d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SAC and BOR.

   e. Resource Implication Form and a signed Fee Request Form (if needed).

   f. An Academic Assessment Plan - student learning outcomes assessment plan for review by the Academic Assessment Committee.

   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):

   a. A cover memo summarizing the proposal.

   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

      Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

   c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

   d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.
5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
   a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.
   b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.
   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac/) and the Board of Regents.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. An student learning outcomes assessment plan Academic Assessment Plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8.
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word
Section 4 – Prefixes

copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

e. CARs and CCGs for all new and revised courses.

7.5 Academic Program Suspension of Admissions

There are a variety of reasons why program faculty and academic deans/campus directors consider suspending admissions to an academic program. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion (discussed in greater detail in the next section).

The following steps should be followed when suspending admissions to a program:

1. **Program Suspension**: Academic dean/campus director submits a memo to the provost requesting suspension of admission. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, impact on currently enrolled students and plans to advise and accommodate them during the suspension in accordance with each student’s catalog year, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

2. **Internal Notification**: Program suspensions should be communicated to faculty and administrators within the MAU according to the following guidelines.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.
   b. Faculty should be notified of program suspensions through an email to the faculty curriculum coordination listserv (uaa-faculty@lists.uaa.alaska.edu) and through inclusion as an information item on the Undergraduate Academic Board (for undergraduate programs) or Graduate Academic Board (for graduate programs) agenda.

3. **UA System and Accreditation Notification**: Following the approval of program suspension by the provost, Academic Affairs will notify the Statewide Academic Council (SAC) and Northwest Commission on Colleges and Universities (NWCCU). Program suspensions require notification to these bodies, not approval.

4. **Administrative Protocols**: The following are non-curricular considerations for program suspension.
   a. The provost has final approval authority for program suspensions. Once approved by the provost, the request is forwarded to the registrar to formally suspend admissions. The chancellor is notified of the action before notification goes to SAC and the NWCCU.
   b. Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
7.6 Academic Program Deletion

Program deletions may be initiated for a number of reasons. These may include, among others, low enrollment, few graduates, or changing job markets. After a period of suspension, and in conjunction with evidence collected from within and outside the institution, a decision can be made to modify, eliminate, or supersede the existing program with one more relevant. Considerations should include the impact on students currently enrolled in the program, on directly related employment sectors, and on other related departments within the university.

1. Program Suspension: Following the process described in the Program Suspension Policy, the academic dean/campus director submits a memo to the provost requesting suspension of admissions into the program, to ensure that no new students are admitted into the program until the final determination is made. Requests for suspension should indicate the implementation date, reason for the suspension, planned duration, and identification of impact on other UAA programs or departments. By the conclusion of the fifth year of suspension, the academic dean or campus director must request, in consultation with program faculty, to reinstate admission, extend the suspension, or initiate the deletion process.
   a. For programs offered on a community campus, the applicable academic dean or campus director (as determined by the UAA Catalog chapter in which the program is published) should be notified prior to the suspension of the program. For programs offered on multiple campuses, each applicable dean or campus director should be notified prior to suspension of the program.

2. Consultation with Academic Affairs: To initiate the program deletion process, consultation with OAA must occur. This consultation will include a discussion of the process and an overview of the templates required for program deletion. OAA may waive or modify this requirement where appropriate, such as a program which has been suspended for more than five years with no currently enrolled majors.
   a. The process will address the rationale for the proposed deletion, the demand for the program, the impact and implications on academic departments in UAA and other Major Academic Units (MAUs), impact on external stakeholders, the financial status of the program, and potential options to resolve the concerns which led to the proposed deletion.
   b. If the decision is to delete the program, programs must accommodate all currently admitted students with a completion plan that meets each student’s catalog deadlines and requirements. This completion plan should outline the timeframe and priorities for resources to accommodate completion of students impacted by the proposed program deletion.
   c. Proposals to delete programs offered on multiple campuses or through collaborative arrangements between two or more academic units should be coordinated with the academic deans and campus directors of the relevant program as is appropriate to their situations.

3. Development of Proposal to Delete or Modify Program: This proposal should be developed using the established curriculum approval process. If the department decides to modify the existing program, or to supersede it with a new program, the curriculum is developed as a program change so that deletion of the existing program and initiation of its replacement are approved simultaneously.

The following documents must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all program deletion proposals (uaa_gov@uaa.alaska.edu):

   a. A cover memo summarizing the proposal. A cover memo template can be found on the Governance curriculum website (www.uaa.alaska.edu/governance/coordination/index.cfm).

   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

   Note: The Governance Office will accept electronic signed PARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.

Departments are also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the program deletion. The email must include contact information, as well as:
• School and department (PAR boxes 1a and 1b),
• Complete Program Title (PAR box 2),
• Type of Program (PAR box 3),
• Type of Action (Add/Change/Delete) (PAR box 4),
• justification for action (PAR box 8),
• any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

4. **UA System and Accreditation Approval:** Following the internal curriculum approval process, Academic Affairs will work with program faculty to submit program deletions for approval by the Statewide Academic Council (SAC), Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU).
   a. **Note:** Authority to approve deletion of Occupational Endorsement Certificates and Workforce Credentials is delegated to the chancellor, and does not require action by SAC or the Board of Regents. These program deletions should be submitted to SAC for notification purposes and to the NWCCU for final approval.

5. **Administrative Protocols:** The following are non-curricular considerations for program deletion.
   a. **Program Deletion from Banner:** When the program is deleted in Banner, students may no longer remain enrolled in the program, and the degree or certificate cannot be awarded. This administrative deletion will be postponed until there are no enrolled students in the major through graduation or expiration of admissions. Once approved by the NWCCU, the registrar will be notified to formally delete the program.
   b. **Personnel and Budget:** Personnel implications will be addressed in accordance with applicable collective bargaining agreements and personnel policies and regulations. Program funds will be assigned to other department, college, or institutional priorities through established processes.
   c. **Decisions Relative to Departments and Divisions:** This policy applies exclusively to academic programs. Decisions relative to departments and divisions will be managed within the college and institution through established processes.
Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor’s Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).
2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages. While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. **The date on which the Course Content Guide was initiated or revised**
2. **Information directly also on the CAR**
   a. **College or School** – Choose from the following the school or college initiating action:
      - AA Academic Affairs
      - AS College of Arts and Sciences
      - CB College of Business and Public Policy
      - CH College of Health
      - CT Community and Technical College
      - EA College of Education
      - EN School of Engineering
      - HC University Honors College
      - KP Kenai Peninsula College
      - KO Kodiak College
      - MA Matanuska-Susitna College
   b. **Course Prefix** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix.
   c. **Course Number** (for a new course, contact the Office of the Registrar for a number)
      i. **Reuse of Course Number Rule:** When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.
      ii. **Types of Courses**
         a. **Academic Courses:** Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
  A100-A199: Freshman-level, lower division courses.
  A200-A299: Sophomore-level, lower division courses

- **Upper division courses usually taken by juniors and seniors**
  A300-A399: Junior-level, upper division courses
  A400-A499: Senior-level, upper division courses

- **Graduate-level courses**
  A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

b. **Preparatory/Developmental Courses**
  A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

c. **Noncredit Courses**
  A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

d. **Continuing Education Unit (CEU) courses**
  AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

e. **Professional Development Courses**
  A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

**NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

iii. **Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

- **-90 Selected topics:** A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

- **-92 Seminar or Workshops:**
  Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
  Workshop: A formal higher education offering with intensive instruction and
information in a given field.

