I. Roll
( ) Dave Fitzgerald (CBPP)   ( ) Vacant (COE)   ( ) Christina Stuive (SA)   ( ) Adjunct vacancy
( ) Paola Banchero (CAS)   ( ) Jeffrey Callahan (CTC)   ( ) Francisco Miranda (FS CAS)   ( ) USUAA vacancy
( ) Mari Ippolitio (CAS)   ( ) Utpal Dutta (SOE)   ( ) Alberta Harder (FSAL)   Ex-Officio Members:
( ) Barbara Harville (CAS)   ( ) Michael Hawfield (KPC)   ( ) Soren Orley (FSAL)   ( ) Susan Kalina
( ) Len Smiley (CAS)   ( ) Kevin Keating (LIB)   ( ) FS at large vacancy   ( ) Lora Volden
( ) Helena Jermalovic (COH)   ( ) Joan O’Leary (Mat-su)   ( ) Kathryn Hollis Buchanan (Kodiak)   ( ) S&P
( ) Eileen Weatherby (COH)   ( ) Thia Falcone (Adjunct)

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- Dave Fitzgerald
B. GERC

VI. Program/Course Action Request- Second Readings
Chg JUST A463 Biobehavioral Criminology (3)(3+0)(pg. 7-13)

VII. Program/Course Action Request- First Readings
Add BIOM A490 Selected Lecture Topics in Biomedicine (1-3)(1-3+0)(pg. 14-18)
Chg BIOL A461L Molecular Biology Laboratory
(Stacked with BIOL A661L)(3)(0+6)(pg. 19-28)
Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography
(Cross listed with INTL A101)(3)(3+0)(pg. 29-34)
Chg INTL A101 Local Places/Global Regions: An Introduction to Geography
(Cross Listed with GEOG A101)(3)(3+0)(pg. 35-40)
Del GEOG A344 The Slavic World (3)(3+0)(pg. 41)
Del GEOG A345 Across This Land: The Historical Geography of North America
(Cross Listed with HIST A345)(3)(3+0)(pg. 42)
Del HIST A345 Across This Land: The Historical Geography of North America
(Cross Listed with GEOG A345)(3)(3+0)(pg. 43)
Add GEOG A390B Topics in Regional Geography (3)(3+0)(pg. 44-48)
Del GEOG A415 Anglo-Saxons and Vikings: History & Geography in Early Medieval North
Atlantic (Cross Listed with HIST A415)(3)(3+0)(pg. 49)
<table>
<thead>
<tr>
<th>Code</th>
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<td>HIST A415</td>
<td>Anglo-Saxons and Vikings: History &amp; Geography in Early Medieval North Atlantic (Cross Listed with GEOG A415)</td>
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<td>GEOG A443</td>
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<td>GEOG A490</td>
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<td>ENVI A280</td>
<td>Professional Preparation in Environmental Fields I</td>
<td>(Stacked with ENVI A480)</td>
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<td>ENVI A480</td>
<td>Professional Preparation in Environmental Fields II</td>
<td>(Stacked with ENVI A280)</td>
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<td>(pg. 71-80)</td>
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<td>Social Science Preamble</td>
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<td>CED A185</td>
<td>Presenting Art Lessons K-12</td>
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<td>(3)(3+0)</td>
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<td>HUMS A107</td>
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<td>(3)(3+0)</td>
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<td>HUMS A122</td>
<td>Substance Abuse as a Contemporary Problem</td>
<td>(3)(3+0)</td>
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<td>HUMS A123</td>
<td>Public Education &amp; Prevention in Substance Abuse</td>
<td>(3)(3+0)</td>
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<td>HUMS A155</td>
<td>Human Relations in the Workplace</td>
<td>(3 cr)(3+0)</td>
<td>(pg. 115-119)</td>
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<td>HUMS A223</td>
<td>Introduction to Paraprofessional Counseling I</td>
<td>(3)(3+0)</td>
<td>(pg. 120-124)</td>
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<td>HUMS A224</td>
<td>Conflict and Collaborative Systems</td>
<td>(3 cr)(3+0)</td>
<td>(pg. 125-129)</td>
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<td>(3)(3+0)</td>
<td>(pg. 130-133)</td>
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<td>Human Services Practicum I</td>
<td>(3)(1+9)</td>
<td>(pg. 134-138)</td>
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<td>HUMS A295B</td>
<td>Human Services Practicum II</td>
<td>(3)(3+0)</td>
<td>(pg. 139-143)</td>
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<td>Introduction to Paraprofessional Counseling II</td>
<td>(3)(3+0)</td>
<td>(pg. 144-148)</td>
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<td>AAS, Human Services</td>
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<td>(pg. 149-155)</td>
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<tr>
<td>ACCT A316</td>
<td>Accounting Information Systems II</td>
<td>(3)(3+0)</td>
<td>(pg. 156-160)</td>
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</tbody>
</table>
Chg ACCT A342 Managerial Cost Accounting (3)(3+0)(pg. 161-165)
Add ECON A211 The Economics of Fish (3)(3+0)(pg. 166-170)

VIII. Old Business

IX. New Business
   A. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 171-173)
   B. Revised CAR (pg. 174)
   C. Revised PAR (pg. 175)
   D. Curriculum Handbook Changes (pg. 176-263)
      a. Program Approval Flow Chart (pg. 264)
   E. Proposed Modification of Catalog Language Regarding Catalog Year and Course Prerequisites (pg. 265-266)
   F. Posthumous Degrees (pg. 267-268)
   G. Summer Add/Drop Deadlines (pg. 269)
   H. 2012-2013 Goals (pg. 270)

X. Informational Items and Adjournment
   A. Pilot Group Discussion
   B. Nonacademic Purge List (pg. 271-276)
Undergraduate Academic Board
Summary

September 14th, 2012
2:00-5:00
ADM 204

I. Roll
(x) Dave Fitzgerald (CBPP) ( ) Vacant (COE) (x) Christina Stuive (SA) ( ) Adjunct vacancy
(x) Paola Banchero (CAS) (x) Jeffrey Callahan (CTC) (x) Francisco Miranda (FS CAS) ( ) USUAA vacancy
(x) Mari Ippolito (CAS) (x) Utpal Dutta (SOE) (x) Alberta Harder (FSAL) Ex-Officio Members:
(x) Barbara Harville (CAS) (x) Michael Hawfield (KPC) (x) Soren Orley (FSAL) (x) Susan Kalina
(x) Len Smiley (CAS) (x) Kevin Keating (LIB) ( ) FS at large vacancy (x) Lora Volden
(x) Helena Jermalovic (COH) (x) Joan O’Leary (Mat-su) (x) Kathyrnn Hollis Buchanan (Kodiak) (x) S&P
(x) Eileen Weatherby (COH) (x) Thia Falcone (Adjunct)

II. Approval of the Agenda (pg. 1-2)
Add DN A415 to Second Readings to be reviewed after ECON A202
Approved as amended

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

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
Visited Kodiak campus yesterday to meet faculty and staff
Contacted Deborah Narang, UAA Assembly President, for assistance in identifying individuals for the lab fee task force
Faculty Senate E-Board is assisting in finding faculty to serve on the GER Assessment Committee
Catalog Production Schedule is posted on the Governance website
Requested input from UAB regarding which dates are needed for the ‘List of Active Courses with OAA Approval Date.’ Right now the chart lists OAA approval, CAR approval date, and CCG date

B. University Registrar Lora Volden
Notified the board of the nonacademic course purge list that is attached to the agenda as an informational item. Faculty should contact the Registrar’s Office if they want to save a course from being purged.
Participated in two different electronic catalog demos, one for CourseLeaf and one for SmartCatalog

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald
Discussed the pilot group and the process of the meetings

B. GERC
Approved DN A415
Discussed committee vacancies
Approved 12-13 Goals

VI. Program/Course Action Request- Second Readings
Chg ECON A201 Principles of Macroeconomics (3)(3+0)(pg. 5-10)
Chg ECON A202 Principles of Microeconomics (3)(3+0)(pg. 11-15)
Unanimously Approved

Chg DN A415 Community Nutrition (Hard copies were distributed)
Unanimously Approved

VII. Program/Course Action Request- First Readings
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Page</th>
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<tr>
<td>ENGL A433</td>
<td>Literacy, Rhetoric &amp; Social Practice</td>
<td>3</td>
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<td>JUST A200</td>
<td>Introduction to Research Methods in Justice</td>
<td>3</td>
<td>3+0</td>
<td>40-45</td>
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<td>JUST A201</td>
<td>Justice Data Analysis</td>
<td>3</td>
<td>3+0</td>
<td>46-50</td>
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<tr>
<td>JUST A334</td>
<td>Police &amp; Society</td>
<td>3</td>
<td>3+0</td>
<td>51-56</td>
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<tr>
<td>JUST A360</td>
<td>Justice Theory &amp; Policy Analysis</td>
<td>3</td>
<td>3+0</td>
<td>57-61</td>
</tr>
<tr>
<td>JUST A374</td>
<td>The Courts</td>
<td>3</td>
<td>3+0</td>
<td>62-67</td>
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<tr>
<td>JUST A398</td>
<td>Individual Research</td>
<td>1-6</td>
<td>1-6+3-18</td>
<td>68-71</td>
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<tr>
<td>JUST A400</td>
<td>Advanced Research Methods in Justice</td>
<td>3</td>
<td>3+0</td>
<td>72-76</td>
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<tr>
<td>JUST A401</td>
<td>Inferential Data Analysis in Justice</td>
<td>3</td>
<td>3+0</td>
<td>77-81</td>
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<td>JUST A434</td>
<td>Police-Community Relations</td>
<td>3</td>
<td>3+0</td>
<td>82-87</td>
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<td>JUST A443</td>
<td>Civil Liberties</td>
<td>3</td>
<td>3+0</td>
<td>88-92</td>
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<td>JUST A444</td>
<td>Terrorism</td>
<td>3</td>
<td>3+0</td>
<td>93-97</td>
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<td>JUST A463</td>
<td>Biobehavioral Criminology</td>
<td>3</td>
<td>3+0</td>
<td>98-104</td>
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<tr>
<td>JUST A488</td>
<td>Research Practicum</td>
<td>1-6</td>
<td>0+3-18</td>
<td>105-108</td>
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<td>BIOL A461L</td>
<td>Molecular Biology Laboratory</td>
<td>3</td>
<td>0+6</td>
<td>141-150</td>
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</tbody>
</table>

The following courses have been approved for second reading:

- Bachelor of Arts in English
- Bachelor of Arts, Justice
- Bachelor of Science, Nursing Science

Courses with stacks have been accepted for first reading:

- Biobehavioral Criminology (Stacked with BIOL A661L)
- Selected Topics in Nursing Practice (Stacked with BIOL A661L)
Add PRT A170 Renewable Energy Production & Operation (3)(3+0)(pg. 151-155)
Waive first reading, approve for second

Chg CED A185 Presenting Art Lessons K-12 (1)(1+0)(pg. 156-159)
Add CNT A168 Computer User Support and Help Desk (2)(2+0)(pg. 160-164)
Chg CNT A240 Industry PC Configuration Essentials (2)(1+2)(pg. 165-169)
Chg CNT A241 Administering & Supporting Industry Network Infrastructure (3)(2+2)(pg. 170-174)

Chg CNT A242 Industry Network Directory Configuration (3)(2+2)(pg. 175-178)
Chg CNT A243 Industry Application Infrastructure (3)(2+2)(pg. 179-183)
Add CNT A275 Information Technology Project Management (3)(1+2)(pg. 184-188)
Chg ACCT A316 Accounting Information Systems II (3)(3+0) (pg. 199-203)
Chg ACCT A342 Managerial Cost Accounting (3)(3+0)(pg. 204-208)

VIII. Old Business

IX. New Business
   A. 2012-2013 Goals (pg. 209)
   B. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 210-212)
   C. Revised CAR (pg. 213)
   D. Curriculum Handbook Changes (pg. 214-302)
      a. Program Approval Flow Chart (pg.303)
   E. Proposed Modification of Catalog Language Regarding Catalog Year and Course Prerequisites (pg. 304-305)
   F. Posthumous Degrees (pg. 306-307)
   G. Summer Add/Drop Deadlines (pg. 308)

X. Informational Items and Adjournment
   A. Pilot Group Discussion
   B. Nonacademic Purge List (pg. 309-314)
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
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</table>

<table>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>JUST</td>
<td>A463</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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6. Complete Course Title

**Biobehavioral Criminology**

Abbreviated Title for Transcript (30 characters)

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
- [ ] Cross-Listed/Stacked
- [X] Course Description
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [X] Other Update CCG (please specify)

9. Repeat Status

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<th># of Repeats</th>
<th>Max Credits</th>
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10. Grading Basis

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

11. Implementation Date

- From: Spring/2013
- To: 9999

12. Cross Listed with

- [ ] N/A

13. Cross Listed with

- [ ] N/A

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
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<tr>
<td>2.</td>
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<td>3.</td>
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</table>

Initiator Name (typed): Marny Rivera

Initiator Signed Initials: ____________________ Date: ____________

13b. Coordination Email

- Date: 2/13/2012
- Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison

- Date: 2/20/2012

14. General Education Requirement

Mark appropriate box:

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

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

Examines biobehavioral correlates of crime and ways these factors interact with socio-environmental and psychophysiological factors to impact crime. Analyzes historical and contemporary theories and research. Applies interacting factors to explain specific types of violent and non-violent criminal behavior.

16a. Course Prerequisite(s) (list prefix and number) ([JUST 110 and JUST A200 and JUST A201] and [JUST A251 or SOC A251]) with a minimum grade of D.

16b. Test Score(s)

- [ ] N/A

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

- [ ] N/A

16d. Other Restriction(s)

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

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

- Completion of all GER Tier 1 (Basic College-Level Skills) Courses, and Senior Standing

17. Mark if course has fees

- [ ]

18. Mark if course is a selected topic course

- [ ]

19. Justification for Action

Updated prerequisites as part of Justice program curriculum revisions.

Initiator (faculty only)

Marny Rivera

Initiator Signed Initials: ____________________ Date: ____________

Approved

Disapproved

Dean/Director of School/College

Date

Undergraduate/Graduate Academic Board Chairperson

Date

Provost or Designee

Date
I.  Date of Initiation:  March 2012

II. Curriculum Action Request
   A. School: College of Health
   B. Course Subject: JUST
   C. Course Number: A463
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Program: Bachelor of Arts, Justice
   G. Course Title: Biobehavioral Criminology
   H. Grading Basis: A-F
   I. Implementation Date: Spring/2013
   J. Cross-listed/Stacked: N/A
   K. Course Description: Examines biobehavioral correlates of crime and ways these factors interact with socio-environmental and psychophysiological factors to impact crime. Analyzes historical and contemporary theories and research. Applies interacting factors to explain specific types of violent and non-violent criminal behavior.
   L. Course Prerequisites: [(JUST 110 and JUST A200 and JUST A201) and (JUST A251 or SOC A251)] with a minimum grade of D.
   M. Course Co-requisites: N/A
   N. Other Restrictions: Class
   O. Registration Restrictions: Completion of all GER Tier 1 (Basic College-Level Skills) Courses, and Senior Standing
   P. Course Fees: N/A
   Q. Course Attribute: General Education Requirement, Integrative Capstone

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Review and present historical and contemporary theories and research on socio-environmental, biobehavioral, psychophysiological and integrative theories of crime.
      2. Assist students in their development of research, writing, argumentation, and presentation skills.
      3. Create opportunities for critical thinking.
      4. Provide instruction on information literacy with an emphasis on identifying and evaluating the quality of scholarly peer reviewed research.
5. Guide class discussions by creating discussion topics, facilitating student interaction, and engaging in class discussions.

B. Upon successful completion of this course, the student will demonstrate, by way of multiple artifacts of assessment, achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
<th>Integrative Capstone Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze theories and research (on socio-environmental factors, mental illness and biobehavioral factors) that characterize, explain and attempt to predict criminal behavior.</td>
<td>Analytic writing assignments, class discussions, portfolio.</td>
<td>Knowledge integration, critical thinking, information literacy.</td>
</tr>
<tr>
<td>2. Compare and contrast the balance of risk and protective factors that influence the behavior of criminal and non-criminal individuals.</td>
<td>Analytic writing assignments, class discussions, tests, oral research presentation.</td>
<td>Knowledge integration, effective communication, critical thinking.</td>
</tr>
<tr>
<td>3. Provide examples of biobehavioral factors interacting with socio-environmental and/or psychophysiological factors to increase the propensity for crime.</td>
<td>Analytic writing assignments, answering reading comprehension questions, tests, oral research presentation.</td>
<td>Knowledge integration, effective communication, critical thinking.</td>
</tr>
<tr>
<td>4. Evaluate policies designed to prevent or control crime in terms of their effectiveness and impact on social service and justice agencies.</td>
<td>Analytic writing assignments, class discussions, portfolio.</td>
<td>Critical thinking.</td>
</tr>
<tr>
<td>5. Develop and support with evidence logical arguments regarding the causes and control of violence and offending behavior.</td>
<td>Analytic writing assignments, oral research presentation, portfolio.</td>
<td>Effective communication, information literacy.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

This course is designed to fulfill the Integrative Capstone course requirement. The structure and substantive content of the course requires students to demonstrate complex knowledge integration, effective communication, critical thinking, and information literacy.
V. Topical Course Outline

1. Socio-environmental sources of violence and offending
   1.1. Review of classical and sociological perspectives in criminology
   1.2. Social perceptions: Why are we so fascinated with violence?
   1.3. Socio-environmental risk and protective factors
   1.4. Structural sources of violence and offending
      1.4.1. Poverty
      1.4.2. Disorganized neighborhoods
   1.5. Social processes that contribute to violence and offending
      1.5.1. Parenting practices
      1.5.2. Child abuse
         1.5.2.1. Historical perspective and development of law
         1.5.2.2. Contemporary perspective
            1.5.2.2.1. Extent and consequences of child abuse in the United States
            1.5.2.2.2. Crime control policy implications: Prevention of and response to child abuse
   1.6. Negative peer influences
   1.7. Negative academic experiences
   1.8. Exposure to violence
   1.9. Crime control policy implications: Retribution, deterrence, incapacitation, and rehabilitation