-93 **Special topics**: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 **Trial** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa_faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 **Internship and Practicum**

  **Internship**: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

  **Practicum**: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 **Independent study**: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 **Individual research**: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**: Involve writing and/or completion of a thesis by the student.

D. **Number of Credits/CEUs and Contact Hours** – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.

- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).

- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.

- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).

- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. **Summary**

- **Semester** = 15 weeks (standard semester length)
- **One (1) Contact Hour** = 50 minutes per week (or 750 minutes for the course)
- **Outside Work** = Additional time typically outside of classroom or laboratory
- **One (1) credit** = 1 contact hour per week of lecture (15 contact hours of lecture for course) or
  2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course) or
  3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

ii. **Examples**

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- **(0+9)** = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. **CEU** – The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:

- 0.1 CEU = 1 hour of instruction and no additional hours of work for the course.
- 1 CEU = 10 hours of instruction and no additional hours of work for course.
- 1.5 CEUs = 15 hours of instruction and no additional hours of work for course.
- 3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
- 2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. Minimum Course Length (Compressibility Policy) – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. Course Title – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. Grading Basis – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. Implementation Date – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

- Careful consideration needs to be given to permanent courses affecting degrees and certificates.
- Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes.

H. Cross Listing (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.

iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, supporting documentation. These must be submitted at the same time for UAB/GAB review.

v. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in Journalism and Public Communications. Cross-listed classes must be offered at the same time in a semester. Each department is responsible for the scheduling and schedule maintenance of their prefix’s section, including additions, changes and deletions.

I. Stacking (if applicable)

i. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
ii. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

iii. Courses may not be stacked informally for scheduling purposes.

iv. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.

v. Courses that are at the 500 level may not be stacked with any other course.

vi. If stacking status is requested, rationale must be provided.

vii. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom.

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

i. Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?
   It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.

ii. Is the course format predominantly discussion- or seminar-based?
   This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.

iii. Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)
   a. Is the PRIMARY source of information/reading the primary research literature of the field?
      This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.
   b. Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?
      This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.
Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student’s own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of the how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
</tr>
</tbody>
</table>

J. **Course Description** – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

**Special Notes** are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. **Course Attributes** (GER if applicable)

L. **Course Prerequisite(s)/Test Score(s), Corequisite(s), Registration Restriction(s)** – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. All prerequisite, corequisite; registration restriction, etc indicated on the CAR will be automatically enforced through Banner.
i. **Course Prerequisite** – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

A course prerequisite which **may** be taken concurrently must also be included in this area (this differs from a co-requisite which **must** be taken concurrently).

**Test Scores** – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

ii. **Corequisites** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

iii. **Other Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission, major, class standing, or level). Must be enforced by the program/department/instructor.

   a. College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
   
   b. Major – identifies a major which a student must have declared in order to enroll in the course.
   
   c. Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).
   
   d. Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee**: Yes or No – Indicates that there are student fees associated with the course.

*Note: The sections of the CAR referenced above and the CCG must match word for word.*

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

**Course Level Expectations for Academic Course Levels** – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

The following definitions describe the expectations for the academic course levels:

A. **Lower Division Courses**

   A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

   A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. **Upper Division Courses**
Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. **Graduate-Level Courses**

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. “Graduate Status.”

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

a. Competence in a specialized field of knowledge

b. Extensive experience with specialized client relationships

c. Application of expert knowledge within a recognized professional practice

d. Analysis and synthesis of primary scholarship or research

e. Self-directed written research projects

f. Mastery of theoretical knowledge

**Course Level Expectations for Preparatory/Developmental Course Levels** – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. **Instructional Goals and Student Learning Outcomes**

A. **Instructional Goals:** Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.
B. **Student Learning Outcomes:** Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. **Goals and Student Learning Outcomes:** Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. **Guidelines for Evaluation or Assessment Methods**

   A. **Program Student learning outcomes for programs** and their assessments are treated in detail in the program’s Academic Assessment Plan. This plan is evaluated for new and modified programs.

   B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

   C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

   **Note:** All academic programs at UAA are assessed. Student learning outcomes for courses should be compatible with **Program Student Learning Outcomes** and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program’s assessment procedures, see the college assessment coordinator.

   **Example 1**

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of human emotion</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

   **Example 2**

   **Instructional Goals:**
   This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

   The instructor will:
   1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

**Student Learning Outcomes:**
After completing this course, the student will be able to:
1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering “algorithmic” questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

**Assessment Measures:**
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **Topical course outline (not a syllabus)** – List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

   For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. **Suggested text(s)** – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

8. **Bibliography** – Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

   Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.
Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. School or College</td>
<td>1b. Division</td>
<td>1c. Department</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>3. Course Number</td>
<td>4. Previous Course Prefix &amp; Number</td>
</tr>
<tr>
<td>Complete Course Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Course</td>
<td>Academic</td>
<td>Preparatory/Development</td>
</tr>
<tr>
<td>Type of Action:</td>
<td>Add</td>
<td>Change</td>
</tr>
<tr>
<td>If change, mark appropriate boxes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Course Number</td>
<td>Contact Hours</td>
</tr>
<tr>
<td>Grade Basis</td>
<td>Cross-listed/Stacked</td>
<td></td>
</tr>
<tr>
<td>Co-requisites</td>
<td>Registration Restrictions</td>
<td></td>
</tr>
<tr>
<td>9. Repeat Status</td>
<td># of Repeats</td>
<td>Max Credits</td>
</tr>
<tr>
<td>10. Grading Basis</td>
<td>A-F</td>
<td>PNP</td>
</tr>
<tr>
<td>11. Implementation Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Cross Listed with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List any programs or college requirements that require this course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/oaeprocesses">www.uaa.alaska.edu/oaeprocesses</a>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13b. Coordination Email Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13c. Coordination with Library Liaison Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. General Education Requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Course Description (suggested length 20 to 50 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16a. Course Prerequisites(s) (list prefix and number or test code and score)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16b. Corequisites(s) (corequisite with this course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16c. Other Restriction(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16d. Registration Restriction(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Mark if course has fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Mark if course is a selected topic course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial (Faculty only) Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial (Type Name) Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>Approved</td>
<td>Disapproved</td>
<td></td>
</tr>
<tr>
<td>20. Approval Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10.2 Instructions for Completing the CAR

Box 1a. School or College
Choose from the drop-down menu the school or college initiating action.
- AA  Academic Affairs
- AS  College of Arts and Sciences
- CB  College of Business and Public Policy
- CH  College of Health
- CT  Community and Technical College
- EA  College of Education
- EN  School of Engineering
- HC  University Honors College
- KP  Kenai Peninsula College
- KO  Kodiak College
- MA  Matanuska-Susitna College

Box 1b. Division
Using the drop-down box, insert the division initiating action. *Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.*

College of Arts and Sciences
- AFAR  Division of Performing and Fine Arts
- AHUM  Division of Humanities
- AMSC  Division of Mathematical and Natural Sciences
- ASSC  Division of Social Sciences

College of Business and Public Policy
- ADBP  Division of Business Programs
- ADEP  Division of Economics and Public Policy

Community and Technical College
- AAVI  Division of Aviation Technology
- ABCT  Division of Computer Networking and Office Technologies
- ACAH  Division of Culinary Arts and Hospitality
- ACDT  Division of Construction and Design Technology
- ADCE  Division of Community Education
- ADTP  Division of Transportation and Power
- ADVE  Division of Career and Technical Education
- APER  Division of Physical Education and Recreation
- APRS  Division of Preparatory Studies

College of Education
- No Division Code

School of Engineering
- No Division Code

College of Health
- AHLS  Division of Health and Safety
- ADHS  Division of Human Services and Health Sciences
- ADSN  Division of Nursing
- AJUS  Division of Justice
- ASWK  Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

Box 2. Course Prefix
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix in Section 11.

Box 3. Course Number
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

1. Types of Courses
   A. Academic Credit Courses

   Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

   The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

   UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

   i. Lower division courses usually taken by freshmen and sophomores
      A100-A199: Freshman-level, lower division courses.
      A200-A299: Sophomore-level, lower division courses

   ii. Upper division courses usually taken by juniors and seniors
      A300-A399: Junior-level, upper division courses
      A400-A499: Senior-level, upper division courses

   iii. Graduate-level courses
      A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

   B. Preparatory/Developmental Courses

   Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. Noncredit Courses

A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. Continuing Education Unit (CEU) courses

AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. Course Numbers: Second and Third Digits

The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: These are a generic “umbrella” course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

-92 Seminar or Workshops

Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.

Workshop: A formal higher education offering with intensive instruction and information in a given field.

-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

-95 Internship and Practicum

Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.

Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

Thesis: Involve writing and/or completion of a thesis by the student.

Box 4. Previous Course Prefix & Number
Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert “N/A.” or if the prefix and the number has not changed, insert “N/A.”

Reinstatement of a course
When an inactive course is being reinstated with the same course prefix and number, place the word Reinstate in box 4. In box 8, Type of Action, select change.

Box 5a. Credits/CEUs
Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)
Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 (“Justification for Action”) of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. Summary

| Semester | = 15 weeks (standard semester length) |
| One (1) Contact Hour | = 50 minutes per week (or 750 minutes for the course) |
| Outside Work | = Additional time typically outside of classroom or laboratory |
| One (1) credit | = 1 contact hour per week of lecture (15 contact hours of lecture for course) |
| or 2 contact hours per week of supervised laboratory (or practica) if |
outside work is needed (30 contact hours for the course)

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

2. Examples

- \( (3+0) \) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- \( (2+2) \) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- \( (3+2) \) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- \( (3+3) \) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- \( (0+9) \) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. The CEU

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

- 0.1 CEU = 1 hour of instruction and no additional hours of work for the course
- 1 CEU = 10 hours of instruction and no additional hours of work for course
- 1.5 CEUs = 15 hours of instruction and no additional hours of work for course
- 3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
- 2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. Minimum Course Length (Compressibility Policy)

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

**Box 7. Type of Course**
Identifies type of course offered.

1. **Academic Courses (numbered 100-499 and 600-699)**
   A. *Program Requirement* - A credit course specifically required by degree, certificate, or a Minor program.
   B. *Program Selective* - A credit course within a group of courses from which a student is required to select.
   C. *General Education Requirement* - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. *Elective* - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

2. **Preparatory/Developmental Courses (050-099):** Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).

3. **Nondegree Courses**
   A. *Noncredit Courses (000-049)* - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. *CEUs (denoted by “AC” rather than just “A” before course number)* - A course that provides further development of a trade, profession, or personal improvement.
   C. *Professional Development Courses (A500-A599)* - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

**Box 8. Type of Action**
Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

**Box 9. Repeat Status**
Identifies the Repeat Status of the course.

- **Yes** means the course may be repeated for credit
- **No** means it cannot be repeated for credit

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390  3 credits
Repeat Status: Yes  Number of Repeats: 1  Max Credits: 6

**Box 10. Grading Basis**
Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**
Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

   The overall principles affecting the date for implementation of academic policy or program change include the following:

   A. *Students must receive adequate notice of a program change.*

   B. *Staff must have adequate time to implement the change effectively.*

   Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

   Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

**Box 12. Cross-Listed or Stacked**

1. **Cross-listed**
A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

B. Each cross-listed course must have a separate CAR for each prefix.

C. Everything except the course prefix must be identical.

D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.

E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.

F. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, ART/JPC A324 is listed both under Art and Journalism and Public Communications.

2. Stacked

A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.

B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.

C. Courses may not be stacked informally for scheduling purposes.

D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.

E. Courses at the 300 level may not be stacked with 600-level courses.

F. A500-A599 level (professional development) courses may not be stacked with any other course.

G. If stacking status is requested, rationale must be provided.

*If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)*

Box 13a. Impacted Courses or Programs
Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:

1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.

2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/PREFIX Action Request must be completed and submitted with track-changed catalog copy. The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance).

In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.
Three or fewer lines (impacts) can be recorded directly into the table on the CAR. **More than three requires the creation of a separate coordination spreadsheet** is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a. spreadsheet can be found on the Governance website at [http://uaa.alaska.edu/governance/coordination/index.cfm](http://uaa.alaska.edu/governance/coordination/index.cfm).