2. Biobehavioral sources of violence and offending: Nature interacting with nurture
   2.1. Paradigm shift: From classical to positivist criminology
   2.2. Historic biological theories: Physical type theories
   2.3. Classification of biological theories and research
      2.3.1. Historic versus contemporary
      2.3.2. Genetics
      2.3.3. Brain structure and brain chemistry
   2.4. Evolution and genetic theories and research
   2.5. Theories and research on brain chemistry and function
      2.5.1. Sex and stress hormones
      2.5.2. Neurotransmitters: Serotonin, norepinephrine, dopamine and monoamine oxidase
      2.5.3. Prenatal exposure to alcohol and/or drugs
   2.6. Theories and research on brain damage and malfunction
      2.6.1. The prefrontal cortex and executive cognitive function
      2.6.2. Brain imaging studies: Positron emission tomography, single photon emission computed tomography, and functional magnetic resonance imaging
      2.6.3. Neurologic impairment and cognitive deficits
      2.6.4. Nervous system sensitivity, arousal, and response to stress
      2.6.5. Crime control policy implications: Biological evidence in criminal trials
2.7. Psychophysiological correlates of violence and offending: Stimulation-seeking, impulsivity, aggressiveness, hyperactivity, attention deficit hyperactivity disorder, and inability to empathize
2.8. Developmental processes: Interweaving environmental and biological influences over the life course
2.9. Adolescent and adult substance use and abuse
2.10. Shortcomings and controversies of the biobehavioral perspective
2.11. Crime control policy implications: Biological and environmental
2.12. Controversial issues: Free will and rationality in light of biobehavioral theories and research
3. Application to offenders and offending
3.1. Bullying
  3.1.1. Brains rewarded by other’s pain and the inability to experience empathy
  3.1.2. Poor behavior controls due to prefrontal and temporoparietal damage or malfunction
  3.1.3. The bullied bully
3.2. Domestic violence
  3.2.1. The batterer’s brain: Neurological impairment, and the impact of child abuse and exposure to violent models
  3.2.2. Biological bases of intermittent explosive disorder
3.3. Rape
  3.3.1. High testosterone, low serotonin, childhood sexual abuse and desire for power and control
  3.3.2. Physiological arousal in response to domination, humiliation and pain of the victim
3.4. Mentally ill offenders
  3.4.1. Victimization and offending patterns of mentally ill offenders
  3.4.2. Extent of mental illness among jail and prison inmates relative to the general population
  3.4.3. Co-occurring disorders: Mental illness and substance abuse
3.5. Murderers
  3.5.1. A killer combination: Neurotransmitter abnormalities, frontal lobe damage or malfunction, and child abuse and/or exposure to trauma or violence
  3.5.2. Psychopaths: Cold-blooded killers
3.6. Psychopathy
  3.6.1. Historical review of labels and diagnoses: Psychopathy, sociopathy and antisocial personality disorder
  3.6.2. Symptoms of psychopathy: Personality, behavioral and lifestyle characteristics
  3.6.3. Suspected causes of psychopathy: Biobehavioral and socio-environmental
  3.6.4. Violence and offending among psychopaths

VI. Suggested Texts


**VII. Bibliography**


*denotes classic/seminal text
### Course Action Request

**University of Alaska Anchorage**

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

---

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>No Division Code</td>
<td>School of Medical Education</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tr>
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<td>A490</td>
<td>N/A</td>
<td>1.0 - 3.0</td>
<td>(Lecture + Lab)</td>
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<tr>
<td>(1 - 3 +0)</td>
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</table>

### Complete Course Title

**Selected Lecture Topics in Biomedicine**

Sel Lect Topics Biomedicine

Abbreviated Title for Transcript (30 character)

### Type of Course

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

### Type of Action: [X] Add or [ ] Change or [ ] Delete

If a change, mark appropriate boxes:

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

### Repeat Status

- [X] Yes
- [ ] No

**# of Repeats** 3  Max Credits 12

### Grading Basis

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

### Implementation Date

**From:** Fall/2012  
**To:** 99/9999

### Cross Listed

- [ ] Cross Listed with N/A
- [ ] Stacked with BIOM A690

### Coordination

**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)</th>
<th>Impacted Date</th>
<th>Coordinator Contacted</th>
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<tbody>
<tr>
<td>BS, Biological Sciences</td>
<td>courtesy coordination</td>
<td>28Mar2012</td>
<td>Fred Rainey</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):** Tim Hinterberger  
**Initiator Signed Initials:** __________  
**Date:** __________

13b. Coordination Email

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

**Date:** 28 Feb 2012

13c. Coordination with Library Liaison

**Date:** 18 Apr 2012

14. General Education Requirement

Mark appropriate box:

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

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

Detailed coverage of a selected lecture topic in biomedicine. Special Notes: See schedules for specific subtitles to be offered. Course may be repeated for credit only with change in subtitles, and course prerequisites and corequisites may vary with topic.

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

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**)

- [ ] Junior or Senior standing

17. [ ] Mark if course has fees

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

19. Justification for Action

Designed as an elective undergraduate course comparable to regular 400-level courses. This course is designed to provide professors pedagogical flexibility to offer and teach new and innovative senior-level lecture courses.

**Initiator (faculty only):** Tim Hinterberger

**Initiator Signed Initials:** __________  
**Date:** __________

---

**Dean/Director of School/College**

**Approved**

**Disapproved**

**Department Chairperson**

**Approved**

**Disapproved**

**Curriculum Committee Chairperson**

**Approved**

**Disapproved**

**Provost or Designee**

**Approved**

**Disapproved**

---

14
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: February 2012

II. Curriculum Action Request
A. School: College of Health  
B. Course Subject: BIOM  
C. Course Number: A490  
D. Number of Credits: 1.0 - 3.0  
E. Contact Hours: 1-3 + 0  
F. Course Program: N/A  
G. Course Title: Selected Lecture Topics in Biomedicine  
H. Grading Basis: A - F  
I. Implementation Date: Fall 2012  
J. Cross-listed/Stacked: Stacked with BIOM A690  
K. Course Description: Detailed coverage of a selected lecture topic in biomedicine. Special Notes: See schedules for specific subtitles to be offered. With changes in subtitles, course may be repeated for credit although course prerequisites and corequisites may vary with topic.  
L. Course Prerequisites: Junior or Senior standing  
M. Test Scores: N/A  
N. Course Co-requisites: Varies  
O. Other Restrictions: N/A  
P. Registration Restrictions: Varies  
Q. Course Fees: No

III. Instructional Goals and Student Outcomes (Example of course previously taught as Biol A490, see section V. below)
A. The instructor will:  
   1. Present lectures outlining the basic principles and mechanisms of human physiological systems.  
   2. Present examples of problem solving in case studies.  
   3. Present cases for students to solve and provide guidance in their analysis.  
   4. Encourage student interaction and team-based thinking.

B. Upon completion of this course, the student will be able to:  

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine mean electrical axis of the heart</td>
<td>Take-home assignments</td>
</tr>
<tr>
<td>2. Analyze blood gas status of a patient</td>
<td>Take-home assignments</td>
</tr>
<tr>
<td>3. Calculate renal clearance and acid-base status</td>
<td>Take-home assignments</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>of patients</th>
<th>Take-home assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Infer problems associated with gastrectomy</td>
<td></td>
</tr>
<tr>
<td>5. Diagnose patients with conditions including heart failure, shortness of breath, frequent urination, emphysema, and gastric hyper acidity</td>
<td>Small group case discussion</td>
</tr>
<tr>
<td>6. Articulate the fundamental physical and chemical principles underlying basic physiological processes in the cardiovascular, respiratory, renal and gastrointestinal systems</td>
<td>Formal multiple choice test</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course is designed as an upper-division elective undergraduate course comparable to regular 400-level courses. It will build upon previous course work and require students to synthesize, compare and contrast, and apply course materials to solving complex problems. It provides pedagogical flexibility to offer and teach new and innovative upper-level lecture. course

V. Topical Course Outline (Example of course previously taught as Biol A490)

Human Physiology with Reference to Pathophysiology and Pharmacology
The course will focus on problem solving of clinical cases. Students will become familiar with the cardiovascular, respiratory, renal and gastro-intestinal systems. Where appropriate, pharmacological agents normally prescribed to correct or arrest the condition will be included.

Course topics:
1. Introduction
   a. Diffusion and osmosis
   b. Primary and secondary active transport
   c. The generation of a resting membrane potential
   d. Action potentials
   e. Muscle contraction
2. Cardiovascular Physiology
   a. Structure and function of the CV system & heart sounds
   b. The cardiac action potential
   c. The electrocardiogram
   d. Intrinsic and extrinsic control of heart rate and contractility
   e. The Starling curve
   f. Cardiac vector analysis
   g. Cardiac arrhythmias
   h. Preload, afterload, contractility and the cardiac cycle
   i. Pressure volume loops
   j. Pressure, flow and resistance
   k. Cardiac and vascular function curves
   l. Determinants and control of mean arterial pressure
   m. Capillary fluid exchange
3. Respiratory Physiology
   a. Surface tension and surfactant
   b. Gas pressures and partial pressures.
   c. Pressure flow and pressure volume relationships
   d. Lung volumes and pulmonary function analysis
   e. Dynamic airway compression
   f. Work of breathing
   g. Alveolar ventilation
   h. Dead space
   i. Oxygen and carbon dioxide transport
   j. The a-v O2 difference
   k. Pulmonary gas exchange
   l. Pulmonary shunts, and V/Q inequalities
   m. Sleep apnea and SIDS
   n. Central nervous system control of breathing

4. Renal Physiology
   a. Fluid compartments
   b. Balance
   c. Glomerular filtration
   d. Tubuloglomerular feedback
   e. Renal hemodynamics
   f. Renal oxygen consumption
   g. Counter current multiplication in the loop of Henle
   h. Sodium transport
   i. The renin-angiotensin-aldosterone system (RAAS)
   j. Potassium transport
   k. Bicarbonate and hydrogen ion transport
   l. Water transport (ADH)
   m. Atrial natriuretic peptide (or factor)
   n. Diuretics
   o. Calcium and phosphate transport
   p. Tubular secretion
   q. Renal clearance (inulin, PAH, glucose, free water)
   r. Dialysis
   s. Micturition

5. Acid-Base Physiology
   a. Acids and bases
   b. Respiratory disturbances
   c. Metabolic disturbances
   d. Compensation for acid-base disturbances
   e. Anion gap

6. Gastrointestinal Physiology
   a. Gastro intestinal function
b. Enteric nervous system
c. Salivary secretion
d. Swallowing (deglutition)
e. Acid secretion in the stomach
f. Gastrointestinal motility and hormones
g. Pancreatic secretion
h. Protein breakdown
i. Chloride channels and cystic fibrosis
j. Function of the gall bladder and bile
k. Absorption of fats
l. Carbohydrate and amino acid absorption
m. Large intestine
n. Defecation
o. Problems associated with the GI tract

VI. Suggested Texts (Example for Biol A490 Human Physiology)

VII. Bibliography (Example for Biol A490 Human Physiology)


# Course Action Request

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

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<th>1b. Division</th>
<th>1c. Department</th>
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<td>AMSC Division of Math Science</td>
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<th>3. Course Number</th>
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<td>(0+6)</td>
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<td>Molecular Biology Laboratory</td>
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<td>☐ Prefix</td>
<td>☐ Credits</td>
<td>☐ Title</td>
<td>☐ Grading Basis</td>
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<tr>
<td>☐ Repeat Status</td>
<td>☐ Contact Hours</td>
<td>☐ Cross-Listed/Stacked</td>
<td>☐ Course Prerequisites</td>
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<th>☐ P/NP</th>
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<th>To: XX/9999</th>
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| 12. | ☐ Cross Listed with: | ☒ Stacked with BIOL A661L | Cross-Listed Coordination |

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<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
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<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>
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<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): **Ben Harrison**  
Initiator Signed Initials: __________ | Date: __________

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<th>13b. Coordination Email</th>
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<th>14. General Education Requirement</th>
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<td>Written Communication</td>
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<td>Fine Arts</td>
<td>Social Sciences</td>
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| 15. Course Description (suggested length 20 to 50 words) | A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills. |

<table>
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<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<td>16c. Co-requisite(s) (concurrent enrollment required)</td>
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<td>16d. Other Restriction(s)</td>
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<tr>
<td>16e. Registration Restriction(s) (non-codable)</td>
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| 17. | ☒ Mark if course has fees | ☐ Mark if course is a selected topic course |

| 19. Justification for Action | Students enrolled in BIOL A461 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A461. Changing the BIOL A461L from one credit to three reflects the significant time commitment of students in the course (6hrs in lab per week), and will attract students to the course when it does not run concurrently with the lecture course. Stacking this course with BIOL A661L will enable the course to include graduate students who will learn mentorship skills, facilitate advanced experimentation, and represent different areas of active research at UAA. |

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

| 19. Justification for Action | Students enrolled in BIOL A461 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A461. Changing the BIOL A461L from one credit to three reflects the significant time commitment of students in the course (6hrs in lab per week), and will attract students to the course when it does not run concurrently with the lecture course. Stacking this course with BIOL A661L will enable the course to include graduate students who will learn mentorship skills, facilitate advanced experimentation, and represent different areas of active research at UAA. |

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Initiator (faculty only)         Date
Jocelyn Krebs
Initiator (TYPE NAME)

☐ Approved  ☐ Disapproved
☐ Approved  ☐ Disapproved
☐ Approved  ☐ Disapproved

Dean/Director of School/College                        Date
Undergraduate/Graduate Academic Board Chairperson         Date
Provost or Designee                                    Date
I. Implementation Date: Spring 2012.

II. Course Information
A. College: College of Arts and Sciences.
B. Course Subject/Number: BIOL A461L.
C. Course Title: Molecular Biology Laboratory.
D. Course Description: A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills. May be stacked with: BIOL A661L.
E. Credit Hours: 3.0
F. Contact Hours: 0+6.
G. Grading Basis: A-F.
H. Status of Course Relative to Degree Program: Elective course for BA-Biological Sciences, BS-Biological Sciences majors, Biology minors; BS Natural Sciences major.
I. Lab Fees (Yes/No): Yes.
J. Coordination: UAA Faculty Listserv, UAA Deans and Directors.
K. Prerequisites/Corequisite: BIOL A461, with minimum grade of C, or concurrent enrollment
L. Registration Restrictions: None

III. Course Activities:
This is a laboratory class meeting for two 3 hour sessions per week for 15 weeks.

IV. Evaluation:
Course grading is A-F. The evaluation methods, while at the discretion of the faculty member teaching the course, may include participation in group discussions and experimental work, reading and interpreting primary scientific literature and a presentation of project outcomes.

V. Course Level Justification:
Designed for Biological and Natural Sciences majors as an elective undergraduate
course comparable to 400-level molecular biology laboratory courses offered at other universities. This course covers the practical applications of molecular biology, cell biology, genetics and genomics essential to the student's ability to succeed in biological research and integrate content with other upper division courses in biological sciences.

VI. Course Outline

1.0 Research Project Proposals
   1.1 Choice of topic and experimental system
      1.1.1 Developing a research project from a topic of interest
      1.1.2 Choosing an effective model organism or model system
   1.2 Experimental design
      1.2.1 Developing research aims
      1.2.2 Developing hypotheses and designing experiments to address them
      1.2.3 Elaborating experimental protocols

2.0 Experimentation
   2.1 Practical methodology
      2.1.1 Chemical safety
      2.1.2 Handling reagents and making solutions
      2.1.3 Biological media and organism care
      2.1.4 Biological assays and molecular techniques
      2.1.5 Data collection
   2.2 Data analysis
      2.2.1 Qualitative data analysis
      2.2.2 Quantitative data analysis
      2.2.3 Critical analysis and troubleshooting

3.0 Research communication
   3.1 In-lab journal article presentation/discussion
   3.2 In-lab research project presentation/discussion
   3.3 Research Proposal
      3.3.1 Peer review
   3.4 Primary research manuscript
   3.5 Oral presentation to a scientific audience - In-class presentation
   3.6 Poster presentation

VII. Instructional Goals and Student Learning Outcomes:

A. The instructor will:
   Support the development of group projects aimed at investigating one or more biological phenomena using molecular approaches. This includes facilitating the discussion of research topics, the developments of research aims and experimental design. The instructor will provide review and critical analysis of student proposals in addition to the student-to-student peer review.

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
Develop an experimental research plan, including the elaboration of research aims and experimental strategies, and the evaluation of similar research proposals. | Oral literature summary, written proposal, group discussion and peer review.

Demonstrate competency in molecular laboratory technique including, in vitro DNA/RNA protein methods, genomics and gene expression analysis. | Laboratory exercises and group discussion.

Communicate, to an audience of scientific peers, their project as primary scientific research. | Oral presentation, primary research paper.

### VIII. Suggested Text(s):

Barker K. 1998. At the Bench: A Laboratory Navigator. CSHL Press, Woodbury, NY

### IX. Bibliography:

Journal articles from the primary literature (Science, Nature, Cell, EMBO J, Cell and Molecular Biology, etc) related to student research projects.

Web-based resources for project development and data analysis, including genomic analysis (NCBI and model organism databases), microarray and image analysis platforms (Image J and MAGIC Tool), and DNA sequence analysis.

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  
Biology

2. Course Prefix  
BIOL

3. Course Number  
A661L

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3

5b. Contact Hours  
(Lecture + Lab) 
((0+6)

6. Complete Course Title  
Advanced Molecular Biology Laboratory  
Adv. Molecular Biology Lab

   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 (please specify)

9. Repeat Status No  # of Repeats  N/A  Max Credits  N/A

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

11. Implementation Date  
semester/year

From: SPRING/2013  
To: XX/9999

12. Cross Listed with  
☒ Stacked with BIOL A461L  

Cross-Listed Coordination

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
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Initiator Name (typed):  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
Date: 04-26-2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 04-26-2012

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 practical implementation of the theory learned in BIOL A661, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn and practice experimental design, proposal writing, and oral and written presentation skills, lead research groups, and learn mentorship skills.

16a. Course Prerequisite(s) (list prefix and number)  
BIOL A661, with minimum grade of C, or concurrent enrollment

16b. Test Score(s)  
N/A

16c. Co-requisite(s) (concurrent enrollment required)  
BIOL A661 unless completed with a minimum of C

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

Students enrolled in BIOL A661 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course, particularly when their graduate thesis work involves molecular approaches - an increasingly common trend. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A661. Stacking this course with BIOL A461L will enable BIOL A661L students to gain mentorship experience and pursue more elaborate research projects.
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<th>Role</th>
<th>Approval Status</th>
<th>Date</th>
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<td></td>
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<tr>
<td>Jocelyn Krebs</td>
<td></td>
<td></td>
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<td>Initiator (TYPE NAME)</td>
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<td>Dean/Director of School/College</td>
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<td>Department Chairperson</td>
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<tr>
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<td>Curriculum Committee Chairperson</td>
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<tr>
<td>Provost or Designee</td>
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</table>
I. **Implementation Date:** Spring 2012.