**Courtesy Coordination**
Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation.

**Items that are NOT entered into Box 13a.**
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** program selective** - A credit course within a group of courses from which a student is required to select.

**Example of Box 13a (Coordination and Courtesy Coordination)**

CIS A330 (Database Management Systems)

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A410</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>CIS A430</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>Computer Science BA, BS</td>
<td>3/25/2011</td>
<td>Sam Thiru</td>
</tr>
</tbody>
</table>

**Do not** send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.
Box 13b. Coordination Email Submitted to Faculty Listserv
Enter the date of the email send to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),
- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

Box 13c. Coordination with Library Liaison
The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

Box 14. GERs
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

Box 15. Course Description
Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

Special Notes are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

Box 16a. Course Prerequisite (s)
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.
A course prerequisite which may be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c. for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

ECON A429 (Business Forecasting)  
{CIS A110, BA A273, and [BA A377 or ECON A321]} with minimum grade of C

EDFN A303 (Foundations of Teaching and Learning)  
[EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II)  
[EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition)  
[ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems)  
FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment)  
PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

Test Scores:
Identify test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specifically test scores are not required. It is assumed that faculty may waive the requirement.

Courses wishing to implement placement test scores as part of pre-requisite checking should indicate “or appropriate placement score.” There should also be an attached memo for each CAR indicating what the appropriate placement score is. If a change occurs to the cut score, the department will need to submit a memo to the Office of the Registrar and the Governance Office which would outline the new cut scores and list specifically which courses are impacted.

Box 16b. Corequisite(s)
Identifies a course (must be listed with prefix and number) which must be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180  
Corequisite: NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).
**Box 16c. Other Restriction(s)**
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission\(^a\), major\(^b\), class standing\(^c\), or level\(^d\)). The name of the college or school, major, class standing, or level required should be specified in Box 16d. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

- \(^a\) College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
- \(^b\) Major – identifies a major which a student must have declared in order to enroll in the course.
- \(^c\) Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).
- \(^d\) Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Checking the level box in 16d is mandatory for all graduate level 600 courses.

**Box 16d. Registration Restriction(s)**
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/instructor. It is assumed that faculty may waive the requirement.

**NOTE:** Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

**Box 17. Mark if Course Has Fees**
Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information www.alaska.edu/bor/policy-regulations/.

**Box 18. Mark if Course is a Selected Topic Course**
Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

**Box 19. Justification for Action**
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.
### Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

#### 11.1 The PAR Form

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix

3. Type of Program

Choose one from the appropriate drop down menu:  
Undergraduate: or Graduate:  
CHOOSE ONE  
CHOOSE ONE

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

4. Type of Action:  

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

5. Implementation Date (semester/year)

From: /  
To: /

6a. Coordination with Affected Units

Department, School, or College:

Faculty Initiator Name (typed): _____  
Faculty Initiator Signed Initials: _________  
Date: ________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date: _____

6c. Coordination with Library Liaison

Date: _____

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

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

8. Justification for Action

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

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

| ☐ Approved  | ☐ Disapproved  |
| Department Chair | Date |

| ☐ Approved  | ☐ Disapproved  |
| Undergraduate/Graduate Academic Board Chair | Date |

| ☐ Approved  | ☐ Disapproved  |
| College/School Curriculum Committee Chair | Date |

| ☐ Approved  | ☐ Disapproved  |
| Provost or Designee | Date |
11.2 Instructions for Completing the PAR

Box 1a. School/College
Using the drop-down box, insert school or college initiating action.
AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Department
Insert department initiating action. *Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.*

Box 2. Complete Program Title/Prefix
Insert full title of the proposed program or prefix.

Box 3. Type of Program
Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the “Yes” box; otherwise, check the “No” box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program’s status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action
Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date
Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.
Generally this is interpreted to mean that program/prefix changes, including new programs, must be advertised in the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

Box 6a. Coordination with Affected Units

Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

- The purpose of coordination is to:
  A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.
  B. Encourage collaboration among all academic units.
  C. Maintain and improve quality of program offerings.

- An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.

- Coordination with affected units is required in the following cases:
  A. When the program, courses, or content proposed bridges material regularly included in other disciplines.
  B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.
  C. When the proposed program can reasonably be expected to use courses offered by other disciplines.
  D. When a subsequent allocation of resources resulting from the proposal will impact the unit’s ability to deliver academic courses required in other programs.

- Coordination should be initiated very early in the program development process – before finalization of the proposal.

- Coordination includes:
  A. Sending proposal to department chairs of affected units
  B. Actively seeking collaboration, comments and suggestions
  C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.aaa.alaska.edu giving a brief overview of the proposal including:

- School and department (PAR boxes 1a and 1b),
- Complete Program Title (PAR box 2),
- Type of Program (PAR box 3),
- Type of Action (Add/Change/Delete) (PAR box 4),
- justification for action (PAR box 8),
- any other relevant information.

The email must be sent at least 10 working days before being presented at UAB/GAB.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/about/directory/liaisons.php), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 7. Title and Program Description
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

Basic Format:
Department Name
Contact information, location, web address

1. General discipline information
   A. Degree or Certificate program name and description
   B. Overview and career information
   C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy.
   D. Honors: Header in the catalog should read: “Honors in Discipline”, e.g., Honors in English.
   E. Accreditation
   F. Research possibilities
   G. Gainful Employment statement (if needed)

2. Admission Requirements
   A. Preparation
   B. Pre-major
   C. Major

3. Advising

4. Academic Progress Requirements

5. Graduation Requirements
   A. General University
   B. General Education Requirements (GERs)
   C. College
   D. Major degree requirements
   E. Other graduation requirements

6. Faculty

Notes for creating and submitting catalog copy:

- **You must use the Word formatted catalog copy available at www.uaa.alaska.edu/governance/**.
- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.
- Within a department or discipline, the order of undergraduate programs should be:
  1. Honors
  2. Occupational endorsement certificates
3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:
1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an “or” appears (and nothing else). This is what it should look like:

  Upper Division Biology (choose one of the following) 3-4
  BIOL A310  Principles of Physiology (3) or
  or
  BIOL A415  Comparative Animal Physiology (4) or
  or
  BIOL A461  Molecular Biology (3)
  CHEM A105  General Chemistry I  3
  CHEM A105L  General Chemistry I Laboratory  1
  CHEM A106  General Chemistry II  3
  CHEM A106L  General Chemistry II Laboratory  1
  CHEM A253  Principles of Inorganic Chemistry  3

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.
EXAMPLE 1:

ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska’s context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska’s Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students’ development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students’ learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.

   Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

**Admission to Field Experiences**

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter.

Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate’s readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

**EDEL A495A, Elementary Practicum II and Internship Admission Criteria**

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department’s published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.
Academic Progress

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

D. Liberal Studies Area

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

Sciences Core (15-24 credits)

- LSIS A102 Origins: Earth-Solar System-Life (5) 5-8
  - or
- GEOL A111 Physical Geology (4)
  - and one of the following lecture/lab combinations:
  - ASTR A103 Solar System Astronomy (3)
    - and
  - ASTR 103L Solar System Astronomy Laboratory (1)
    - or
  - ASTR A104 Stars, Galaxies and Cosmology (3)
    - and
  - ASTR A104L Stars, Galaxies and Cosmology Laboratory (1)

- LSIS A201 Life on Earth (5) 5-8
  - or
- BIOL A102 Introductory Biology (3)
  - and
- BIOL A103 Introductory Biology Laboratory (1)
  - and one of the following:
  - BIOL A115 Fundamentals of Biology I (4)
    - or
  - BIOL A116 Fundamentals of Biology II (4)

- LSIS A202 Concepts and Processes: Natural Sciences (5) 5-8
  - or
- CHEM A103 Survey of Chemistry (3)
  - and

If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.

If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.

Separate the two electives with an “or” on its own line.
CHEM A103L  Survey of Chemistry Laboratory (1)  
and one of the following lecture/lab combinations:

PHYS A115  Physical Science (3)  
and

PHYS A115L  Physical Science Laboratory (1)  
or

PHYS A123  Basic Physics I (3)  
and

PHYS A123L  Basic Physics I Laboratory (1)

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250  The Rise of Civilization (3)  3

or

HIST A390A  Themes in World History (3)

HIST A131  History of United States I (3)  3

or

HIST A132  History of United States II (3)

or

HIST A355  Major Themes in US History (3)

EDSE A212  Human Development and Learning (3)  3

or

ENGL A121  Introduction to Literature (3)  3

or

ENGL A201  Masterpieces of World Literature I (3)

or

ENGL A202  Masterpieces of World Literature II (3)

HUM A211  Introduction to Humanities I (3)  3

or

HUM A212  Introduction to Humanities II (3)

or

HNRS A192  Honors Seminar: Enduring Books (3)

LSSS A111  Cultural Foundations of Human Behavior (3)  3

or

HNRS A292  Seminar in Social Science (3)

or

ANTH A202  Cultural Anthropology (3)

LSIC A231  Truth, Beauty, and Goodness (3)  3

or

PHIL A301  Ethics (3)

LSSS A311  People, Places, and Ecosystems (3)

or

ENVI A211  Environmental Science: Systems and Processes (3)

or

LSIC A331  Power, Authority, and Governance (3)  3

Double-check all course titles. They must exactly match the full titles published in the catalog course name.
Section 12 – Catalog Copy Formatting

SOC/PS A351  Political Sociology (3)
LSSS A312  Individuals, Groups, and Institutions (3) 3
or
PSY A111  General Psychology (3)
and
SOC A101  Introduction to Sociology(3)
or
SOC A375  Social Psychology (3)
or
PSY A375  Social Psychology (3)
LSIC A332  Science, Technology and Culture (3) 3

Select one course from fine arts GERs  3

Mathematical Skills (9-13 credits)
MATH A205  Communicating Mathematical Ideas and 3
or
STAT A252  Elementary Statistics (3) 3-4
or
STAT A253  Applied Statistics for the Sciences (4) and
Select one additional course from quantitative skills GERs  3-6

Oral and Written Communication Skills (9 credits)
Select one course from oral communication GERs  3
Select two courses from written communication GERs  6

E. Major Requirements

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

1. Complete the following core courses (22 credits)
EDEC A242  Family and Community Partnerships (3) 3
or
HNRS A310  Community Service: Theory and Practice (3)
EDEL A205  Becoming an Elementary Teacher 2
EDFN A206  Introduction to Assessment in Education 1
EDFN A300  Philosophical and Social Context of American Education (3) 3
or
EDFN A304  Comparative Education (3)
EDFN A301  Foundations of Literacy and Language Development 3
EDFN A302  Foundations of Educational Technology 2
EDEL A392  Elementary Education Seminar I: Culturally Responsive Teaching 2

All required courses have the credits aligned to the right.

Groups of electives have the required course number listed to the right, and...

Elective course credit amounts are shown in parentheses after the course name.
2. Complete the following methods courses (18 credits)

- EDEC A106 Creativity and the Arts in Early Childhood 3
- EDEL A325 Teaching Literacy in Elementary Schools 6
- EDEL A327 Teaching Social Studies in Elementary Schools 2
- EDEL A426 Teaching Mathematics in Elementary Schools 3
- EDEL A428 Teaching Science in Elementary Schools 2
- PEP A345 Incorporating Health and Physical Activity into the Pre-K-6 Classroom 2

**Concurrent enrollment in multiple courses is required. See an advisor for details.**

3. Complete the following field experiences and internship (16-19 credits)

- EDEL A395 Elementary Education Practicum I: Literacy and Social Studies 2
- EDEL A492A Elementary Education Seminar II: Learning Environment 2
- EDEL A492B Elementary Education Seminar III: Teaching Capstone 3
- EDEL A495A Elementary Education Practicum II: Learning Environment, Mathematics, Science 3
- EDEL A495B Elementary Education Internship 6-9
- or
- For Honors Option Senior Requirement:
  - HRNS A499 Thesis (3)
  - and
  - EDEL A495B Elementary Education Internship (6)

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

---

**BAEL and Honors College Option**

Take the following Honors College Core Program Courses (16 credits)

- HNRS A192 Honors Seminar: Enduring Books 3
- HNRS A292 Honors Seminar in Social Science 3
- HNRS A310 Community Service: Theory and Practice 3
- HNRS A392 Honors Thesis Seminar 1
- HNRS A499 Honors Thesis 3

and taken concurrently with EDEL A495B Internship (6) 3

(three credits of Internship apply to the Senior Requirement)

*Important: See an advisor if considering the Honors Option.*
Institutional Recommendation,

Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

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

Master of Science, Arctic Engineering

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

Student Learning Outcomes

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

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;

7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;

8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;

9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;

10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and

11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

Admission Requirements

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

Graduation Requirements

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

Major Requirements

1. Candidates must complete the following core courses (9 credits):
   - CE A603 Arctic Engineering* 3
   - CE A681 Frozen Ground Engineering 3
   - ME A685 Arctic Heat and Mass Transfer 3

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

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits):
   - CE A682 Ice Engineering (3)
   - CE A683 Arctic Hydrology and Hydraulic Engineering (3)
   - CE A684 Arctic Utility Distribution (3)
   - CE A689 Cold Regions Pavement Design (3)

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

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:
   - CE A686 Civil Engineering Project 3
The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.

f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

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

FACULTY

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu
Tom Ravens, Professor, AFTMR@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhaohui Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, AFHKZ@uaa.alaska.edu
Appendix A - Links to Templates

The following templates can be found at [www.uaa.alaska.edu/governance/coordination/index.cfm]:

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR)

- **Fee Request Form** - Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost’s approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information [http://www.alaska.edu/bor/policy-regulations].