II. **Course Information**
   A. **College:** College of Arts and Sciences.
   B. **Course Subject/Number:** BIOL A661L.
   C. **Course Title:** Molecular Biology Laboratory.
   D. **Course Description:** A practical implementation of the theory learned in BIOL A661, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn and practice experimental design, proposal writing, and oral and written presentation skills, lead research groups, and learn mentorship skills. May be stacked with: BIOL A461L.
   E. **Credit Hours:** 3.0
   F. **Contact Hours:** 0+6.
   G. **Grading Basis:** A-F.
   H. **Status of Course Relative to Degree Program:** Elective course for graduate students studying at UAA.
   I. **Lab Fees (Yes/No):** Yes.
   J. **Coordination:** UAA Faculty Listserv, UAA Deans and Directors.
   K. **Prerequisites/Corequisite:** BIOL A661, with minimum grade of C, or concurrent enrollment
   L. **Registration Restrictions:** None

III. **Course Activities:** This is a laboratory class meeting for two 3 hour sessions per week for 15 weeks.

IV. **Evaluation:**

   Course grading is A-F. The evaluation methods, while at the discretion of the faculty member teaching the course, may include participation in group discussions and experimental work, reading and interpreting primary scientific literature and a presentation of project outcomes.

V. **Course Level Justification:** Designed for graduate students in the biological sciences as an elective graduate course comparable to 600-level molecular biology laboratory courses offered at other universities. This course covers the practical applications of molecular biology, cell biology, genetics and genomics essential to the student's ability to succeed in biological research and apply this content to research topics in the
VI. Course Outline

1.0 Research Project Proposals
   1.1 Choice of topic and experimental system
      1.1.1 Developing a research project from a topic of interest
      1.1.2 Choosing an effective model organism or model system
   1.2 Experimental design
      1.2.1 Developing research aims
      1.2.2 Developing hypotheses and designing experiments to address them
      1.2.3 Elaborating experimental protocols

2.0 Experimentation
   2.1 Practical methodology
      2.1.1 Chemical safety
      2.1.2 Handling reagents and making solutions
      2.1.3 Biological media and organism care
      2.1.4 Biological assays and molecular techniques
      2.1.5 Data collection
   2.2 Data analysis
      2.2.1 Qualitative data analysis
      2.2.2 Quantitative data analysis
      2.2.3 Critical analysis and troubleshooting

3.0 Research communication
   3.1 In-lab journal article presentation/discussion
   3.2 In-lab research project presentation/discussion
   3.3 Research Proposal
      3.3.1 Peer review
   3.4 Primary research manuscript
   3.5 Oral presentation to a scientific audience - In-class presentation
   3.6 Poster presentation

VII. Instructional Goals and Student Learning Outcomes:

A. The instructor will:
   Support the development of group projects aimed at investigating one or more biological phenomena using molecular approaches. This includes facilitating the discussion of research topics, the developments of research aims and experimental design. The instructor will provide review and critical analysis of student proposals in addition to the student-to-student peer review.

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an experimental research plan, including the elaboration of research aims and experimental strategies, and the</td>
<td>Oral literature summary, written proposal, group discussion and peer review.</td>
</tr>
<tr>
<td>evaluation of similar research proposals.</td>
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<td>------------------------------------------</td>
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</tr>
<tr>
<td>Demonstrate competency in molecular laboratory technique including, in vitro DNA/RNA protein methods, genomics and gene expression analysis.</td>
<td>Laboratory exercises and group discussion.</td>
</tr>
<tr>
<td>Lead a small research team by coordinating group activity, maintaining communication and coordination of group efforts in written work and oral presentation</td>
<td>Laboratory exercises, primary research, written proposals, oral presentation and group discussion.</td>
</tr>
<tr>
<td>Communicate, to an audience of scientific peers, their project as primary scientific research.</td>
<td>Oral presentation, primary research paper.</td>
</tr>
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</table>

VIII. Suggested Text(s):

Barker K. 1998. At the Bench: A Laboratory Navigator. CSHL Press, Woodbury, NY

IX. Bibliography:

Journal articles from the primary literature (Science, Nature, Cell, EMBO J, Cell and Molecular Biology, etc) related to student research projects.

Web-based resources for project development and data analysis, including genomic analysis (NCBI and model organism databases), microarray and image analysis platforms (Image J and MAGIC Tool), and DNA sequence analysis.

Reference books related to student research topics and model systems, including:


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<th>1a. School or College</th>
<th>AS CAS</th>
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<td>ASSC Division of Social Science</td>
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<td>1c. Department</td>
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<td>2. Course Prefix</td>
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<td>List any programs or college requirements that require this course.</td>
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<td>14. General Education Requirement</td>
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<td>15. Course Description</td>
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<td>Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.</td>
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GEOG A101
Course Content Guide

Date: 16 April 2012

I. Course Information

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

II. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

1. Introduce students to many of the world’s regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.
2. Engage students through building a general understanding of the physical and human geography of key regions of the world. Topics include regional environments and environmental issues, population movements and settlements, cultural attributes, geographic/political issues and social and economic development.
3. Expose students to key global issues such as globalization and global interdependence, climate change, population growth and change, economic development and underdevelopment, nationalism and sovereignty, ethnic and cultural diversity and conflict, colonialism and post-colonialism, regional epidemics, food security and how these issues impact individuals and local places.
4. Expose students to solutions to these problems.
5. Develop in students an appreciation of the world’s cultural and ecological diversity and the challenges globalization and economic growth presents to this complexity.
6. Introduce students to some of the fundamentals of interpreting geographic/social science data and using these social science approaches to make empirical claims.
7. Expose students to the nature of empiricism and science, scientific models and theories, and to the problematic nature of understanding the world through the social sciences.
B. Student Learning Outcomes

Students will be able to…

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the world’s regions, countries, major cities, and key physical features.</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Describe the discipline of geography and use geographic data and tools to explore the workings of society and the diversity of human societies and problems.</td>
<td>Projects</td>
</tr>
<tr>
<td>Describe key global and international issues and the theories that allow us to understand these issues.</td>
<td>Exams</td>
</tr>
<tr>
<td>Describe and use basic social science methods including the formulation of research questions, data collection and analysis, and testing, verifying, and rejecting hypotheses and explain the importance of empiricism.</td>
<td>Projects</td>
</tr>
<tr>
<td>Reflect critically on how global problems are related to important social issues and on possible solutions to these problems.</td>
<td>Service-learning project</td>
</tr>
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</table>

III. Guidelines for Evaluation

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

IV. Course Level Justification

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

V. Topic Course Outline

1. Introduction to the disciplines of geography and international studies.
2. Key concepts in global human geography: population, cultural patterns, political units, globalization and global interdependence, economic and social development
3. Key concepts in global environmental geography: physical systems, nutrient cycles, energy flow, natural hazards, global climate change, agriculture and agricultural change
4. Survey of world’s regions and places (through key concepts and an emphasis on the impact of global issues on the world’s peoples)
VI. Suggested Texts

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

VIII. Bibliography

Below is a sample of possible 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>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>Local Places/Global Regions: An Introduction to Geography</td>
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<tr>
<td>Introduction to Geography</td>
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<td>Preparatory/Development</td>
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If a change, mark appropriate boxes:

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

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<tr>
<td>GEOG A101</td>
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<table>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
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<table>
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<tr>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
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Initiator Name (typed): Dorn Van Dommelen  
Initiator Signed Initials: _________  
Date: __________________

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

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<th>14. General Education Requirement</th>
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<td>□ Oral Communication</td>
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<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>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Introduction to cultural, political, and environmental diversity in an international context. Focus on key global issues, current events, and geographic approaches to understanding world problems.</td>
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<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<td>16b. Test Score(s)</td>
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<td>16c. Co-requisite(s) (concurrent enrollment required)</td>
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<td>□ College</td>
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<td>□ Class</td>
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<td>□ Level</td>
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| 16e. Registration Restriction(s) (non-codable) |

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<td>18. □ Mark if course is a selected topic course</td>
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<th>19. Justification for Action</th>
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<td>Updated CCG to reflect revised outcomes.</td>
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Initiator (faculty only)  
Dorn Van Dommelen  
Initiator Signed Initials: _________  
Date: __________________

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<td>□ Dean/Director of School/College</td>
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<td>□ Undergraduate/Graduate Academic Board Chairperson</td>
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<td>□ Provost or Designee</td>
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## Course Being Changed:  INTL A101

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<th>Course Impacts examples: prerequisite, corequisite, recommended</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted (not listerve)</th>
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INTL A101
Course Content Guide

Date: 15 April 2012

I. Course Information

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

II. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

1. Introduce students to many of the world’s regions, and the local places found in those regions, through a variety of critical themes while exposing them to the discipline of geography and geographic modes of understanding.

2. Engage students through building a general understanding of the physical and human geography of key regions of the world. Topics include regional environments and environmental issues, population movements and settlements, cultural attributes, geographic/political issues and social and economic development.

3. Expose students to key global issues such as globalization and global interdependence, climate change, population growth and change, economic development and underdevelopment, nationalism and sovereignty, ethnic and cultural diversity and conflict, colonialism and post-colonialism, regional epidemics, food security and how these issues impact individuals and local places.

4. Expose students to solutions to these problems.

5. Develop in students an appreciation of the world’s cultural and ecological diversity and the challenges globalization and economic growth presents to this complexity.

6. Introduce students to some of the fundamentals of interpreting geographic/social science data and using these social science approaches to make empirical claims.

7. Expose students to the nature of empiricism and science, scientific models and theories, and to the problematic nature of understanding the world through the social sciences.
B. Student Learning Outcomes

Students will be able to…

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the world’s regions, countries, major cities, and key physical features.</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Describe the discipline of geography and use geographic data and tools to explore the workings of society and the diversity of human societies and problems.</td>
<td>Projects</td>
</tr>
<tr>
<td>Describe key global and international issues and the theories that allow us to understand these issues.</td>
<td>Exams</td>
</tr>
<tr>
<td>Describe and use basic social science methods including the formulation of research questions, data collection and analysis, and testing, verifying, and rejecting hypotheses and explain the importance of empiricism.</td>
<td>Projects</td>
</tr>
<tr>
<td>Reflect critically on how global problems are related to important social issues and on possible solutions to these problems.</td>
<td>Service-learning project</td>
</tr>
</tbody>
</table>

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing. Individual and group presentations are also recommended. Examination is mandatory in INTL A101. A service-learning project is also mandatory.

IV. Course Level Justification

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

V. Topic Course Outline

1. Introduction to the disciplines of geography and international studies.
2. Key concepts in global human geography: population, cultural patterns, political units, globalization and global interdependence, economic and social development
3. Key concepts in global environmental geography: physical systems, nutrient cycles, energy flow, natural hazards, global climate change, agriculture and agricultural change
4. Survey of world’s regions and places (through key concepts and an emphasis on the impact of global issues on the world’s peoples)
VI. Suggested Texts

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

VIII. Bibliography

Below is a sample of possible 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>
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<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>GES</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
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<td>(3+0)</td>
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6. **Complete Course Title**
The Slavic World

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

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

9. **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)

10. **Repeat Status**
- choose one
  - # of Repeats
  - Max Credits

11. **Grading Basis**
- A-F
- P/NP
- NG

12. **Implementation Date**
- semester/year
  - From: Fall/2013
  - To: Fall/9999

13. **Cross Listed with**

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)

Origin, diffusion, and developmental histories of the Slavic peoples. Focus on the geography of Central East Europe, the realm inhabited by the Eastern (Russians, Belarusians, and Ukrainians), Western (Poles, Czechs, and Slovaks), and Southern Slavs (Bulgarians and peoples of the former Yugoslavia). Integration of region into the European Union and continued economic and political transition. Involvement of non-Slavic groups in the region also given consideration.

16a. **Course Prerequisite(s)**
- GEOG A101, INTL A101

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

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

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

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**

Specific regional courses no longer practical in GES

**Initiator Name (typed):** Dorn Van Dommelen

**Initiator Signed Initials:** __________  **Date:** __________

**Initiator (TYPE NAME):**

- Approved
- Disapproved

**Dean/Director of School/College**

- Approved
- Disapproved

**Undergraduate/Graduate Academic Board Chairperson**

- Approved
- Disapproved

**Provost or Designee**

- Approved
- Disapproved

41
### Course Action Request

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

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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>GEOG</td>
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<td>3</td>
<td>(3+0)</td>
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6. **Complete Course Title**  
**Across This Land: The Historical Geography of North America**

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

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

9. **Repeat Status**  
- Choose one:  
  - [ ] # of Repeats  
  - [ ] Max Credits

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

11. **Implementation Date**  
- From: Fall/2013  
- To: Fall/9999

12. **Cross Listed with**  
- [ ] HIST A345

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

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<th>Chair/Coordinator Contacted</th>
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<td>03/02/2012</td>
<td>Elizabeth Dennison</td>
</tr>
<tr>
<td>2. International Studies, major</td>
<td>110</td>
<td>03/02/2012</td>
<td>Dr. Susan Kalina</td>
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13b. **Coordination Email**  
- Date: 03/02/2012  
- Submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**  
- Date: N/A

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

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

Explores the European settlement of North America (U.S. and Canada), the impact of geography on this settlement, and the impress of culture and political process on the land. A significant part of the course compares and contrasts the American and Canadian geographic experience and the creation of distinct regional cultures.

16a. **Course Prerequisite(s) (list prefix and number)**  
- HIST A131

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**

Specific regional courses no longer practical in GES.

---

**Candidate Name:** Dorn Van Dommelen  
**Initiator Signed Initials:** __________  
**Date:** __________

**Initiator (faculty only):** Dorn Van Dommelen

**Initiator (TYPE NAME):**

**Approved**  
- [ ] Date  
- [ ] Dean/Director of School/College

**Disapproved**  
- [ ] Date  
- [ ] Undergraduate/Graduate Academic Board Chairperson

---

**Curriculum Committee Chairperson:**

**Approved**  
- [ ] Date  
- [ ] Provost or Designee

**Disapproved**  
- [ ] Date
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
HIST

2. Course Prefix
HIST

3. Course Number
A345

4. Previous Course Prefix & Number
NA

5a. Credits/CEUs
3

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

6. Complete Course Title
Across This Land: The Historical Geography of North America

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status choose one
☐ # of Repeats ☐ Max Credits

10. Grading Basis
☐ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2013 To: Fall/9999

12. Cross Listed with
☐ GEOG A345

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

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<th>Date of Coordination</th>
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<td>Elizabeth Dennison</td>
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<td>110</td>
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<td>Dr. Susan Kalina</td>
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Initiator Name (typed): Dorn Van Dommelen Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 03/02/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: N/A

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

15. Course Description (suggested length 20 to 50 words)
Explores the European settlement of North America (U.S. and Canada), the impact of geography on this settlement, and the impress of culture and political process on the land. A significant part of the course compares and contrasts the American and Canadian geographic experience and the creation of distinct regional cultures.

16a. Course Prerequisite(s) (list prefix and number)
HIST A131

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
Cross-listing GES courses with History is now impractical

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

Initiator (TYPE NAME) Date
☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☑ Approved Date
Disapproved Provost or Designee

☐ Approved Date
Disapproved

☐ Approved Date
Disapproved

☐ Approved 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>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>6. Complete Course Title</th>
<th>Topics in Regional Geography</th>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status</th>
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<th>Max Credits</th>
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<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tr>
<td>A-F</td>
<td>From: Fall/2013</td>
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<th>Stack with</th>
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<th>13c. Coordination with Library Liaison</th>
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<td>Date: 03/02/2012</td>
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<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Seminar focusing on a thematic approach to human geography in a global context. Draws on the interdisciplinary nature of geography to provide students with a broad understanding of critical global issues.</td>
</tr>
<tr>
<td>Written Communication</td>
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<tr>
<td>Quantitative Skills</td>
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<td>Humanities</td>
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<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>[GEOG A101 or INTL A101] with a minimum grade of C</td>
<td></td>
<td>Completion of Tier 1 (basic college-level skills) courses and junior standing.</td>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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<th>19. Justification for Action</th>
<th></th>
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<tbody>
<tr>
<td>This course will offer regional topics previously offered as regular courses.</td>
<td></td>
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<tr>
<th>Initiator (faculty only)</th>
<th>Initiator Signed Initials:</th>
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<tr>
<td>Dorn Van Dommelen</td>
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**Initiator (TYPE NAME)**

Dorn Van Dommelen

Initiator (faculty only) Date

Disapproved

Approved

Dean/Director of School/College

Department Chairperson

Undergraduate/Graduate Academic Board Chairperson

Provost or Designee

Date
GEOG A390B
Topics in Regional Geography
Course Content Guide

Date: 16 April 2012

I. Course Information

A. College: Arts and Sciences
B. Course Subject: GEOG
C. Course Number: A390B
D. Credits/Contact: 3 credits, 3 + 0 contact
E. Title: Topics in Regional Geography
F. Grading Basis: A-F
G. Prerequisites: [GEOG A101 or INTL A101] with a minimum grade of C
H. Restrictions: Completion of GER Tier 1 (basic college-level skills) courses and junior standing.
I. GER Status: Integrative Capstone
J. Course Fees: No
K. Description: Geography of a specific region of the world, integrating information from a variety of disciplines. Analysis of key issues that present challenges to the region from a geographic perspective. Special note: May be repeated twice with change of subtitle.

II. Course Level and GER Integrative Capstone Justification

This course is designed for students who are in their junior and senior years and have already explored geography in GEOG/INTL A101 and are interested in further academic studies in geography.

Regional geography, as a sub-field of geography, has a long and storied tradition of integrating information from multiple disciplines to bring understanding to issues in a particular part of the world. See, for example, the classic argument for the integrative nature of regional geography, made by then President of the Association of American Geographers, Dr. John Fraser Hart in “The Highest Form of the Geographer’s Art”, Annals of the Association of American Geographers 72(1): 1-29.

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

- Develop students’ knowledge of the integrative nature of the regional approach to geography, including historical debates about the role of regional studies in the development of the discipline.
- Develop students’ knowledge and ability to synthesize information about a specific region and the geographical and other disciplinary knowledge relevant to that region.
Explore issues in the region that impact its levels of development and its future economic, social, and political stability in a globalizing world.

- Expose students to excellent sources of regional description and analysis including written, statistical, media, and mapping/GIS sources and require students to clearly and critically communicate knowledge derived from these sources.

B. Student Learning Outcomes

Students will be able to:

<table>
<thead>
<tr>
<th>Integrate geographical knowledge about a region, linking the region’s geography, history, social, and cultural development. (Knowledge integration)</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use geographic information and tools to describe and analyze key regional issues. (Effective communication)</td>
<td>Case Study</td>
</tr>
<tr>
<td>Access and critically and appropriately use information to explore a current regional issue. (Information literacy)</td>
<td>Case Study</td>
</tr>
<tr>
<td>Apply critical skills to assess information and arguments about regional issues. (Critical Thinking)</td>
<td>Book Review, Examination</td>
</tr>
</tbody>
</table>

IV. Course Outline  (Note: for purposes of exemplification what follows is one specific offering of this course, focused on the Canadian North.)

1. Introduction to Course, Context, Key Questions, etc.
2. Basic Geography of the Region
3. People of the Canadian North & Historical Links
4. European Exploration: Voyages of Discovery and Contact in the Canadian Arctic
5. The Militarization of the Canadian North
6. Canadian Colonialism
7. Land Claims and Settlement: Nunavut and Beyond
8. The Changing Northern Economy
9. Challenges in the Future
   - Sovereignty of the Northwest Passage and U.S./Canadian relations
   - Environmental impacts of mineral and other economic development
   - Challenges to subsistence economic activities
   - Cultural change and social challenges in the Canadian north
   - Climate change and its overarching impact on the Canadian north

V. Bibliography  (Note: for purposes of exemplification what follows is one specific offering of this course, focused on the Canadian North.)


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

1. School or College
   AS CAS

2. Course Prefix
   GEOG

3. Course Number
   A415

4. Previous Course Prefix & Number
   NA

5. Credits/CEUs
   3

6. Complete Course Title
   Anglo-Saxons and Vikings: History & Geography in Early Medieval North Atlantic

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

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

9. Repeat Status
   □ choose one
   □ # of Repeats
   □ Max Credits

10. Grading Basis
    □ A-F
    □ P/NP
    □ NG

11. Implementation Date
    From: Fall/2013
    To: Fall/9999

12. Cross Listed with
    HIST A415

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>Impacted Program/Course</th>
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<th>Catalog Page(s)</th>
<th>Chair/Coordinator</th>
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<tbody>
<tr>
<td>International Studies major</td>
<td>109, 110</td>
<td>03/02/2012</td>
<td>Dr. Susan Kalina</td>
</tr>
<tr>
<td>History, major</td>
<td>108</td>
<td>03/02/2012</td>
<td>Elizabeth Dennison</td>
</tr>
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</table>

   Initiator Name (typed): Dorn Van Dommelen 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)
   A study of Anglo-Saxon and Viking society, territorial expansion, and settlement from the 7th - 11th centuries. Focus on historical impacts on the human landscape, political arrangement, and the effects of climate and environmental modification on population growth and migration.

16. Course Prerequisite(s)
    (list prefix and number)
    HIST A101

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
    Specific regional courses no longer practical in GES

Initiator (faculty only)

Dorn Van Dommelen

Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College

Date

Approved
Disapproved

Department Chairperson

Date

Approved
Disapproved

Curriculum Committee Chairperson

Date

Approved
Disapproved

Provost or Designee

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

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<td>(3+0)</td>
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6. Complete Course Title
Anglo-Saxons and Vikings: History & Geography in Early Medieval North Atlantic

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

9. Repeat Status
- choose one
- # of Repeats
- Max Credits

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

11. Implementation Date
- semester/year
- From: Fall/2013
- To: Fall/9999

12. Cross Listed with GEOG A415

13a. Impacted Courses or Programs:
- List any programs or college requirements that require this course.
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13b. Coordination Email
- Date: 03/02/2012
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
- Date: N/A

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

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16a. Course Prerequisite(s) (list prefix and number)
- HIST A101

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
- Cross-listing GES courses with History is now impractical

Initiator Name (typed): Dorn Van Dommelen
Initiator Signed Initials: __________ Date: __________

Initiator (faculty only)
Dorn Van Dommelen
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College
Date

Approved
Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

Approved

Provost or Designee
Date
1a. School or College: AS CAS  
1b. Division: ASSC Division of Social Science  
1c. Department: GES

2. Course Prefix: GEOG  
3. Course Number: A443  
4. Previous Course Prefix & Number: NA  
5a. Credits/CEUs: 3  
5b. Contact Hours: (Lecture + Lab) (3+0)

6. Complete Course Title:  
Northwest Passage: The Changing Canadian North

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  
- [ ] Registration Restrictions  
- [ ] Class  
- [ ] Major  
- [ ] Level  
- [ ] Level  
- [ ] College  
- [ ] Major  
- [ ] Other

9. Repeat Status:  
- [ ] # of Repeats  
- [ ] Max Credits

10. Grading Basis:  
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- [ ] P/NP  
- [ ] NG

11. Implementation Date:  
- [ ] From: Fall/2013  
- [ ] To: Fall/9999

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

13a. Impacted Courses or Programs:  
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Initiator Signed Initials:  
Date:

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Date: 03/02/2012  
submitted to Faculty Listserv: (ua-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison:  
Date: N/A

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

15. Course Description:  
(suggested length 20 to 50 words)  
Geography of and current issues in the Canadian North. Historical and political development of the Canadian North as a region. Current issues to include the sovereignty of the Northwest Passage, environmental impacts of mineral and other economic development, challenges to subsistence activities, cultural change and social challenges, and climate change and its overarching impact on the region.

16a. Course Prerequisite(s) (list prefix and number)  
GEOG A101, INTL A101, INTL A315  
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:  
Specific regional courses no longer practical in GES

Initiator (faculty only)  
Date

Dorn Van Dommelen  
Initiator (TYPE NAME)

[ ] Approved  
[ ] Disapproved

Dean/Director of School/College  
Date

Disapproved  
[ ] Approved  
[ ] Disapproved  
[ ] Approved

Department Chairperson  
Date  
[ ] Disapproved  
[ ] Approved

Undergraduate/Graduate Academic Board Chairperson  
Date

[ ] Approved  
[ ] Disapproved

Provost or Designee  
Date

[ ] Approved  
[ ] Disapproved

Curriculum Committee Chairperson  
Date  
[ ] Disapproved  
[ ] Approved

# Course Action Request

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

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<td>A447</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
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### 6. Complete Course Title

The Silk Road: Ideological, Cultural, and Economic Travels through Central Eurasia

### Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

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

9. Repeat Status

- # of Repeats
- Max Credits

10. Grading Basis

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

11. Implementation Date

- From: Fall/2013
- To: Fall/9999

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- [ ] Stacked with

Cross-Listed Coordination Signature

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

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<td>International Studies major</td>
<td>109</td>
<td>03/02/2012</td>
<td>Dr. Susan Kalina</td>
</tr>
<tr>
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Initiator Name (typed): Dorn Van Dommelen
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email

- Date: 03/02/2012

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

13c. Coordination with Library Liaison

- Date: N/A

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)

Study of Central Asian cultures and histories in the context of the Silk Road. The extended region as a melange of cultural identities and histories, political economies, and ideological struggles. The interaction of the newly formed republics with China, Turkey, and Iran is also a significant concern of the course.

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

GEOG A101, INTL A101

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

Specific regional courses no longer practical in GES

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<td>Dorn Van Dommelen</td>
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Initiator (TYPE NAME)

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<td>Date</td>
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<tr>
<td>Department Chairperson</td>
<td>Date</td>
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<td>Curriculum Committee Chairperson</td>
<td>Date</td>
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<td>Provost or Designee</td>
<td>Date</td>
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Approved

Disapproved

52
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<td>AS CAS</td>
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<th>2. Course Prefix</th>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>GEOG</td>
<td>A490</td>
<td>GEOG A390</td>
<td>3 - 9</td>
<td>(Lecture + Lab)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Field Studies in Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
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<tbody>
<tr>
<td>☒ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
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<tr>
<td>☐ Non-credit</td>
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<tr>
<td>☐ CEU</td>
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<tr>
<td>☐ Professional Development</td>
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<table>
<thead>
<tr>
<th>8. Type of Action:</th>
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<tr>
<td>☐ Add or ☒ Change or ☐ Delete</td>
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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)

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<td>Semester/year</td>
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<td>To: Fall/9999</td>
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<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>☐ Stacked with</td>
</tr>
</tbody>
</table>

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.ualaska.edu/governance.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
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</table>

Initiator Name (typed): Dorn Van Dommelen
Initiator Signed Initials: _________
Date:________________

13b. Coordination Email
Date: 03/02/2012
submitted to Faculty Listserv: (uaa-faculty@lists.ualaska.edu)

13c. Coordination with Library Liaison
Date: N/A

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)
Geographic concepts and processes explored in the field. Introduction to geographic fieldwork techniques and methodology. Students will conduct fieldwork in selected areas of geographic inquiry. Topics range from regional studies to topical studies.

16a. Course Prerequisite(s) (list prefix and number)
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)
  Instructor’s permission and a designated GEOG course.
17. ☐ Mark if course has fees
18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course is more appropriately 400-level and will reduce A390 confusion.

Initiator (faculty only) Date
Dorn Van Dommelen
Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

Approved Disapproved
Provost or Designee Date
I. Course Information

a. College: College of Arts and Sciences
b. Course Subject: GEOG
c. Course number: A490
d. Credits/Contact: 1-3 credits, variable contact hours
e. Title: Field Studies in Geography
f. Grading Basis: A-F
g. Registration Restrictions: Instructor’s permission and a designated GEOG course
h. Course Fees: Variable
i. Description: Geographic concepts and processes explored in the field. Introduction to geographic fieldwork techniques and methodology. Students will conduct fieldwork in selected areas of geographic inquiry. Topics range from regional studies to topical studies. May be repeated twice with change in subtitle.

II. Guidelines for Evaluation

Instructors may use a variety of tools for evaluation but must include a major field project involving field observations, analysis of field data and its interpretation.

III. Course Level Justification

This course is listed at the 400 level because it requires some pre-requisite course work in more introductory courses and maturity and experience to engage in field study and, potentially, international travel.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

This course will have widely varying goals dependent on the region and topic of study. The general goals of this course are as follows:

1. To introduce students to and explore in detail field techniques and methods in geography.

2. To utilize both local and global opportunities for experiential education in geography.
B. Student Learning Outcomes

Students will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the significance of field techniques in geographic research and discriminate their application in different situations. (Field Techniques)</td>
<td>Field Projects</td>
</tr>
<tr>
<td>Critically analyze field-based data, interpret these data, and recognize their weaknesses. (Analysis and Critique)</td>
<td>Field Projects</td>
</tr>
<tr>
<td>Solve specific research problems using field techniques and present their findings. (Application and Presentation)</td>
<td>Field Projects</td>
</tr>
</tbody>
</table>

VI. Course Outline  (Note: for purposes of exemplification what follows is one specific offering of this course, focused on agricultural development and the environment in China.)

I. Introduction: Preparations for International Travel
   a. Group and individual safety
   b. Passport and visa
   c. Personal and group packing lists
   d. Travelling in China: the cultural experience

II. The Heifer Model of Development

III. China’s Economic Miracle
   a. A brief history of China: economic and environmental policy
   b. Economic reforms
   c. Impacts of the reforms on the environment

IV. Field Experience
   a. Ying and Quan Watershed Self-Help Project
   b. Dabie Mountain Area Community Development Project
   c. Urban Development in Hefei City
   d. Chenge Community Development and Poverty Alleviation Project

V. Post-Trip Seminar
VI. Service-Learning Project

VI. Suggested Texts  (Note: for purposes of exemplification what follows is one specific offering of this course, focused on agricultural development and the environment in China.)


VII. Bibliography  (Note: for purposes of exemplification what follows is one specific offering of this course, focused on agricultural development and the environment in China.)


**VIII. Sample of other possible topics**

Culture and Resource Conflict in the Balkans
Identity and Change on the Canadian Prairies
# Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>ASSC Division of Social Science</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>ENVI</td>
<td>A280</td>
<td>NA</td>
<td>1</td>
<td>(1+0)</td>
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</table>
| Professional Preparation in Environmental Fields I  
Pro. Prep. Envi. Fields I |

Abbreviated Title for Transcript (30 character):

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<th>7. Type of Course</th>
</tr>
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<tbody>
<tr>
<td>Academic</td>
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| 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
  - College
  - Major
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions

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<th># of Repeats</th>
<th>Max Credits</th>
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<th>10. Grading Basis</th>
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<td>semester/year</td>
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<tr>
<td>From: Fall/2013</td>
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<tbody>
<tr>
<td>☐ Stacked</td>
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</tbody>
</table>

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

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Initiator Name (typed): Dorn Van Dommelen  
Initiator Signed Initials: ___________________________  
Date: ___________________________

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submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uua-faculty@lists.uaa.alaska.edu)

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<td>Mark appropriate box:</td>
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<tr>
<td>☐ Fine Arts</td>
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<th>15. Course Description (suggested length 20 to 50 words)</th>
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This course will introduce students to internship opportunities, guide their professional preparation through their academic program, encourage planning for graduate school and the pursuit of undergraduate research opportunities, and begin the development of a professional portfolio.

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<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<td>ENV1 A212 or concurrent enrollment</td>
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<th>17. Mark if course has fees</th>
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<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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</table>
This course is being created to help guide students in their academic careers and to begin the process of portfolio thinking.

Initiator (faculty only): Dorn Van Dommelen  
Initiator Signed Initials: ___________________________  
Date: ___________________________

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

| ☐ Approved  | ☐ Disapproved |
Department Chairperson Date |
|--------------|---------------|

| ☐ Approved  | ☐ Disapproved |
Curriculum Committee Chairperson Date |
|--------------|---------------|

| ☐ Approved  | ☐ Disapproved |
Undergraduate/Graduate Academic Board Chairperson Date |
|--------------|---------------|

| ☐ Approved  | ☐ Disapproved |
Provost or Designee Date |
|--------------|---------------|
ENVI A280
Professional Preparation in Environmental Fields I
Course Content Guide

Date: 16 April 2012

I. Course Information

A. College: Arts and Sciences
B. Course Subject: ENVI
C. Course Number: A280
D. Credits/Contact: 1 credits, 1 + 0 contact
E. Title: Professional Preparation in Environmental Fields I
F. Grading Basis: A-F
G. Prerequisite: ENVI A212 or concurrent enrolment
H. Course Fees: No
I. Description: This course will introduce students to internship opportunities, guide their professional preparation through their academic program, encourage planning for graduate school and the pursuit of undergraduate research opportunities, and begin the development of a professional portfolio.

II. Course Level Justification

This course is designed for students who are in the early part of their studies. It will aid them in the planning of their junior and senior years.

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

- Introduce students to the idea of portfolio thinking, including the use of learning artifacts and student reflection.
- Discuss the use and construction of resumes and CVs and assign students to develop their own.
- Lead guided explorations, along with guests and advanced students, on the range of possible career tracks in environmental fields and the academic pathways to these careers.
- Introduce students to the internship requirements in the degree program and encourage the development of an internship plan.
- Expose students to undergraduate research opportunities and the benefits of undergraduate research.
- Describe the process for admission into graduate schools and the considerations inherent in the decision to seek admission and pursue advanced degrees.
- Prepare students to consider how they can be engaged in service-learning and service organizations as students.

B. Student Learning Outcomes
Students will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Demonstrate the ability to employ the following liberal education skills in a disciplinary and pre-professional setting: critical thinking, civic engagement; and technical writing skills.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Apply the following skill sets to address environmental problems and develop solutions in pre-professional, academic, and civic settings: civic engagement, teamwork, and mapping skills (GIS and GPS).</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Articulate academic goals that reflect knowledge of career pathways in environmental fields and the academic preparation required to fulfill professional roles.</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

IV. Course Outline

1. Course introduction
2. Portfolio thinking
3. Portfolio development and learning ‘artifacts’
4. Resumes and CVs
5. Careers in environmental fields
6. Internship opportunities
7. Undergraduate research
8. Graduate school
9. Resumes
10. Service and philanthropy

V. Bibliography


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

2. Course Prefix  
ENVI
3. Course Number  
A480
4. Previous Course Prefix & Number  
NA
5a. Credits/CEUs  
1
5b. Contact Hours  
(1+0)

6. Complete Course Title  
Professional Preparation in Environmental Fields II

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/2013  To: Fall/9999

12.  ☐ Cross Listed with  ☐ Stacked with  ENVI A280  Cross-Listed Coordination

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

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<tr>
<th>Impacted Program/Course</th>
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Initiator Name (typed): Dom Van Dommelen  Initiator Signed Initials:  Date: _

13b. Coordination Email  Date: 3/2/12  submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  Date: 3/2/12

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 professional preparation course that will require students to report on their internships, reflect on their degree program in a systematic manner, and develop future career and academic plans.

16a. Course Prerequisite(s) (list prefix and number)  
ENVI A280, ENVI A385, ENVI A470 with a minimum grade of C

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)  
N/A

17.  ☐ Mark if course has fees

18.  ☐ Mark if course is a selected topic course

19. Justification for Action  
This course is being created to help students prepare to engage professionally after graduation and to reflect on their academic program.

Initiator (faculty only)

Dorn Van Dommelen  Date  
Initiator (TYPE NAME)  Date

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

☐ Approved  ☐ Disapproved  Undergraduate/Graduate Academic Board Chairperson  Date

☐ Approved  ☐ Disapproved  Provost or Designee  Date

☐ Approved  ☐ Disapproved  Department Chairperson  Date

☐ Approved  ☐ Disapproved  Curriculum Committee Chairperson  Date
I. Course Information

A. College:   Arts and Sciences  
B. Course Subject:  ENVI  
C. Course Number:  A480  
D. Credits/Contact:  1 credits, 1 + 0 contact  
E. Title:   Professional Preparation in Environmental Fields II  
F. Grading Basis:  A-F  
G. Prerequisites:  [ENVI A280, ENVI A395, ENVI A470] with a minimum grade of C  
H. Course Fees:  No  
I. Description: A professional preparation course that will require students to report on their internships, reflect on their degree program in a systematic manner, and develop future career and academic plans.

II. Course Level Justification

This course is designed for students in their final year of studies. It will help them to reflect on their college experiences and plan their careers.

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

- Encourage students to produce completed portfolios that require them to reflect on their learning experience in the program and prepare tools that will allow them to pursue their career goals.
- Require students revise their resumes and share them with lower-division students.
- Lead guided explorations, along with guest and advanced students, on the range of possible career tracks in environmental fields and the academic pathways to these careers.
- Require students to present the findings of their internships to lower-division students and to reflect on the lessons learned in those internships.
- Require students to present their undergraduate findings and to reflect on the lessons learned in those internships.
- Describe the process for admission into graduate schools and the considerations inherent in the decision to seek admission and pursue advanced degrees.
- Prepare students to consider how they will be engaged as professionals in service and philanthropy.

B. Student Learning Outcomes
Students will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Demonstrate the ability to employ the following liberal education skills in a disciplinary and professional setting: critical thinking, problem solving, and decision making; ethics and civic engagement; science and technical writing skills.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Apply the following skill sets to address environmental problems and develop solutions in professional, academic, and civic settings: civic engagement, teamwork, habitat assessment, survey design, wetlands delineation, mapping skills (GIS and GPS), knowledge of NEPA.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Articulate professional goals and plans.</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

IV. Course Outline

1. Course introduction
2. Portfolio thinking
3. Portfolio development and learning ‘artifacts’
4. Resumes and CVs
5. Careers in environmental fields
6. Internship opportunities
7. Undergraduate research
8. Graduate school
9. Resumes
10. Service and philanthropy

V. Bibliography


Date:    5 March 2012
To:      CAS Course and Curriculum Committee, UAB
From:    Dorn Van Dommelen

The Department of Geography and Environmental Studies is proposing a number of curricular changes as summarized below:

Environment & Society BA and BS: The department is updating program outcomes and is also adding ENVI A395 and ENVI A490, two regularly offered courses, to the major program. In addition, we are proposing two courses (stacked ENVI A280 and A480) focused on undergraduate professional development. These courses will also enable program assessment through a required electronic portfolio project.