- **Four-Year Course Offering Plan** - Identifies the Four-Year Course Offering Plan for a new program.

- **Resource Implication Form** - Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents** - Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website [http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm]:

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.
Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Faculty Matrix:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm

- **Program Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Risk Management Plan:**
  www.uaa.alaska.edu/governance/curriculumexamples.cfm
Appendix C - Observable Verbs

Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls information</td>
<td>Uses knowledge or generalizations in a new situation</td>
<td>Breaks down knowledge into parts and shows relationships among parts</td>
<td>Brings together parts of knowledge to form a whole and builds relationships for new situations</td>
</tr>
<tr>
<td>Comprehends</td>
<td>Associates</td>
<td>Analyzes</td>
<td>Arranges</td>
</tr>
<tr>
<td>Arranges</td>
<td>Chooses</td>
<td>Appraises</td>
<td>Assembles</td>
</tr>
<tr>
<td>Counts</td>
<td>Compares</td>
<td>Calculates</td>
<td>Collects</td>
</tr>
<tr>
<td>Describes</td>
<td>Computes</td>
<td>Categorizes</td>
<td>Combines</td>
</tr>
<tr>
<td>Draws</td>
<td>Converts</td>
<td>Compares</td>
<td>Compiles</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Defends</td>
<td>Concludes</td>
<td>Composes</td>
</tr>
<tr>
<td>Identifies</td>
<td>Differentiates</td>
<td>Constructs</td>
<td>Composition</td>
</tr>
<tr>
<td>Indicates</td>
<td>Discusses</td>
<td>Correlates</td>
<td>Creates</td>
</tr>
<tr>
<td>Labels</td>
<td>Dramatizes</td>
<td>Criticizes</td>
<td>Designs</td>
</tr>
<tr>
<td>Lists</td>
<td>Estimates</td>
<td>Debate</td>
<td>Develops</td>
</tr>
<tr>
<td>Matches</td>
<td>Explains</td>
<td>Deduces</td>
<td>Devises</td>
</tr>
<tr>
<td>Memorizes</td>
<td>Extends</td>
<td>Detects</td>
<td>Formulates</td>
</tr>
<tr>
<td>Names</td>
<td>Extrapolates</td>
<td>Determines</td>
<td>Generalizes</td>
</tr>
<tr>
<td>Orders</td>
<td>Generalizes</td>
<td>Develops</td>
<td>Generates</td>
</tr>
<tr>
<td>Outlines</td>
<td>Gives Examples</td>
<td>Diagnoses</td>
<td>Integrates</td>
</tr>
<tr>
<td>Points to Produce</td>
<td>Inferences</td>
<td>Differentiates</td>
<td>Manages</td>
</tr>
<tr>
<td>Produces</td>
<td>Interprets</td>
<td>Discriminates</td>
<td>Organizes</td>
</tr>
<tr>
<td>Quotes</td>
<td>Picks</td>
<td>Estimates</td>
<td>Plans</td>
</tr>
<tr>
<td>Reads</td>
<td>Reports</td>
<td>Evaluates</td>
<td>Prescribes</td>
</tr>
<tr>
<td>Recalls</td>
<td>Restates</td>
<td>Examine</td>
<td>Prepares</td>
</tr>
<tr>
<td>Recites</td>
<td>Reviews</td>
<td>Experiments</td>
<td>Produces</td>
</tr>
<tr>
<td>Recognizes</td>
<td>Rewrites</td>
<td>Generalizes</td>
<td>Proposes</td>
</tr>
<tr>
<td>Records</td>
<td>Schedules</td>
<td>Identifies</td>
<td>Predicts</td>
</tr>
<tr>
<td>Relations</td>
<td>Sketches</td>
<td>Infers</td>
<td>Rearranges</td>
</tr>
<tr>
<td>Repeats</td>
<td>Summarizes</td>
<td>Inspects</td>
<td>Reconstructs</td>
</tr>
<tr>
<td>Reproduces</td>
<td>Translates</td>
<td>Initiates</td>
<td>Reorganizes</td>
</tr>
<tr>
<td>Selects</td>
<td></td>
<td>Inventories</td>
<td>Revises</td>
</tr>
<tr>
<td>Tabulates</td>
<td></td>
<td>Predicts</td>
<td>Sets up</td>
</tr>
<tr>
<td>Traces</td>
<td></td>
<td>Questions</td>
<td>Specifies</td>
</tr>
<tr>
<td>Writes</td>
<td></td>
<td>Relates</td>
<td>Synthesizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Separates</td>
<td>Systematizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solves</td>
<td>Writes</td>
</tr>
<tr>
<td>Comprehension – Interpret information in one’s own words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classify</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cite examples of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrasts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrapolates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generalizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interprets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpolates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewrites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation – Make judgments on basis of given criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraises</td>
</tr>
<tr>
<td>Argues</td>
</tr>
<tr>
<td>Assesses</td>
</tr>
<tr>
<td>Attacks</td>
</tr>
<tr>
<td>Chooses</td>
</tr>
<tr>
<td>Compares</td>
</tr>
<tr>
<td>Concludes</td>
</tr>
<tr>
<td>Critiques</td>
</tr>
<tr>
<td>Defends</td>
</tr>
<tr>
<td>Determines</td>
</tr>
<tr>
<td>Estimates</td>
</tr>
<tr>
<td>Evaluates</td>
</tr>
<tr>
<td>Grades</td>
</tr>
<tr>
<td>Judges</td>
</tr>
<tr>
<td>Justifies</td>
</tr>
<tr>
<td>Measures</td>
</tr>
<tr>
<td>Predicts</td>
</tr>
<tr>
<td>Ranks</td>
</tr>
<tr>
<td>Rates</td>
</tr>
<tr>
<td>Revises</td>
</tr>
<tr>
<td>Scores</td>
</tr>
<tr>
<td>Selects</td>
</tr>
<tr>
<td>Supports</td>
</tr>
<tr>
<td>Tests</td>
</tr>
<tr>
<td>Validates</td>
</tr>
<tr>
<td>Values</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to attend to a particular stimuli</td>
<td>Active participation when attending to stimuli</td>
<td>Worth or value student attaches to something</td>
<td>Bringing together different values, resolving conflicts between them</td>
<td>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</td>
</tr>
</tbody>
</table>

- 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
- 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.