Environmental Studies minor: Program outcomes are being added.

Geography minor: Program outcomes are being added

Geography program course changes: Due to faculty departures and the strategic decision to focus teaching efforts in environmental studies, the department has decided to reduce its offerings in GEOG and create a new special topics course (GEOG A390B) in regional geography.

Courses to be deleted include: GEOG A344, GEOG A345 (and cross-listed HIST A345), GEOG A415 (and cross-listed HIST A415), GEOG A443, and GEOG A447

In addition the CCGs for GEOG A101 and INTL A101 are being updated and our field studies course GEOG A390 is being renumbered A490.
1. School or College
   AS CAS

2. Division
   ASSC Division of Social Science

3. Department
   GES

2. Complete Program Title/Prefix
   Minor, Geography

3. Type of Program
   Choose one from the appropriate drop down menu:
   Undergraduate: Minor or Graduate: CHOOSE ONE

4. Type of Action:
   PROGRAM
   □ Add
   □ Change
   □ Delete
   PREFIX
   □ Add
   □ Change
   □ Inactivate

5. Implementation Date (semester/year)
   From: Fall/2013    To: Fall/9999

6a. Coordination with Affected Units
   Department, School, or College: GES
   Initiator Name (typed): Dorn Van Dommelen
   Initiator Signed Initials: ________
   Date: ____________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 03/02/12

6c. Coordination with Library Liaison
   Date: N/A

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

8. Justification for Action
   Program outcomes added to catalog copy

Initiator (faculty only) Date
Dorn Van Dommelen
Initiator (TYPE NAME)

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved
1a. School or College  
AS CAS

1b. Division  
ASSC Division of Social Science

1c. Department  
GES

2. Complete Program Title/Prefix  
Minor, Environmental Studies

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate:  
Graduate:  
Minor

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

5. Implementation Date (semester/year)  
From: Fall/2013  
To: Fall/9999

6a. Coordination with Affected Units  
Department, School, or College: GES  
Initiator Name (typed): Dorn Van Dommelen  
Initiator Signed Initials: ______

Date: ______________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 03/02/12

6c. Coordination with Library Liaison  
Date: N/A

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

8. Justification for Action  
Program outcomes added to catalog copy and one course change.

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

Dorn Van Dommelen  
Initiator (TYPE NAME)
Minor, Environmental Studies**  
Students majoring in another subject who wish to minor in Environmental Studies must complete the following requirements. At least 20 credits are required for the minor.

Student Learning Outcomes

The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment.
- Apply skill sets such as GIS, knowledge of NEPA and survey design to address environmental problems and develop solutions in professional, academic, and civic settings

1. Complete the following required core courses: (11 Credits)
   - ENVIA211 Environmental Science: Systems and Processes 3
   - ENVIA211L Environmental Science: Systems and Processes Laboratory 1
   - ENVI A212 Living on Earth: People and the Environment 3
   - ENVI A470 Environmental Planning and Problem Solving 4

2. Complete three of the following courses, with at least one from each list: 9-11

   **List A**
   - BIOL A271 Principles of Ecology (4)
   - BIOL A373 Conservation Biology (3)
   - BIOL A490* Selected Lecture Topics in Biology (3)
   - CHEM A450 Environmental Chemistry (3)
   - GEOL A115 Environmental Geology (3)
   - GIS A268 Elements of Geographic Information Systems (GIS) (4)
   - GIS A370 GIS and Remote Sensing for Natural Resources (3)

   **List B**
   - ANTH A354 Culture and Ecology (3)
   - CEL A292 Introduction to Civic Engagement (3)
   - ECON A210 Environmental Economics and Policy (3)
   - ENGL A478 Public Science Writing (3)
   - ENVI/PHIL A303 Environmental Ethics (3)
   - ENVI A395 Environmental Studies Internship (3)
   - LSSS A311 People, Places, and Ecosystems (3)
   - SOC A404 Environmental Sociology (3)

* To be taken under the topic title “Environmental and Ecological Applications of Geographic Information Systems (GIS)”.  
** Not available to Environment & Society majors

Minor, Geography

Students majoring in another subject who wish to minor in Geography must complete the following requirements. At least 19 credits are required for the minor.

Student Learning Outcomes

Outcomes
The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Describe the discipline of geography and use geographic data and tools to explore the workings of society and the diversity of human societies and problems.
- Identify and describe the important physical processes that shape the surface of the earth and produce global patterns.

1. Complete the following required core courses: (10 Credits)
   - GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography 3
   - GEOG A111 Earth Systems: Elements of Physical Geography 3
   - GIS A268 Elements of Geographic Information Systems (GIS) 4

2. Complete one of the following options: (9 Credits)
   a) 9 credits of upper division GEOG
   b) LSSS A311 and 6 credits of upper division GEOG

**Geography and Environmental Studies Faculty**

Shannon Donovan, Assistant Professor, smdonovan@uaa.alaska.edu

Dorn Van Dommelen, Professor, dvandommelen@uaa.alaska.edu

**Affiliated Faculty**

Raymond Anthony, Associate Professor, Philosophy, rxanthony@uaa.alaska.edu

Jackie Cason, Assistant Professor, English, jecason@uaa.alaska.edu

Steve Colt, Professor, Economics, steve.colt@uaa.alaska.edu

Nelta Edwards, Associate Professor, Sociology, nmedwards@uaa.alaska.edu

Lee Ann Munk, Associate Professor/Chair, Geology, lamunk@uaa.alaska.edu

Judith Owens-Manley, Associate Professor, School of Social Work, jowensmanley@uaa.alaska.edu

Frank von Hippel, Professor, Biology, favonhippel@uaa.alaska.edu

David Yesner, Professor, Anthropology, dryesner@uaa.alaska.edu
Minor, Environmental Studies**

Students majoring in another subject who wish to minor in Environmental Studies must complete the following requirements. At least 20 credits are required for the minor.

**Program Student Learning Outcomes**

The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment.
- Apply skill sets such as GIS, knowledge of NEPA and survey design to address environmental problems and develop solutions in professional, academic, and civic settings.

1. Complete the following required core courses: (11 Credits)
   - ENVIA211 Environmental Science: Systems and Processes 3
   - ENVIA211L Environmental Science: Systems and Processes Laboratory 1
   - ENVI A212 Living on Earth: People and the Environment 3
   - ENVI A470 Environmental Planning and Problem Solving 4

2. Complete three of the following courses, with at least one from each list: 9-11

   **List A**
   - BIOL A271 Principles of Ecology (4)
   - BIOL A373 Conservation Biology (3)
   - BIOL A490* Selected Lecture Topics in Biology (3)
   - CHEM A450 Environmental Chemistry (3)
   - GEOL A115 Environmental Geology (3)
   - GIS A268 Elements of Geographic Information Systems (GIS) (4)
   - GIS A370 GIS and Remote Sensing for Natural Resources (3)

   **List B**
   - ANTH A354 Culture and Ecology (3)
   - CEL A292 Introduction to Civic Engagement (3)
   - CEL A305 Environmental Studies Internship (3)
   - ECON A210 Environmental Economics and Policy (3)
   - ENGL A478 Public Science Writing (3)
   - ENV/PHIL A303 Environmental Ethics (3)
   - ENVI A395 Environmental Studies Internship (3)
   - LSSS A311 People, Places, and Ecosystems (3)
   - SOC A404 Environmental Sociology (3)

* To be taken under the topic title “Environmental and Ecological Applications of Geographic Information Systems (GIS)”.  
** Not available to Environment & Society majors

Minor, Geography

Students majoring in another subject who wish to minor in Geography must complete the following requirements. At least 19 credits are required for the minor.

**Student Learning Outcomes Program Outcomes**
The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Describe the discipline of geography and use geographic data and tools to explore the workings of society and the diversity of human societies and problems.
- Identify and describe the important physical processes that shape the surface of the earth and produce global patterns.

1. Complete the following required core courses: (10 Credits)
   
   GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography 3
   GEOG A111 Earth Systems: Elements of Physical Geography 3
   GIS A268 Elements of Geographic Information Systems (GIS) 4

2. Complete one of the following options: (9 Credits)
   a) 9 credits of upper division GEOG
   b) LSSS A311 and 6 credits of upper division GEOG

**Geography and Environmental Studies Faculty**

Mark Carper, Assistant Professor, afmdc@uaa.alaska.edu
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Shannon Donovan, Assistant Professor, afsmdonovan@uaa.alaska.edu
Dorn Van Dommelen, Professor, afdvdvandommelen@uaa.alaska.edu

**Affiliated Faculty**

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Frank von Hippel, Professor, Biology, afkhfayonhippel@uaa.alaska.edu
David Yesner, Professor, Anthropology, afdsdryesner@uaa.alaska.edu
1a. School or College
   AS CAS
1b. Division
   ASSC Division of Social Science
1c. Department
   GES

2. Complete Program Title/Prefix
   Major, Environment and Society

3. Type of Program
   Choose one from the appropriate drop down menu:
   Undergraduate: Bachelor of Arts
   or
   Graduate: CHOOSE ONE

4. Type of Action:
   PROGRAM
   □ Add
   □ Change
   □ Delete
   PREFIX
   □ Add
   □ Change
   □ Inactivate

5. Implementation Date (semester/year)
   From: Fall/2013    To: Fall/9999

6a. Coordination with Affected Units
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   Initiator Name (typed): Dorn Van Dommelen
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6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
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6c. Coordination with Library Liaison
   Date: N/A

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

8. Justification for Action
   Course additions to major reflect departmental efforts to meet student needs.

Initiator (faculty only)

Dorn Van Dommelen
   Initiator (TYPE NAME)
   Date

☐ Approved
☐ Disapproved

Dean/Director of School/College
   Date

☐ Approved
☐ Disapproved

Undergraduate/Graduate Academic
   Date

☐ Approved
☐ Disapproved

Board Chairperson

☐ Approved
☐ Disapproved

Provost or Designee
   Date

☐ Approved
☐ Disapproved

Department Chairperson
   Date

☐ Approved
☐ Disapproved

Curriculum Committee Chairperson
   Date

☐ Approved
☐ Disapproved
1a. School or College  
AS CAS

1b. Division  
ASSC Division of Social Science

1c. Department  
GES

2. Complete Program Title/Prefix
Major, Environment and Society

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: Bachelor of Science
or
Graduate: CHOOSE ONE

4. Type of Action:  
PROGRAM  
- Add  
- Change  
- Delete
PREFIX
- Add  
- Change  
- Inactivate

5. Implementation Date (semester/year)
From: Fall/2013  
To: Fall/9999

6a. Coordination with Affected Units
Department, School, or College: GES
Initiator Name (typed): Dorn Van Dommelen  
Initiator Signed Initials: ______
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8. Justification for Action
Course additions to major reflect departmental efforts to meet student needs

Initiator (faculty only)  
Date  
Dorn Van Dommelen  
Initiator (TYPE NAME)  

Approved
Disapproved

Dean/Director of School/College  
Date

Approved
Disapproved

Undergraduate/Graduate Academic  
Date

Board Chairperson

Approved
Disapproved

Provost or Designee  
Date

Approved
Disapproved

Department Chairperson  
Date

Approved
Disapproved

Curriculum Committee Chairperson  
Date
Environmental problems and society’s responses to the challenges presented by a changing environment are some of the most pressing issues facing our modern world. The interdisciplinary degree in Environment & Society prepares students to be informed citizens and for careers in environmental advocacy, policy setting and analysis, education, urban and resource planning, and graduate studies in a variety of disciplines.

The curriculum in the Environment & Society degree program will educate students about the fundamental role of interconnected, natural/living systems in supporting life and social well-being and the key threats to these systems and the challenges society faces in meeting these threats. In addition, students are exposed to the key methods and tools they will need to engage as professionals and citizens to promote the long-term health and vitality of ecological, social, economic, and cultural systems and to make informed decisions about environmental issues.

Curriculum in the Environment & Society major, as well as other coursework offered by the Department of Geography and Environmental Studies, places an emphasis on community engagement and the development of advanced skills in public science writing.

In addition to a Bachelor of Arts and a Bachelor of Science in Environment & Society, minors in Environmental Studies and in Geography are also offered.

Student Learning Outcomes

The specific educational outcomes that support the program objectives in the BA and BS in Environment & Society are to produce graduates who are able to:

- Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment. (Environmental Knowledge)

- Demonstrate the ability to employ the following liberal education skills in a disciplinary and professional setting: critical thinking, problem solving, and decision making; ethics and civic engagement; science and technical writing skills. (Liberal Knowledge)

- Apply the following skill sets to address environmental problems and develop solutions in professional, academic, and civic settings: civic engagement, teamwork, habitat assessment, survey design, wetlands delineation, mapping skills (GIS and GPS), knowledge of NEPA. (Technical Knowledge)

Bachelor of Arts, Environment & Society
Bachelor of Science, Environment & Society

Admission Requirements

Complete the Admission to Baccalaureate Programs Requirements listed at the beginning of this chapter.

Graduation Requirements
Students must complete the following graduation requirements:

A. **General University Requirements**

Complete the General University Requirements of 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. **College of Arts and Sciences Requirements**

Complete the College of Arts and Sciences Requirements for either a BA or BS degree listed at the beginning of the CAS section.

**Major Requirements**

1. Complete the following departmental core courses (19 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVI A211</td>
<td>Environmental Science: Systems and Processes</td>
<td>3</td>
</tr>
<tr>
<td>ENVI A211L</td>
<td>Environmental Science: Systems and Processes Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ENVI A212</td>
<td>Living on Earth: People and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVI A280</td>
<td>Professional Development in Environmental Fields</td>
<td>1</td>
</tr>
<tr>
<td>ENVI A395</td>
<td>Environmental Studies Internship</td>
<td>3</td>
</tr>
<tr>
<td>ENVI A470</td>
<td>Environmental Planning and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>ENVI A480</td>
<td>Professional Development in Environmental Fields</td>
<td>1</td>
</tr>
<tr>
<td>ENVI A490</td>
<td>Topics in Environment and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Complete the following interdisciplinary core courses (19 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A373</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>CEL A292</td>
<td>Introduction to Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>ECON A210</td>
<td>Environmental Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A478</td>
<td>Public Science Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENVI/PHIL A303</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>GIS A268</td>
<td>Elements of Geographic Information Systems (GIS)</td>
<td>4</td>
</tr>
</tbody>
</table>

3. Complete 9-11 credits from one of the following emphases: 9-11

   **Life Science and Environment Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A271</td>
<td>Principles of Ecology (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL A309</td>
<td>Biogeography (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL A331</td>
<td>Systematic Botany (4)</td>
<td></td>
</tr>
<tr>
<td>BIOL A378</td>
<td>Marine Biology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL A477</td>
<td>Tundra and Taiga Ecosystems (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL A490*</td>
<td>Selected Lecture Topics in Biology (3)</td>
<td></td>
</tr>
</tbody>
</table>

   **Natural Science and Environment Emphasis:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A490*</td>
<td>Selected Lecture Topics in Biology (3)</td>
<td></td>
</tr>
<tr>
<td>CHEM A450</td>
<td>Environmental Chemistry (3)</td>
<td></td>
</tr>
<tr>
<td>GEOL A115</td>
<td>Environmental Geology (3)</td>
<td></td>
</tr>
<tr>
<td>GEOL A340</td>
<td>Hydrogeology (3)</td>
<td></td>
</tr>
<tr>
<td>GEOL A350</td>
<td>Geomorphology (4)</td>
<td></td>
</tr>
<tr>
<td>GEOL A455</td>
<td>Permafrost (3)</td>
<td></td>
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<tr>
<td>GEOL A457</td>
<td>Soil Genesis and Classification (4)</td>
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</tr>
<tr>
<td>GEOL A460</td>
<td>Environmental Geochemistry (3)</td>
<td></td>
</tr>
</tbody>
</table>

   **Society and Environment Emphasis:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A354</td>
<td>Culture and Ecology (3)</td>
<td></td>
</tr>
<tr>
<td>ECON A435</td>
<td>Natural Resource Economics (3)</td>
<td></td>
</tr>
</tbody>
</table>

73
LSSS A311 People, Places, and Ecosystems (3)
SOC A307 Demography (3)
SOC A309 Urban Sociology (3)
SOC A404 Environmental Sociology (3)

* To be taken under the topic title “Environmental and Ecological Applications of Geographic Information Systems (GIS)”.

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

** Minor, Environmental Studies**

Students majoring in another subject who wish to minor in Environmental Studies must complete the following requirements. At least 20 credits are required for the minor.

**Student Learning Outcomes**

The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment.
- Apply skill sets such as GIS, knowledge of NEPA and survey design to address environmental problems and develop solutions in professional, academic, and civic settings

1. Complete the following required core courses: (11 Credits)
   - ENVIA211 Environmental Science: Systems and Processes 3
   - ENVIA211L Environmental Science: Systems and Processes Laboratory 1
   - ENVI A212 Living on Earth: People and the Environment 3
   - ENVI A470 Environmental Planning and Problem Solving 4

2. Complete three of the following courses, with at least one from each list: 9-11

   **List A**
   - BIOL A271 Principles of Ecology (4)
   - BIOL A373 Conservation Biology (3)
   - BIOL A490* Selected Lecture Topics in Biology (3)
   - CHEM A450 Environmental Chemistry (3)
   - GEOL A115 Environmental Geology (3)
   - GIS A268 Elements of Geographic Information Systems (GIS) (4)
   - GIS A370 GIS and Remote Sensing for Natural Resources (3)

   **List B**
   - ANTH A354 Culture and Ecology (3)
   - CEL A292 Introduction to Civic Engagement (3)
   - ECON A210 Environmental Economics and Policy (3)
   - ENGL A478 Public Science Writing (3)
   - ENVI/PHIL A303 Environmental Ethics (3)
   - ENVI A395 Environmental Studies Internship (3)
   - LSSS A311 People, Places, and Ecosystems (3)
   - SOC A404 Environmental Sociology (3)

* To be taken under the topic title “Environmental and Ecological Applications of Geographic Information Systems (GIS)”.

** Not available to Environment & Society majors
Minor, Geography
Students majoring in another subject who wish to minor in Geography must complete the following requirements. At least 19 credits are required for the minor.

Student Learning Outcomes Outcomes
The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Describe the discipline of geography and use geographic data and tools to explore the workings of society and the diversity of human societies and problems.
- Identify and describe the important physical processes that shape the surface of the earth and produce global patterns.

1. Complete the following required core courses: (10 Credits)
   - GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography 3
   - GEOG A111 Earth Systems: Elements of Physical Geography 3
   - GIS A268 Elements of Geographic Information Systems (GIS) 4

2. Complete one of the following options: (9 Credits)
   a) 9 credits of upper division GEOG
   b) LSSS A311 and 6 credits of upper division GEOG

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Environmental problems and society’s responses to the challenges presented by a changing environment are some of the most pressing issues facing our modern world. The interdisciplinary degree in Environment & Society prepares students to be informed citizens and for careers in environmental advocacy, policy setting and analysis, education, urban and resource planning, and graduate studies in a variety of disciplines.

The curriculum in the Environment & Society degree program will educate students about the fundamental role of interconnected, natural/living systems in supporting life and social well-being and the key threats to these systems and the challenges society faces in meeting these threats. In addition, students are exposed to the key methods and tools they will need to engage as professionals and citizens to promote the long-term health and vitality of ecological, social, economic, and cultural systems and to make informed decisions about environmental issues.

Curriculum in the Environment & Society major, as well as other coursework offered by the Department of Geography and Environmental Studies, places an emphasis on community engagement and the development of advanced skills in public science writing.

In addition to a Bachelor of Arts and a Bachelor of Science in Environment & Society, minors in Environmental Studies and in Geography are also offered.

Program Student Learning Outcomes

The specific educational outcomes that support the program objectives in the BA and BS in Environment & Society are to produce graduates who are able to:

- Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment. (Environmental Knowledge)
- Describe the fundamental role of natural/living systems in supporting life and social well-being and the key threats to these systems.
- Demonstrate the ability to employ the following liberal education skills in a disciplinary and professional setting: critical thinking, problem solving, and decision making; ethics and civic engagement; science and technical writing skills. (Liberal Knowledge)
- Explain the central importance of interconnections and relationships among people and the natural world in understanding the environmental and related challenges facing society.
- Apply the following skill sets to address environmental problems and develop solutions in professional, academic, and civic settings: civic engagement, teamwork, habitat assessment, survey design, wetlands delineation, mapping skills (GIS and GPS), knowledge of NEPA. (Technical Knowledge)
- Apply appropriate methods and tools to engage as professionals and citizens to promote the long-term health and vitality of ecological, social, economic, and cultural systems.
- Demonstrate the ability to think critically about the relative merits of arguments, to anticipate consequences of actions, and to make informed decisions about environmental issues.
Bachelor of Arts, Environment & Society  
Bachelor of Science, Environment & Society

Admission Requirements
Complete the Admission to Baccalaureate Programs Requirements listed at the beginning of this chapter.

Graduation Requirements
Students must complete the following graduation requirements:

A. General University Requirements
   Complete the General University Requirements of 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. College of Arts and Sciences Requirements
   Complete the College of Arts and Sciences Requirements for either a BA or BS degree listed at the beginning of the CAS section.

Major Requirements

1. Complete the following departmental core courses (191 Credits)
   - ENVIA211 Environmental Science: Systems and Processes  3
   - ENVIA211L Environmental Science: Systems and Processes Laboratory  1
   - ENVI A212 Living on Earth: People and the Environment  3
   - ENVI A280 Professional Development in Environmental Fields  1
   - ENVI A395 Environmental Studies Internship  3
   - ENVI A470 Environmental Planning and Problem Solving  4
   - ENVI A480 Professional Development in Environmental Fields  1
   - ENVI A490 Topics in Environment and Society  3

2. Complete the following interdisciplinary core courses (22-19 Credits)
   - BIOL A373 Conservation Biology  3
   - CEL A292 Introduction to Civic Engagement  3
   - CEL A295 Civic Engagement Internship  3
   - ECON A210 Environmental Economics and Policy  3
   - ENGL A478 Public Science Writing  3
   - ENVI/PHIL A303 Environmental Ethics  3
   - GIS A268 Elements of Geographic Information Systems (GIS)  4

3. Complete 9-11 credits from one of the following emphases:

   Life Science and Environment Emphasis:
   - BIOL A271 Principles of Ecology (4)
   - BIOL A309 Biogeography (3)
   - BIOL A331 Systematic Botany (4)
   - BIOL A378 Marine Biology (3)
   - BIOL A477 Tundra and Taiga Ecosystems (3)
   - BIOL A490* Selected Lecture Topics in Biology (3)

   Natural Science and Environment Emphasis:
   - BIOL A490* Selected Lecture Topics in Biology (3)
   - CHEM A450 Environmental Chemistry (3)
GEOL A115 Environmental Geology (3)
GEOL A340 Hydrogeology (3)
GEOL A350 Geomorphology (4)
GEOL A455 Permafrost (3)
GEOL A457 Soil Genesis and Classification (4)
GEOL A460 Environmental Geochemistry (3)

Society and Environment Emphasis:
ANTH A354 Culture and Ecology (3)
ECON A435 Natural Resource Economics (3)
LSSS A311 People, Places, and Ecosystems (3)
SOC A307 Demography (3)
SOC A309 Urban Sociology (3)
SOC A404 Environmental Sociology (3)

* To be taken under the topic title “Environmental and Ecological Applications of Geographic Information Systems (GIS)”.

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

**Minor, Environmental Studies**
Students majoring in another subject who wish to minor in Environmental Studies must complete the following requirements. At least 20 credits are required for the minor.

Program Student Learning Outcomes
The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment.

- Apply skill sets such as GIS, knowledge of NEPA and survey design to address environmental problems and develop solutions in professional, academic, and civic settings.

1. Complete the following required core courses: (11 Credits)
   ENVIA211 Environmental Science: Systems and Processes 3
   ENVIA211L Environmental Science: Systems and Processes Laboratory 1
   ENVI A212 Living on Earth: People and the Environment 3
   ENVI A470 Environmental Planning and Problem Solving 4

2. Complete three of the following courses, with at least one from each list: 9-11

   List A
   BIOL A271 Principles of Ecology (4)
   BIOL A373 Conservation Biology (3)
   BIOL A490* Selected Lecture Topics in Biology (3)
   CHEM A450 Environmental Chemistry (3)
   GEOL A115 Environmental Geology (3)
   GIS A268 Elements of Geographic Information Systems (GIS) (4)
   GIS A370 GIS and Remote Sensing for Natural Resources (3)

   List B
   ANTH A354 Culture and Ecology (3)
   CEL A292 Introduction to Civic Engagement (3)
   CEL A395 Civic Engagement Internship (3)
Minor, Geography
Students majoring in another subject who wish to minor in Geography must complete the following requirements. At least 19 credits are required for the minor.

Student Learning Outcomes Program Outcomes

The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- Describe the discipline of geography and use geographic data and tools to explore the workings of society and the diversity of human societies and problems.
- Identify and describe the important physical processes that shape the surface of the earth and produce global patterns.

1. Complete the following required core courses: (10 Credits)
   - GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography 3
   - GEOG A111 Earth Systems: Elements of Physical Geography 3
   - GIS A268 Elements of Geographic Information Systems (GIS) 4

2. Complete one of the following options: (9 Credits)
   a) 9 credits of upper division GEOG
   b) LSSS A311 and 6 credits of upper division GEOG

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Frank von Hippel, Professor, Biology, afkfvonhippel@uaa.alaska.edu
Date: 24 August 2012

To: UAA Undergraduate Academic Board, GERC

From: Dorn Van Dommelen
Social Science Assessment Coordinator, CAS AA program

Re: Changes to GER Social Science outcome and preamble

In the fall of 2010 I was named the social science assessment coordinator in the Associate of Arts program and de facto chair of the CAS AA Social Science Assessment Committee, a position formerly held by the incomparable John Petraitis. As far as the members of the committee know, we are the only committee on campus that is trying to systematically assess learning outcomes focused specifically on the social sciences.

This committee has been functioning for a number of years now and, during this time, has sought to measure learning outcomes consistent with both the AA student learning outcomes and the GER social science outcomes and preamble through a series of income and outcome tests in a large number of GER social science sections in CAS. In the academic year 2010-11, acting on John's advice, in my first effort as chair of the committee, I attempted to "close the outcome assessment circle" by bringing together CAS departments that have participated in this process to discuss our findings.

Our discussion led us to conclude that the learning outcomes we have been measuring, which were drawn from both the AA outcomes and the GER outcomes and preamble on the social sciences, were, in themselves, problematic. If you read the preamble, for example, you will find the "outcomes" heavily weighted towards addressing social science methods. As a consequence, John asked departments to measure these outcomes. While some of the CAS departments complied with that request, a number found the task difficult. They argued that while social science methods are important, the social sciences should be about much more. When we reconvened in the spring of 2011 to discuss outcomes, this was a dominant theme. Our conclusions were that we needed to rewrite the GER preamble and develop a set of learning outcomes that were more reflective of the themes we believe are critical in the social sciences.

Of course, the desire was that social science methods would still be a part of this new preamble. (The Board of Regents requires that social science courses in the GERs be "broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.") But we had hopes to expand the preamble's scope to stress content in the disciplines and attitudes about the social world.
At the end of the 2010-11 academic year, I opened a comment period, expanding group membership to include all Goose Lake departments teaching a social science GER, lasting until January, 2012. I was on sabbatical during the fall and unable to keep the process moving quickly during that time. In January, 2012, I reconvened our AA assessment committee, but also opened it to any Goose Lake campus stakeholder wishing to participate. At that meeting, held, auspiciously, on January, Friday the 13th, we drafted a new preamble. That preamble was then available for scrutiny for several weeks. We met again on January 27th and made minor modifications to the draft, accepting it as a rough, working document.

While planning for this meeting, I realized that extended sites needed to be included in the process. In consultation with Academic Affairs, I informed the extended sites of the progress that the committee had made and began to collect revisions from those sites. All proposed revisions were circulated to an ever widening group. On February 13th I held one last committee meeting, inviting participation and comments by the extended sites.

The process ended on March 23rd. On this day I sponsored a CAFÉ open meeting and audio conference on the social science GER outcome and preamble collecting final comments and revisions to the plan. The attached social science GER outcome and preamble was finalized after this meeting.

This memo is submitted along with a document showing the proposed revisions to the GER social science outcomes and preamble. In addition, I have included a spreadsheet that lists the names of each of the individuals who were regularly in contact through this process.

I hope that the UAB and GERC will genuinely consider these proposed changes, which were made through a process that was as transparent and inclusive as possible. The proposed outcome and preamble conform with BOR policy on the social sciences and represent the collective will of the social sciences at the University of Alaska Anchorage. Indeed the process itself helped to build a degree of esprit d’corps in the social sciences which I hope will lead to efforts being made this year to measure outcomes not only in the College of Arts and Science AA degree program, but on a university-wide basis.

Copy to: Dean Rashmi Prasad, CBPP
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        Dean Karen Scmitt, CTC
        Dean Orson Smith, SOE
        Dean John Stalvery, CAS
        Dean Ed McLain, COE
        Dean Stephen Rollins, Consortium Library
        Dean Ronald Spatz, University Honors
        Associate Dean Claudia Clark, CBPP
        Associate Dean Susan Kaplan, COH
        Associate Dean Steve Strom, CTC
        Associate Dean Cathy LeCompte, CTC
        Associate Dean Bart Quimby, SOE
        Associate Dean Patty Linton, CAS
        Associate Dean Stasha Green, COE
Associate Dean Judith Owens-Manley, University Honors
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Dr. Rhonda Johnson, Health Services
Dr. Laura Kelly, Human Services
Dr. Elizabeth Sirles, SW
Dr. Paolo Banchero, JPC
Dr. Andre Rosay, JUST
Dr. Allan Barnes, JUST
Dr. John Riley, SOC
Dr. Sarah Gerkin, LS
Dr. Jim Muller, PS
Dr. Caludia Lampman, PSY
Dr. Kimberly Pace, WS
General Education Requirement Student Learning Outcomes
After completing the General Education Requirements, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Describe the theories, methods, and data used by social sciences to critically study how society works and how our social realities are created;
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.

7. Social Sciences
(outside the major and from two different disciplines)
The social sciences constitute the various fields of study concerned with society, social interaction, and human behavior. Each of the specific disciplines in the social sciences is a historically recognized area of inquiry with a scientifically grounded methodology, yet they all share the goal of understanding society, its institutions, and its people and their behavior.

Therefore, each of the social science courses under the rubric of General Education Requirements (GER), share common learning outcomes. Upon successful completion of a social science GER, the student 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.
**General Education Requirement Student Learning Outcomes**

After completing the General Education Requirements, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;
5. Describe the theories, methods, and data used by social sciences to critically study how society works and how our social realities are created;
6. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;
7. Identify ways in which science has advanced the understanding of important natural processes;
8. Locate and use relevant information to make appropriate personal and professional decisions;
9. Adopt critical perspectives for understanding the forces of globalization and diversity; and
10. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

**7. Social Sciences**

(outside the major and from two different disciplines)

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Therefore, each of the social science courses under the rubric of General Education Requirements (GER), share common learning outcomes. Upon successful completion of a social science GER, the student 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. The social sciences focus on the acquisition, analysis and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a social sciences GER course should be motivated to reflect on the workings of the society of which they are a part and should possess a...
broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and nonempirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning and application to social aspects of contemporary life. A student who has met the social science GER is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.
<table>
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</table>
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  KP KPC
1b. Division  ADCE Division of Community Ed
1c. Department  CED

2. Course Prefix  CED
3. Course Number  A185
4. Previous Course Prefix & Number  CED A185
5a. Credits/CEUs  1
5b. Contact Hours  (Lecture + Lab) (1+0)

6. Complete Course Title
Presenting Art Lessons K-12

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  ☐ Co-requisites
☐ Test Score Prerequisites  ☐ Course Description  ☐ Registration Restrictions
☐ Other Restrictions  ☐ Class  ☐ Level  ☐ College  ☐ Major
☐ Other (please specify)

9. Repeat Status No  ☐ of Repeats  ☐ Max Credits

10. Grading Basis
☑ A-F  ☐ P/NP  ☐ NG

11. Implementation Date
Semester/year  From: Spring/2013 To: /9999

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

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

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

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</tr>
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<tr>
<td>3.</td>
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Initiator Name (typed):  Initiator Signed Initials:  Date:

13b. Coordination Email  Date: 2/14/2012
    submitted to Faculty Listserv:  (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  Date: 3/22/2012

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

15. Course Description (suggested length 20 to 50 words)
Provides guidelines and information for artists and community members who want to present art experiences in classroom settings. Includes effective classroom and materials management, and guidance for working with schools and teachers in residency type situations. Participants need prior familiarity with art concepts. This is not an art methods course.

16a. Course Prerequisite(s) (list prefix and number)  None
16b. Test Score(s)  NA
16c. Co-requisite(s) (concurrent enrollment required)  NA
16d. Other Restriction(s)
☐ College  ☐ Major  ☐ Class  ☐ Level
16e. Registration Restriction(s) (non-codable)  NA

17. ☑ Mark if course has fees
18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course serves community needs

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

Undergraduate/Graduate Academic Board Chairperson  Date

Provost or Designee  Date
I. Initiation Date: March 28, 2012

II. Course Information
   A. College: Kenai Peninsula College
   B. Course Title: Presenting Art Lessons K-12
   C. Course Subject/Number: CED A185
   D. Credit: 1.0 credits
   E. Contact Time: 1+0
   F. Grading Information: A-F
   G. Course Description: Provides guidelines and information for artists and community members who want to present art experiences in classroom settings. Includes effective classroom and materials management, and guidance for working with schools and teachers in residency type situations. Participants need prior familiarity with art concepts. This is not an art methods course.
   H. Status of course relative to degree or certificate programs: Elective
   I. Lab Fee: yes
   J. Coordination: Faculty Listserve
   K. Course Prerequisite: None
   L. Registration Restrictions: None

III. Course Level Justification
     Course serves community needs

IV. Instructional Goals
     The instructor will:
     A. Introduce students to Alaska State Art Standards and local district curriculum
     B. Present basic framework of standards based art education
     C. Provide lesson design techniques for teaching Alaska Art Standards
     D. Familiarize students with school art materials and methods of materials preparation
     E. Provide explicit classroom management techniques
     F. Discuss the importance of brain theory/multiple intelligences
     G. Describe effective arts assessment
     H. Describe techniques for displaying student work
     I. Present strategies for planning school visits and working with staff
     J. Guide students in preparing an art lesson to present in class
     K. Provide information about art advocacy and Artist-in-Schools Program
V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>One or more of the following assessment methods will be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrate knowledge of Alaska State Art Standards, and district art curriculum</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>B. Develop lessons plans that meet state standards and district curriculum objectives</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>C. Demonstrate understanding of current brain research and multiple intelligence educational theories that support the teaching of the arts</td>
<td>Reading response</td>
</tr>
<tr>
<td>D. Demonstrate knowledge of art materials and materials preparation as it relates to teaching in K-12 classrooms</td>
<td>Lesson plan</td>
</tr>
<tr>
<td>E. Use basic teaching strategies and classroom management procedures that pertain to the teaching of the arts</td>
<td>In class participation</td>
</tr>
<tr>
<td>F. Devise strategies for planning school residencies and working with school staff</td>
<td>School visit action plan</td>
</tr>
<tr>
<td>G. Follow guidelines and procedures for the Alaska State Council on the Arts’ Artist-in-Schools residencies and the role of artists and classroom teachers in those residencies</td>
<td>Panel discussion</td>
</tr>
</tbody>
</table>

VI. Course Content Outline

A. Philosophical context for art in schools and brain research
   1. Studies
   2. Data

B. Alaska Standards for Arts Education Framework
   1. Art history
   2. Art production
   3. Aesthetics
   4. Art criticism

C. Art methods for the classroom
   1. Appropriate art materials
   2. Materials preparation
   3. Methods of effective cleanup
   4. Mounting and display of student art work

D. Lesson plan writing
   1. Art standards
   2. Content
   3. Format
   4. Assessment
E. Working with staff and schools
   1. Finding opportunities
   2. Scheduling and contact person
   3. Supplies acquisition
   4. Teacher workshops
   5. Housing and other necessities
   6. Payment

F. Art lesson presentation
   1. Pre planning with classroom teachers
   2. Choosing an art lesson to meet classroom needs
   3. Delivery of information and concepts

VII. Suggested Text

VIII. Bibliography
    
    
    
    
    
    
    
    *Classic text
#### 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>CH College of Health</td>
<td>ADHS Div of Human Sv</td>
<td>Human Services</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>
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<td>A101</td>
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<td>3.0</td>
<td>(Lecture + Lab)</td>
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<td></td>
<td></td>
<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Introduction to Human Services</td>
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</table>

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
</tr>
<tr>
<td></td>
<td>Change</td>
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<td></td>
<td>Delete</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: January/2013</td>
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<td>NG</td>
<td>To: /9999</td>
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<th>12. Cross Listed with</th>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Human Services</td>
<td>156</td>
<td></td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>Mat-Su - AAS Human Services</td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
<td></td>
</tr>
<tr>
<td>KPC/Kachemak Bay Branch</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Bettina Kipp/Carol Swartz</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Laura Kelley
Initiator Signed Initials: _________ Date:________________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 2/17/2012</th>
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submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

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<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 2/17/2012</th>
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14. General Education Requirement

Mark appropriate box:

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

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

Introduces Human Services as a profession. Traces historical and contemporary service delivery approaches. Identifies ethical and professional roles of human service workers. Examines human service consumer problems and appropriate helping systems and strategies.