<table>
<thead>
<tr>
<th><strong>Imitating</strong></th>
<th><strong>Manipulating</strong></th>
<th><strong>Perfecting</strong></th>
<th><strong>Articulating</strong></th>
<th><strong>Naturalizing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.</td>
<td>Performs the skill or produces the product in a recognizable fashion by following general instructions.</td>
<td>Independently performs the skill or produces the product, with apparent ease, at an expert level.</td>
<td>Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.</td>
<td>Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.</td>
</tr>
<tr>
<td>Attempts</td>
<td>Completes</td>
<td>Achieves</td>
<td>Adapts</td>
<td>Naturally</td>
</tr>
<tr>
<td>Copies</td>
<td>Does</td>
<td>Automatically</td>
<td>Advances</td>
<td>Perfectly</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Follows</td>
<td>Excerls</td>
<td>Advances</td>
<td></td>
</tr>
<tr>
<td>Imitates</td>
<td>Manipulates</td>
<td>Expertly</td>
<td>Alters</td>
<td></td>
</tr>
<tr>
<td>Mimics</td>
<td>Plays</td>
<td>Masterfully</td>
<td>Customizes</td>
<td></td>
</tr>
<tr>
<td>Reproduces</td>
<td>Performs</td>
<td>with</td>
<td>Originates</td>
<td></td>
</tr>
<tr>
<td>Responds</td>
<td>Produces</td>
<td>Improvements</td>
<td>With fundamental</td>
<td></td>
</tr>
<tr>
<td>Starts</td>
<td></td>
<td>with</td>
<td>revisions</td>
<td></td>
</tr>
<tr>
<td>Tries to</td>
<td></td>
<td>Refines</td>
<td>With great skill</td>
<td></td>
</tr>
<tr>
<td>Using a model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member’s department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.
Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

*Undergraduate Academic Board*

During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

*Graduate Academic Board*

During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

**Summer Meetings**

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure

*Date, Time, and Location*

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

I. Roll

II. Approval of the Agenda

III. Approval of Meeting Summary
IV. Administrative Report
V. Chair’s Report
VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
VII. CAR or PAR-First Reading
VIII. Old Business
IX. New Business
X. Informational Items
XI. Adjournment

Definitions

Meeting Summary
The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading
- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs
- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading
- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items
- The Board may discuss these items and/or request that the items be placed on a future agenda for
Meeting Procedure

UAB/GAB meetings are governed by Robert’s Rules of Order. A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

*Note: Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.*

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:
- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. Examples of each are below:
- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:
- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:


Index

A
Academic Board Review, 1
Academic Boards, 1
   Agenda and Summary, 69
   Meeting Procedure, 71
   Meeting Schedule, 69
Academic Considerations, 3
Academic Courses, 24, 37, 41
Academic Policy, 42, 70
Additions, 41
   Course, 7, 11
   New Course, 11
   Policy, 23
   Prefix, 8, 9
   Programs, 19
Administrative Support, 71
Affected Units, 44, 50, 51
Affective Domain Observable Verbs, 66
Approval Process
   500-Level Course, 14
Approval Process
   Non-Permanent Course, 14
Approval Process
   Noncredit/CEU, 14
Assessment, 33
Assessment Methods, 32
Associate Degrees, 1
Associate Vice Provost for Undergraduate Academic Affairs, 5, 8, 9, 18, 19, 38
Associates, 1
Associates Degrees, 1, 50

B
Baccalaureate Degrees, 1, 50
Bachelor's Degree, 1
Bibliography, 6, 7, 34
Board of Regents, 4, 17, 18, 19, 21, 46, 62, 63, 69
BOR. See Board of Regents
Budget Worksheet, 62, 63

C
CAR. See Course Action Request
Catalog Copy, 8, 9, 11, 12, 15, 17, 18, 20, 23, 45, 52, 53
   Formatting, 53
   Notes, 53
CCG. See Course Content Guide
CEU Courses. See Continuing Education Unit Courses
CEUs. See Continuing Education Unit
Change, 41
   Course, 11, 41
   Fees, 46
   Policy, 23, 50, 69
   Prefix, 8, 50
   Program, 18, 19, 41, 42, 50
Class, 31
Cognitive Domain Observable Verbs, 64
College or School, 24
College or School Admission, 30, 46
Community Campus, 7, 38, 43, 50, 68
Compressibility Policy, 28, 40
Contact Hours, 26, 39
Continuing Education Unit, 27, 38, 39, 40, 41
Continuing Education Unit Courses, 25
Coordinate with Library
   Course, 45
   Program/Prefix, 51
Coordination, 8, 43, 45, 51
   Course - Addition, 12
   Course - Change, 11
   Course – Deletion, 15
   Email Notification, 44
   GER - Request For Or Revision, 17
   Prefix - Addition, 9
   Prefix – Change Or Replacement, 8
   Prefix - Inactivation, 9
   Program/Prefix, 50, 51
   Programs - Major Revisions, 20
   Programs - Minor Revisions, 18
   Programs - New, 20
   With Affected Units, 44
   with Library Liaison, 51
Coordination Spreadsheet
   Example, 63
   Template, 62
Coordination with Affected Units, 50
Coordination with the Library Liaison, 51
Corequisites, 8, 9, 11, 12, 15, 17, 30, 46
Course, 5
   Attributes, 30
   Changes, 11
   Description, 30, 45
   Fee, 31
   Guidelines on Student Outcomes, 72
   Number, 24, 25, 37, 38
   Second and Third Digits, 25, 38
   Prefix, 24, 37
Revisions, 11
Title, 28, 40
Course Action Request, 3, 5, 11, 15, 16, 18, 24, 35, 36, 63, 69, 70
Course Content Guide, 11, 16, 18, 24
Course Level, 31
  Descriptions, 25, 37
  Expectations
    Academic Course Levels, 31
    Preparatory/Developmental Courses, 32
  Justification, 31
Credits, 39
  Program Maximum Number, 1, 50
Cross Listing, 28
Cross-listed Courses, 42
Cross-Listed Courses, 28
Curriculum Approval Process, 5
  500-Level Courses, 7
  600-Level Courses, 7
  Substantive Changes To Courses Numbered 050 - 299, 7
Curriculum Review, 3
Curriculum Screening Criteria, 3