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) N/A

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only) Ira Rosnel
Initiator (TYPE NAME) [ ]
Date

Approved
Disapproved

Dean/Director of School/College

Date

Approved
Disapproved

Undergraduate/Graduate Academic Board Chairperson

Date

Approved
Disapproved

Provost or Designee

Date
I. Date of Initiation
February, 2012

II. Curriculum Action Request
A. College  College of Health
B. Course Subject  Human Services
C. Course Number  HUMS A101
D. Number of Credits  3.0
E. Contact Hours  3+0
F. Course Program  Associate of Applied Science in Human Services
G. Course Title  Introduction to Human Services
H. Grading Basis  A-F
I. Implementation Date  January, 2013
J. Cross-listed/Stacked  N/A
K. Course Description  Introduces Human Service as a profession. Traces historical and contemporary service delivery approaches. Identifies ethical and professional roles of human service workers. Examines human services consumer problems and appropriate helping systems and strategies.

L. Course Prerequisites  N/A
M. Test Scores  N/A
N. Course Co-Requisite  N/A
O. Other Restrictions  N/A
P. Registration Restrictions  N/A
Q. Course Fees  Yes

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Promote students’ understanding of Human Services as a profession and service delivery approach.
   2. Familiarize students with the historical changes in social service delivery leading to contemporary human service best-practice methods.
   3. Present Human Service Code of Conduct, relevant legal, professional, ethical standards related to confidentiality, release of information, mandatory reporting and barrier crimes legislation.
   4. Familiarize students with human service agency structure, governance, funding sources and processes.
   5. Associate a strength-based approach in assessing client functioning and need identification with human service intervention strategies.
   6. Explain and demonstrate effective helping communication skills.
   7. Discuss the impact of diversity in the helping relationship.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td><strong>Student Outcomes</strong></td>
</tr>
<tr>
<td>1. Illustrate Human Services as a profession and social service delivery model.</td>
</tr>
<tr>
<td>2. Identify the historical changes in social service delivery leading to the contemporary human service model.</td>
</tr>
<tr>
<td>3. Recognize the relationship between the Human Service Code of Conduct and human service professional practice.</td>
</tr>
<tr>
<td>4. Articulate human service agency structure, governance, functioning, funding sources and processes.</td>
</tr>
<tr>
<td>5. Identify human service professional procedures associated with a strength based approach to client assessment and need identification.</td>
</tr>
<tr>
<td>6. Link human needs and problems in daily living with client assessment and interventions.</td>
</tr>
<tr>
<td>7. Demonstrate effective helping communication skills with an emphasis upon serving diverse clients.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
The course provides students with foundational knowledge regarding Human Services as a profession and a social service delivery model.

V. Topical Course Outline
1.0 Safety
   1.1 Campus safety
   1.2 Classroom protocol in the event of an emergency

2.0 Human Services Profession
   2.1 Definition and purpose of Human Service profession
   2.2 Social service response pre-1900s
   2.3 Social service response in 20\(^{th}\) and 21\(^{st}\) centuries

3.0 Human Service Code of Conduct
   3.1 Professional values
   3.2 Clarifying personal values
   3.3 Separating personal and professional values
   3.4 Confidentiality, release of information, mandatory reporting, barrier crimes

4.0 Human Services agency
   4.1 Agency structure and mission
   4.2 Governance
   4.3 Function
4.4 Client population
4.5 Funding

5.0 Strength-based approach
5.1 Maslow’s hierarchy of needs
5.2 Eleven areas of daily functioning
5.3 Information gathering of human needs and problems
5.4 Assessment of strengths and problems of clients

6.0 Human service worker intervention roles
6.1 Roles providing clients with direct basic need
6.2 Roles providing clients with linkage to needed resources and opportunities
6.3 Roles enhancing client problem-solving and coping abilities
6.4 Roles providing for clients who have broken the law and/or who are incapable of self-care

VI. Suggested Texts


VII. Bibliography and Resources


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

1a. School or College  
CH College of Health  
1b. Division  
ADHS Div of Human Svs Health Sci  
1c. Department  
Human Services

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<td>HUMS</td>
<td>A107</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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</table>

6. Complete Course Title  
History and Systems of Human Services  
History and Systems of HUMS  
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  
☐ Co-requisites  
☐ Other Restrictions  
☐ Class  
☐ Level  
☐ College  
☐ Major  
☒ Other make required course (please specify)

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

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

11. Implementation Date  
sem/yr

From: January/2013  
To: 9999

12. ☐ Cross Listed with N/A  
☐ Stacked with N/A

Cross-Listed Coordination Signature

13a. Impacted Courses or Programs:  
List any programs or college requirements that require this course.  
Please type into fields provided in table. If more than three entries, submit a separate table.  
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Initiator Name (typed): Laura Kelley  
Initiator Signed Initials: ______________________

13b. Coordination Email  
Date: 2/17/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 2/17/2012

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 historical foundations of the human service profession through the lens of formative legislation and service delivery systems.

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)  
N/A

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only)  
Laura Kelley  
Initiator (TYPE NAME)

☐ Approved  
☐ Disapproved

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Date

Board Chairperson  
Date

Provost or Designee  
Date

☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved  
☐ Approved  
☐ Disapproved
I. Date of Initiation
February, 2012

II. Curriculum Action Request
A. College               College of Health
B. Course Subject       Human Services
C. Course Number        HUMS A107
D. Number of Credits    3.0
E. Contact Hours        3+0
F. Course Program       Associate of Applied Science in Human Services
G. Course Title         History and Systems of Human Services
H. Grading Basis        A-F
I. Implementation Date  January 2013
J. Cross-listed/Stacked N/A
K. Course Description   Introduces the Human Service profession through the lens of formative legislation, service delivery systems and future trends
L. Course Prerequisites N/A
M. Test Scores          N/A
N. Course Co-requisites N/A
O. Other Restrictions   N/A
P. Registration Restrictions N/A
Q. Course Fees          No

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Introduce historically significant human service developments to include human service generalist approach, educational preparation, professional standards and national certification.
   2. Discuss the human service profession as a system of social service delivery.
   3. Examine the foundations of service coordination, assessment and service planning.
   4. Delineate the past as prologue to both contemporary and future of human service practice.
   5. Examine the globalization of human services in relation to power and economic systems.
   6. Present human service challenges of the future through a systems perspective.

B. Upon completion of this course the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Outcomes</strong></td>
</tr>
<tr>
<td>1. Discuss the historical/social backdrop of the human service movement including the evolution of human service generalist approach, professional standards and national certification.</td>
</tr>
<tr>
<td>2. Identify Human Services as a service delivery system.</td>
</tr>
</tbody>
</table>
### Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Describe the foundations of service coordination, client assessment and service planning.</td>
<td>Small group discussion, written assignment</td>
</tr>
<tr>
<td>4. Recognize the past as prologue for both contemporary and future human service practice.</td>
<td>Class discussion written assignment</td>
</tr>
<tr>
<td>5. Relate the globalization of human services in terms of power and economic systems.</td>
<td>Small group activity, written assignment</td>
</tr>
<tr>
<td>6. Discuss future human service challenges through a systems perspective.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>7. Identify new Human Services directions in the 21st century.</td>
<td>Small group activity, written assignment</td>
</tr>
<tr>
<td>8. Describe macro human service practice</td>
<td>Written assignment</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

Introductory course in human service history and service delivery systems.

### V. Topical Course Outline

1.0 Social conditions influencing the human service movement in the United States
   1.1 Systems Theory as an informative model
   1.2 Social and political systems
   1.3 Political structure
   1.4 Economic systems

2.0 Foundational human service developments
   2.1 New Deal and Social Security Act
   2.2 The GI Bill
   2.3 Civil rights movement
   2.4 The great society
   2.5 The Economic Opportunity act
   2.6 The Manpower Act
   2.7 Welfare Reform

3.0 The human service generalist concept
   3.1 Emergence of human service professional: service delivery model
   3.2 Emergence of postsecondary and graduate degree programs
   3.3 The mental health generalist concept
   3.4 Professional organization: National Organization of Human Services, Council for Standards in Human Service Education

5.0 The Human Services identify
   5.1 Best practices and ethical practices
   5.2 Code of Conduct
   5.3 Professional collaboration and networking
   5.4 Credentialing
   5.5 Barrier crimes legislation
   5.6 Board Certified Human Service Practitioner
6.0 Human Services in the 21st century: New Directions
   6.1 The Global community and social change
   6.2 Power and economic systems
   6.3 The underclass

7.0 Current and Future Human Service challenges
   7.1 HIV/AIDS, Human and sex trafficking
   7.2 Homelessness
   7.3 Economic injustice, vulnerable and oppressed populations
   7.4 Refugees and social disorder

8.0 Macro Practice
   8.1 Community development
   8.2 Community organizing

VI. Suggested Texts


VII. Bibliography


* Classic work.
## Course Action Request

**University of Alaska Anchorage**

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

### 1a. School or College

| CH College of Health |

### 1b. Division

| ADHS Div of Human Svs Health Sci |

### 1c. Department

| Human Services |

### 2. Course Prefix

| HUMS |

### 3. Course Number

| A122 |

### 4. Previous Course Prefix & Number

| N/A |

### 5a. Credits/CEUs

| 3.0 |

### 5b. Contact Hours

| (Lecture + Lab) | (3+0) |

### 6. Complete Course Title

| Substance Abuse as a Contemporary Problem |

### 7. Type of Course

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

### 8. Type of Action:

- [x] Change

If a change, mark appropriate boxes:

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

### 9. Repeat Status No

| # of Repeats | Max Credits |

### 10. Grading Basis

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

### 11. Implementation Date

| semester/year |

**From:** January/2013  
**To:** /9999

### 12. Cross Listed with

- [ ] N/A

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

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

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13b. Coordination Email

| Date: 2/17/2012 |

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

### 13c. Coordination with Library Liaison

| Date: 2/17/2012 |

### 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)

Presents current issues in addiction through a Human Service perspective emphasizing social, legal, public health and public policy contexts.

### 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)

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<th>Class</th>
<th>Level</th>
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### 16e. Registration Restriction(s) (non-codable)

| N/A |

### 17. Mark if course has fees

- [ ] Mark if course is a selected topic course

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

### 19. Justification for Action

Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator Name (typed): Laura Kelley  
Initiator Signed Initials: _________  
Date:________________

Initiator (faculty only)

Laura Kelley

Initiator (TYPE NAME)

- [ ] Approved
- [ ] Disapproved

- [ ] Approved
- [ ] Disapproved

- [ ] Approved
- [ ] Disapproved

- [ ] Approved
- [ ] Disapproved

- [ ] Approved
- [ ] Disapproved

- [ ] Approved
- [ ] Disapproved
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<td></td>
<td></td>
<td>433/3/13/12</td>
<td>Laura Kelley</td>
</tr>
</tbody>
</table>
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation  
January, 2012

II. Curriculum Action Request  
A. College  
   College of Health  
B. Course Subject  
   Human Services  
C. Course Number  
   HUMS A122  
D. Number of Credits  
   3.0  
E. Contact Hours  
   3+0  
F. Course Program  
   Associate of Applied Science in Human Services  
G. Course Title  
   Substance Abuse as a Contemporary Problem  
H. Grading Basis  
   A-F  
I. Implementation Date  
   January 2013  
J. Cross-listed/Stacked  
   N/A  
K. Course Description  
   Presents current issues in addiction through a Human Service perspective emphasizing social, legal, public health and public policy contexts.  
L. Course Prerequisites  
   N/A  
M. Test Scores  
   N/A  
N. Course Co-requisites  
   N/A  
O. Other Restrictions  
   N/A  
P. Registration Restrictions  
   N/A  
Q. Course Fees  
   No

III. Instructional Goals and Student Learning Outcomes  
A. The instructor will:  
   1. Introduce basic information concerning current addiction issues from national, state and local perspectives.  
   2. Explore current addictions issues.  
   3. Define classifications of psychoactive substances.  
   4. Present addictive behavior as a continuum of use.  
   5. Discuss the social and cultural norms found in addictive behavior.  
   6. Delineate the range of substance abuse treatment models.  
   7. Define public policy and legal considerations regarding substance abuse and addiction.  

B. Upon completion of this course, the student will be able to:  

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>1. Discuss current substance abuse issues from national, Alaskan and local perspectives.</td>
<td>Written assignment</td>
</tr>
<tr>
<td>2. Analyze both historical and current substance abuse and addiction issues.</td>
<td>Written assignment, Small group discussion</td>
</tr>
<tr>
<td>3. Define and classify psychoactive substances.</td>
<td>Written assignment, Class discussion</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes and Assessment Measures

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 4. Define the continuum of addictive behaviors. | Small group activity  
                              Written assignment |
| 5. Discuss the social and cultural values found in addictive behavior. | Class discussion  
                              Written assignment |
| 6. Differentiate among substance abuse treatment models. | Small group discussion  
                              Written assignment |
| 7. Discuss current public policy and legal considerations regarding substance abuse. | Written assignment |
| 8. Define prevention strategies in substance abuse. | Small group discussion  
                              Class presentation |
| 9. Discuss emerging issues in treatment and prevention in substance abuse. | Written assignment |

### IV. Course Level Justification
 Introductory course used as a selective in Human Services Associate of Applied Science.

### V. Topical Course Outline

1.0 Historical perspectives of substance abuse

1.1 Nationally

1.2 Alaska

1.3 Local

2.0 Understanding drugs

2.1 Definitions

2.2 Classification

2.3 Drug schedule

2.4 Brief overview of physiology and pharmacology

3.0 Addictive behavior continuum

3.1 Use

3.2 Abuse

3.3 Dependence

3.4 Intersection of substance abuse and mental health issues: co-occurring disorders

4.0 Social and cultural values and norms in psychoactive drug use

4.1 Impact upon individuals

4.2 How families are affected

4.3 The consequences to communities

4.4 The cost to society

5.0 Substance abuse treatment models

5.1 Why people use

5.2 Self-help programs (Alcoholic Anonymous: 12 step program)

5.3 Treatment programs

5.4 Public health approaches

6.0 Substance abuse public policy and legal issues

6.1 Prohibition
6.2 Driving under the influence
6.3 Blood alcohol levels
6.4 Drug testing and implications
6.5 Barrier crime regulations

7.0 Overview of substance abuse prevention efforts
7.1 Public health models
7.2 Risk reduction
7.3 Strengths and assets model

8.0 Emerging issues in substance abuse
8.1 Women
8.2 Older adults
8.3 Culture and ethnicity
8.4 Sobriety movement
8.5 Behavioral contracts

VI. Suggested Text:

VII. Bibliography:


**Course Action Request**

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

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<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
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<td>ADHS Div of Human Sv Health Sci</td>
<td>Human Services</td>
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<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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6. Complete Course Title

Public Education and Prevention in Substance Abuse
Pub Ed & Prevent in Sub Abuse

Abbreviated Title for Transcript (30 character)

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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
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<td>☑ Add</td>
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10. Grading Basis

| ☑ A-F  | ☑ P/NP  | ☑ NG  |

11. Implementation Date

From: January/2013  To: /9999

12. Cross Listed with N/A

Stacked with N/A

Cross-Listed Coordination Signature

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

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Initiator Name (typed): Laura Kelley  
Initiator Signed Initials: ___________  Date: ___________

13b. Coordination Email  
Date: 2/17/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 2/17/2012

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)

Presents knowledge and skills as tools in the development of community education and prevention programs in substance abuse.

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)
N/A

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action

Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only)  
Laura Kelley  
Initiator Signed Initials: ___________  Date: ___________

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I. Date of Initiation

February, 2012

II. Curriculum Action Request

A. College College of Health
B. Course Subject Human Services
C. Course Number HUMS A123
D. Number of Credits 3.0
E. Contact Hours 3+0
F. Course Program Associate of Applied Science in Human Services
G. Course Title Public Education and Prevention in Substance Abuse
H. Grading Basis A-F
I. Implementation Date January 2013
J. Cross-listed/Stacked N/A
K. Course Description Presents knowledge and skills as tools in the development of community education and prevention programs in substance abuse.

L. Course Prerequisites N/A
M. Test Scores N/A
N. Course Co-requisites N/A
O. Other Restrictions N/A
P. Registration Restrictions N/A
Q. Course Fees No

III. Instructional Goals and Student Outcomes

A. The instructor will:
   1. Present basic information concerning historic and current trends in substance abuse issues, education and prevention.
   2. Explain the historical framework through which to view contemporary substance abuse education and prevention issues.
   3. Discuss basic information concerning the need for substance abuse education and prevention programs.
   4. Delineate public policy and legal issues associated with substance abuse as a social problem.
   5. Illustrate the process of setting a community education and prevention policy agenda.
   7. Define emerging issues in substance abuse prevention and education.
B. Upon completion of this course, the student will be able to:

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<th>Student Outcomes and Assessment Measures</th>
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<td><strong>Outcomes</strong></td>
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<td>2. Define the contemporary needs for substance abuse education and prevention programs.</td>
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<tr>
<td>3. Identify current major public policy and legal issues associated with substance abuse education and prevention programs.</td>
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<tr>
<td>4. Demonstrate the process of setting a community substance abuse education and prevention agenda.</td>
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<td>5. Define and discuss current substance abuse education and prevention models.</td>
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<tr>
<td>6. Discuss emergent issues in substance abuse education and prevention through a Human Service perspective.</td>
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IV. Course Level Justification
Introductory course used as a selective in Human Services Associate of Applied Science.