D
Deletions, 41
  Course, 7, 15
  GER Course, 17
  Program, 50
  Reuse of Course Number Rule, 24
Department, 37, 50
Disapproved CAR, 3
Distance Education Courses, 73
Division, 36, 49
Doctoral, 50

E
Effective Date, 5, 21
Electives, 3, 4, 8, 41
Emphasis Areas, 4
Evaluation Methods, 32
Experimental Course, 38

F
Faculty Matrix, 62, 63
Faculty Senate, 1, 5
Fee Request Form, 11, 12, 17, 19, 46, 62
Fees, 46
Final Reading, 5, 20
First Reading, 70
Four-Year Course Offering Plan, 19, 62

G
GAB. See Graduate Academic Board
General Education Requirements (GER), 3, 16, 41, 45, 70
  GER Course
    Purge List, 15
    Revision of or Request for, 16
    GER Course Deletion, 17
  GER Outcomes, 4, 16, 17
  GER Preamble, 16
  GER Templates, 16
General Education Review Committee, 16, 70
  Review Process, 16
GER. See General Education Review Committee
Goals and Outcomes, 32
Grading Basis, 28, 42
Graduate, 50
  Certificates, 1, 50
  Degrees, 1
  Programs, 1, 54
Graduate Academic Board, 1, 68
Graduate-Level Courses, 25, 31, 37

I
Impacted Courses or Programs, 43
Implementation Date
  Course, 28, 42
  Program/Prefix, 5
  Program/Prefix, 50
Inactivation of a Prefix, 9, 50
Independent Study, 26, 38
Individual Research, 26, 39
Informational Items, 71
Initiating Faculty Member. See Initiator
Initiator, 8, 9, 11, 12, 15, 16, 17, 18, 20, 29, 45, 51
Instructional Goals, 32, 33
Internship, 26, 38

J
Justification for Action
  Course, 26, 39, 47
  Program/Prefix, 52

L
Lecture Course, 26, 39
Level, 31
Library Liaison, 11, 12, 17, 18, 20, 45, 51
Lower Division Courses, 6, 25, 31, 37

M
Major, 31
Major Changes to Programs, 19
Major Revisions, 20
Master's Degree, 1
Maximum Hours, 41, 42
Meeting Summary, 70
Minimum Course Length, 28, 40
Minor, 50
Minor Changes to Undergraduate Credit Courses, 6
Minor Revisions to Programs, 18

N
New Programs, 19
NG, 28, 42
No Grade, 28, 42
Noncredit Courses, 25, 38, 41
Nondegree Courses, 41
Northwest Commission on Colleges and Universities, 21
Number of Credits, 26
Number of Repetitions, 41, 42

**O**

OAA. See Office of Academic Affairs
Observable Verbs, 64
Occupational Endorsement Certificates, 1, 50
OEC. See Occupational Endorsement Certificates
Office of Academic Affairs, 4, 8, 9, 17, 18, 19, 22, 42, 50, 62, 68
Office of the Registrar, 4, 5, 6, 7, 8, 10, 18, 21, 24, 37, 68
Other Restrictions(s), 46
Outcomes, 3, 4, 33
Outcomes and Assessment Measures, 33
Outcomes Assessment Plan, 62

**P**

P/NP, 28, 42
PAR. See Program/Prefix Action Request
Pass/no pass, 42
Pass/No Pass, 28
Permanent Course Approval Process, 13
Permanent Numbered Courses, 38
Policy Additions and Changes, 23
Post-Baccalaureate Certificates, 1, 50
Practicum, 26, 38
Prefix, 5, 8
  Additions, 8
  Approval Process, 10
  Course, 24, 37, 39
  Inactivation, 8, 9, 50
  Program, 50
  Replacement, 8
Preparatory/Developmental Courses, 25, 37, 41
prerequisite checking, 45
Prerequisites, 8, 9, 11, 12, 15, 17, 30, 31, 44, 45, 51
Previous Course Prefix & Number, 39
Principles of Operation, 1
Professional Development Courses, 25, 38, 41
Professional Development Credit, 7
Program, 5, 18
  Additions, 19
  Approval Process, 5, 22
  Changes, 41, 42
  Changes, 50
  Coordination, 50, 51
  Description, 52
  Elective, 3
  Graduate, 1, 54
  Guidelines on Student Outcomes, 72
  Impacted, 43
  Major Changes, 19
  Minor Revisions, 18
  Outcomes, 4, 33
  Outcomes Assessment Plan, 32
  Policy, 42
Proposal, 4, 18
Requirement, 8, 41
Selective, 3, 41
Title/Prefix, 50
Types, 50
Undergraduate, 1, 53
Program Outcomes Assessment Plan, 63
Program/Prefix Action Request, 5, 8, 15, 17, 41, 48, 63, 70
Program/Prefix Action Request (PAR) Form, 48
Prospectus, 63
Psychomotor Domain Observable Verbs, 67
Purge List, 2, 15
  GER, 15

**R**

Registration Restrictions, 30, 31, 32, 46
Reinstated, Course, 37
Reinstatement of a course, 39
Repeat Status, 41
Replacement of a Prefix, 8
Resource Implication Form, 12, 19, 62
Resource Implications, 4
Reuse of Course Number Rule, 24, 37
Review of Program Proposals, 4
Risk Management Plan, 63

**S**

SAC. See System-wide Academic Council
School or College, 36, 49
Second Reading, 70
Selected Topics, 25, 38, 46
Selectives, 3, 4, 8, 9, 11, 12, 15, 17, 54
Seminar, 25, 38
Special Notes, 30, 45
Special Topics, 26, 38
Stacked Courses, 43
Stacking, 29
  Outcomes/Assessments, 30
  Prerequisites, 29
Student Outcomes, 32
  GER, Assessable, 16
  Guidelines, 72
Suggested text(s), 34
Supervised Laboratory Course, 26, 39
System-wide Academic Council, 20

**T**

Templates, 62
Test Scores, 30, 46
Thesis, 26, 39
Title Change, 7
Topical course outline, 33
Trial Course, 26, 38
Type of Action, 41
  Program/Prefix, 50
Type of Program, 50
Types of Courses, 24, 41
U

UAA General Education Requirements. See General Education Requirements
UAB. See Undergraduate Academic Board
Undergraduate
Certificates, 1, 50
Programs, 1
Undergraduate Academic Board, 1, 16, 68

Undergraduate Credit Courses, 6
Undergradautes Certificates, 1
Unsupervised Laboratory Course, 26, 39
Upper Division Courses, 25, 31, 37

W

Workshop, 25, 38