V. Topical Course Outline

1.0 Substance abuse education and prevention: historic, contemporary trends
   1.1 Historic trends
   1.2 Contemporary trends

2.0 The need for community based substance abuse education and prevention programs.
   2.1 Social history of substance abuse
   2.2 Biological/genetic perspective
   2.3 Individual needs perspective

3.0 Public policy and legal issues in substance abuse
   3.1 Prohibition
   3.2 Drug testing and implications
   3.3 Barrier crimes legislation

4.0 Setting a community education and prevention policy agenda
   4.1 Enhancing community education and prevention collaboration
   4.2 Developing cross sectors collaborations in a social context
   4.3 Developing multiple stakeholder
5.0 Education models and strategies
   5.1 Public health model
   5.2 Socio-cultural model
   5.3 Medical model
   5.4 Bio-social model

6.0 Prevention models and strategies
   6.1 Prevention policy issues and classification systems
   6.2 Public health model
   6.3 Strengths model
   6.4 Harm reduction model
   6.5 What works in prevention

7.0 Example programs
   7.1 Drinking and driving measures/countermeasures
   7.2 Drug abuse measures/countermeasures
   7.3 Modifying context
   7.4 Regulation/restriction

8.0 Emerging issues in substance abuse education and prevention
   8.1 Substance abuse education and prevention on an international level
   8.2 Emergent education and prevention initiatives
   8.3 Demographic trends

VI. Suggested Texts

VII. Bibliography


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

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<th>5b. Contact Hours</th>
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<td>(Lecture + Lab) (3+0)</td>
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6. Complete Course Title
Introduction to the Physiology and Pharmacology of Substance Abuse
Int to Phy and Phar of Sub Abs

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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
- [ ] Credits/CEUs
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Cross-Listed/Stacked
- [ ] Course Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] Other make selective course (please specify)

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

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

11. Implementation Date
- [ ] semester/year
- From: January/2013
- To: /9999

12. Cross Listed with
- [ ] N/A
- [ ] Stacked with N/A
- [ ] Cross-Listed Coordination Signature

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

13b. Coordination Email
Date: 2/17/2012
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 2/17/2012

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

15. Course Description (suggested length 20 to 50 words)
Introduces basic properties and effects of psychoactive substances on human physiology from a substance abuse treatment perspective.

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)
N/A

18. Mark if course is a selected topic course

19. Justification for Action
Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only)
Laura Kelley
Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

Date

Dean/Director of School/College

[ ] Approved
[ ] Disapproved
Undergraduate/Graduate Academic Board Chairperson

[ ] Approved
[ ] Disapproved
Provost or Designee

[ ] Approved
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<td>AAS Human Services</td>
<td>Selective Course</td>
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<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>Mat-Su - AAS Human Services</td>
<td>Selective Course</td>
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<td>88-90 (Mat-Su Catalog)</td>
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<td>2/14/12</td>
<td>Ann Yaros</td>
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<td>Selective Course</td>
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<td></td>
<td>2/14/12</td>
<td>Betitina Kipp/Carol Swartz</td>
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<td>HUMS A416</td>
<td>Prerequisite</td>
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<td>433</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
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I. Date of Initiation  
February, 2012

II. Curriculum Action Request
A. College  
College of Health
B. Course Subject  
Human Services
C. Course Number  
HUMS A124
D. Number of Credits  
3.0
E. Contact Hours  
3+0
F. Course Program  
Associate of Applied Science in Human Services
G. Course Title  
Introduction to the Physiology and Pharmacology of Substance Abuse
H. Grading Basis  
A-F
I. Implementation Date  
January 2013
J. Cross-listed/Stacked  
N/A
K. Course Description  
Introduces basic properties and effects of psychoactive substances on human physiology from a substance abuse treatment perspective.
L. Course Prerequisites  
N/A
M. Test Scores  
N/A
N. Course Co-requisites  
N/A
O. Other Restrictions  
N/A
P. Registration Restrictions  
N/A
Q. Course Fees  
No

III. Instructional Goals and Student
A. The instructor will:
1. Familiarize students with the historical and contemporary themes of drug use.
2. Present and explain the classification of psychoactive drugs.
3. Delineate the roles of heredity and environment in relation abuse and addiction.
4. Introduce and discuss polydrug addiction.
5. Describe the physical and psychological the effects of psychoactive drugs, and alcohol addiction upon humans.
6. Illustrate substance usage from experimentation to addiction.
7. Examine contemporary theories of addiction and compulsion.
8. Explain compulsive behaviors as addictions.

B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the historical and contemporary themes of drug use, alcoholism and addiction.</td>
<td>Class discussion, Written test</td>
</tr>
<tr>
<td>2. Describe the classification of psychoactive drugs.</td>
<td>Class discussion, Written assignment</td>
</tr>
<tr>
<td>Student Outcomes and Assessment Measures</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Assessment Measures</strong></td>
</tr>
</tbody>
</table>
| 3. Discuss the roles of heredity and environment in relation to use, abuse and addiction from the perspective physiological and psychological effects. | Class discussion  
Written assignment |
| 4. Differentiate among psychoactive, polydrug and alcohol addiction. | Class discussion  
Role play  
Written assignments |
| 5. Identify and discuss contemporary models of addiction and compulsion with implications for treatment. | Class discussion  
Written test |
| 6. Trace substance abuse journey from experimentation to addiction. | Class discussion  
Written assignment |
| 7. Recognize and discuss the relationship between substance abuse/addiction and mental health issues. | Class discussion  
Written test |
| 8. Discuss dual diagnosis with implications for treatment. | Class discussion  
Written paper |

**IV. Course Level Justification**
Introductory course used as a selective in Human Services Associate of Applied Science.

**V. Topical Course Outline**
1.0 Historical themes of drug use
   1.1 Pre-historic-20th century
   1.2 Contemporary

2.0 Classification of psychoactive drugs
   2.1 Definition of psychoactive drugs
   2.2 Sedatives, hypnotics, stimulants and opiates
   2.3 Hallucinogens and psychedelics

3.0 Effects of heredity and environment upon psychoactive drug, polydrug and alcohol addiction
   3.1 Methods used to take drugs: ingestion, snorting, injection
   3.2 Genetics and susceptibility to addiction
   3.3 Environment

4.0 Physical and psychological effects of psychoactive drug and alcohol abuse
   4.1 General effects
   4.2 Sedatives/hypnotics
   4.3 Stimulants and opiates
   4.4 Hallucinogens and psychedelics
   4.5 Polydrug use
   4.6 Alcohol

5.0 Substance abuse usage from experimentation to addiction
   5.1 Experimentation
   5.2 Regular use
   5.3 Risky use/abuse
5.4 Addiction and dependency

6.0 Contemporary theories of addiction
   6.1 Disease model
   6.2 Genetic model
   6.3 Moral model
   6.4 Cultural model

7.0 Treatment models
   7.1 Goals and treatment effectiveness
   7.2 Individual and group therapy
   7.3 Treatment and family
   7.4 Target population
   7.5 Treatment obstacles

8.0 Mental health and drugs
   8.1 Determining factors
   8.2 Dual diagnosis
   8.3 Making the diagnosis
   8.4 Mental health versus substance abuse
   8.5 Psychiatric disorders and psychopharmacology

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
CH College of Health

1b. Division
ADHS Div of Human Svcs Health Sci

1c. Department
Human Services

2. Course Prefix
HUMS

3. Course Number
A155

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Human Relations in the Workplace

Abbreviated Title for Transcript (30 character)
Human Relations in Workplace

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

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

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

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

10. Grading Basis
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date
From: January/2013  To: /9999

12. ☐ Cross Listed with N/A
☐ Stacked with N/A
Cross-Listed Coordination Signature

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

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

<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. AAS Human Services</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>2. Mat-Su - AAS Human Services</td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
</tr>
<tr>
<td>3. KPC/Kachemak Bay Branch</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Bettina Kipp/Carol Swartz</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Laura Kelley  Initiator Signed Initials: ______________________  Date: __________________

13b. Coordination Email
Date: 2/17/2012

Initiator (faculty only)  Laura Kelley  Date: __________________

13c. Coordination with Library Liaison
Date: 2/17/2012

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)

Presents human relations skills appropriate in the workplace. Course includes skills related to task group team membership and leadership, problem solving and workplace etiquette.

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)
N/A

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only)  Laura Kelley  Date: __________________

Initiator (TYPE NAME)  ______________________  ______________________

Approved  Disapproved  Dean/Director of School/College  Date

Approved  Disapproved  Undergraduate/Graduate Academic  Date

Approved  Disapproved  Board Chairperson  Date

Approved  Disapproved  Provost or Designee  Date
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation  
February, 2012

II. Curriculum Action Request  
A. College  
College of Health 
B. Course Subject  
Human Services 
C. Course Number  
HUMS A155 
D. Number of Credits  
3.0 
E. Contact Hours  
3+0 
F. Course Program  
Associate of Applied Science in Human Services 
G. Course Title  
Human Relations in the Workplace 
H. Grading Basis  
A-F 
I. Implementation Date  
January 2013 
J. Cross-listed/Stacked  
N/A 
K. Course Description  
Presents human relations skills appropriate in the workplace. Course includes skills related to task group team membership and leadership, problem solving and workplace etiquette.

L. Course Prerequisites  
N/A 
M. Test Scores  
N/A 
N. Course Co-requisites  
N/A 
O. Other Restrictions  
N/A 
P. Registration Restrictions  
N/A 
Q. Course Fees  
No

III. Instructional Goals and Student Learning Outcomes  
A. The instructor will:  
1. Present human relations as a work related skill in the 21st century.  
2. Examine four contemporary theories of motivation.  
3. Demonstrate effective communication and problem solving skills.  
4. Give examples of ethical and professional workplace leadership.  
5. Illustrate the use of work groups/teams in the workplace.  
6. Define and describe conflict in the workplace.  
7. Relate emotional intelligence and intercultural competence as conflict resolution tools.  
8. Discuss workplace etiquette in both interpersonal and electronic contexts.

B. Upon completion of this course, the student will be able to:  

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Assessment Measures</strong></td>
</tr>
</tbody>
</table>
| 1. Define human relations as a workplace skill in the 21st century workplace. | Class discussion  
Written assignment |
| 2. Examine motivation as a success factor in the workplace. | Class discussion  
Small group discussion  
Written assignment |
| 3. Distinguish between effective and ineffective communication skills. | Small group role plays  
Written assignment |
### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Identify ethical and professional workplace leadership.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Small group role plays</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>5. Demonstrate effective group and team leadership and membership skills.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Small group role plays</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>6. Recognize workplace conflict.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Small group role plays</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>7. Link emotional intelligence and intercultural competence to conflict resolution skills.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Small group activity</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>8. Demonstrate workplace etiquette.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Small group role plays</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>9. Define emotional intelligence.</td>
<td>Small group activity</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

Introductory course used as a selective in Human Services AAS.

### V. Topical Course Outline

1.0 Human relations
   1.1 Development of human relations as a skill set
   1.2 Define human relations
   1.3 21st century human relations skills and responsibilities

2.0 Motivation
   2.1 Define motivation
   2.2 Wants versus needs
   2.3 Theories of motivation
   2.4 Applying motivational theory

3.0 Effective communication and problem solving skills
   3.1 The essential skill
   3.2 Factors hindering effective good communication
   3.3 Making your communication skills work
   3.4 Intercultural competence as a communication skill
   3.5 Communicating to problem solve
   3.6 Technology and worker communications

4.0 Leadership in the workplace
   4.1 Leadership defined
   4.2 Types of leaders
   4.3 Ethical and professional leadership
   4.4 21st century leaders
5.0 Groups and teams in the workplace
   5.1 Working groups
   5.2 Working as a team
   5.3 Creating effective work groups and teams
   5.4 Group and team membership and leadership

6.0 Conflict in the workplace
   6.1 Conflict defined
   6.2 Identifying conflict in the workplace
   6.3 Emotional intelligence and intercultural competence skill sets related to conflict resolution
   6.4 Managing conflict in groups

7.0 Workplace etiquette
   7.1 Importance of workplace etiquette
   7.2 Workplace etiquette defined
   7.3 Customer and associate relations
   7.4 Electronic communication

VI. Suggested Texts

VII. Bibliography


Wallace, E. (2010). *Business relationships that last: Five steps to transform contacts into high performing relationships.* Austin, TX: Greenleaf Book Press.
## 1. School or College
CH College of Health

## 2. Course Prefix
HUMS

## 3. Course Number
A223

## 5a. Credits/CEUs
3.0

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

## 6. Complete Course Title
Introduction to Paraprofessional Counseling I
Intro to Paraprof Counsel I

## 2. Course Prefix
HUMS

## 3. Course Number
A223

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

## 5a. Credits/CEUs
3.0

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

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

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

## 9. Repeat Status No

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

## 11. Implementation Date
From: January/2013 To: 9999

## 12. Cross Listed with
N/A

## 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>
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<td>1. See attached.</td>
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<td>2.</td>
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<tr>
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</table>

Initiator Name (typed): Ira Rosnel  
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)
Presents basic paraprofessional counseling skills focused upon a systematic approach to effective helping. Skills are organized into the four categories: skills for understanding, skills for comfort and crisis intervention, and skills for positive action and trauma informed care.

## 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)
N/A

## 17. Mark if course has fees
☐

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

## 19. Justification for Action
Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only)  
Ira Rosnel  
Initiator (TYPE NAME)  
Initiator Signed Initials: _________  Date:________________

Approved
Disapproved
Dean/Director of School/College  
Date

Approved
Disapproved
Undergraduate/Graduate Academic Board Chairperson  
Date

Approved
Disapproved
Provost or Designee  
Date

Approved
Disapproved
Department Chairperson  
Date

Approved
Disapproved
Curriculum Committee Chairperson  
Date

Approved
Disapproved

### Course Being Changed: HUMS A223 - Introduction to Paraprofessional Counseling I

<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Course Impacts examples: prerequisite, corequisite, recommended</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
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<td>required course</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>required course</td>
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<td>Betina Kipp/C. Swartz</td>
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<td>HUMS A416</td>
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<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>HUMS A417</td>
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<td>Prerequisite</td>
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<td>2/14/12</td>
<td>Laura Kelley</td>
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<td>HUMS A461</td>
<td>Prerequisite</td>
<td></td>
<td>433</td>
<td>2/14/12</td>
<td>Laura Kelley</td>
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</table>
I. Date of Initiation

February, 2012

II. Curriculum Action Request

A. College
   College of Health

B. Course Subject
   Human Services

C. Course Number
   HUMS A223

D. Number of Credits
   3.0

E. Contact Hours
   3+0

F. Course Program
   Associate of Applied Science in Human Services

G. Course Title
   Introduction to Paraprofessional Counseling I

H. Grading Basis
   A-F

I. Implementation Date
   January 2013

J. Cross-listed/Stacked
   N/A

K. Course Description
   Presents basic paraprofessional counseling skills focused upon a systematic approach to effective helping. Skills are organized into four skill categories: skills for understanding, skills for comfort and crisis intervention, and skills for positive action and trauma informed care.

L. Course Prerequisites
   N/A

M. Test Scores
   N/A

N. Course Co-requisites
   N/A

O. Other Restrictions
   N/A

P. Registration Restrictions
   N/A

Q. Fees
   Yes

III. Instructional Goals and Student Outcomes

A. The instructor will:
   1. Present the helping relationship and the helping profession.
   2. Demonstrate the skilled helper model.
   3. Discuss and demonstrate skills for active listening and understanding.
   4. Define the empathic relationship and demonstrate tactics for communicating empathy.
   5. Explain trauma and demonstrate the skills of listening for trauma.
   6. Present and demonstrate the skills of questioning, probing and summarizing.
   7. Delineate the three stages of the helping process.
   8. Explain and demonstrate effective tactician skills appropriate for the helping relationship.

B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe helping as a profession and the skilled helper model.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Discuss and demonstrate active listening, and empathy as helping skills.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 3. Discuss the effects of trauma and skills for assessing client trauma. | Class discussion  
Small group role play  
Written assignment |
| 4. Demonstrate the skill of open-ended questioning. | Small group role plays  
Demonstration |
| 5. Demonstrate the skill of summarizing. | Small group role plays  
Demonstration |
| 6. Demonstrate Stages I, II and III of the Skilled Helper Process. | Class discussion  
Small group role plays |
| 7. Demonstrate the skills of an effective tactician. | Class discussion  
Small group role plays  
Written assignment |
| 8. Discuss trauma informed care in the helping relationship. | Class discussion  
Written assignment |

### IV. Course Level Justification
This course is required for the Associate of Applied Science, Bachelor of Human Services degrees as well as the Occupational Endorsement in Conflict Resolution. The curriculum introduces students to the micro skills required for effective helping. HUMS A233 builds on concepts introduced in HUMS A101.

### V. Topical Course Outline

1. Overview of the counseling process
   1.1 Helping professions and the helping relationship  
   1.2 Formal and informal helpers  
   1.3 Helping values

2. Overview of the helping model
   2.1 The skilled helper model  
   2.2 Stage one: the current state of affairs  
   2.3 Stage two: the preferred scenario  
   2.4 Stage three: strategies for action

3. Attending, listening and understanding
   3.1 The micro skill of attending  
   3.2 Active listening  
   3.3 Non-verbal messages  
   3.4 Understanding client in context  
   3.5 Listening for trauma: trauma informed care

4. Empathy
   4.1 Basic empathy  
   4.2 Basic empathy formula  
   4.3 Tactics for communicating empathy  
   4.4 Importance of empathetic relationships

5. Questioning and probing
5.1 Principles in the use of probes
5.2 Probes to help clients fill in missing pieces of their story
5.3 Probes to help clients move forward
5.4 Summarizing

6.0 Challenging
   6.1 The nature of challenging
   6.2 The goals of challenging

7.0 Stage I-III of the helping model
   7.1 Advanced paraprofessional counseling goals and associated skills used of stages I, II and III

8.0 Trauma informed care
   8.1 Helping survivors of sexual assault and domestic violence
   8.2 Trauma facts
   8.3 Understanding traumatic stress
   8.4 Psychological and behavioral impacts
   8.5 Grief
   8.6 Self-care for helpers

VI. Suggested Text

VII. Bibliography and Resources


### Course Action Request

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

#### 1. School or College  
**CH College of Health**

#### 2. Course Prefix  
**HUMS**

#### 3. Course Number  
**A224**

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

#### 5. Credits/CEUs  
**3.0**

#### 6. Complete Course Title  
**Conflict and Collaborative Systems**

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

#### 11. Implementation Date  
- [ ] semester/year

#### 12. Cross Listed with  
- [ ] N/A  
- Stacked with  
- [ ] N/A

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Laura Kelley  
Initiator Signed Initials: _________  Date: __________

#### 13b. Coordination Email  
- Date: 2/17/2012

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

#### 13c. Coordination with Library Liaison  
- Date: 2/17/2012

#### 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)  
Employs a general systems approach to examine social conflict and collaboration. Communication and conflict resolution skills are presented as tools enhancing collaboration and managing conflict.

#### 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  

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

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

#### 19. Justification for Action  
Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only)  
Laura Kelley  
Initiator (TYPE NAME)

[ ] Approved  
[ ] Disapproved

[ ] Approved  
[ ] Disapproved  
[ ] Approved

[ ] Approved  
[ ] Disapproved  
[ ] Approved

[ ] Approved  
[ ] Disapproved  
[ ] Approved

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<td>Selective course</td>
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<td></td>
<td>Program credit total</td>
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<td>2/14/12</td>
<td>Ann Yaros</td>
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<td>KPC/Kachemak Bay Branch</td>
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I. Date of Initiation
February, 2012

II. Curriculum Action Request
A. College
   College of Health
B. Course Subject
   Human Services
C. Course Number
   HUMS A224
D. Number of Credits
   3.0
E. Contact Hours
   3+0
F. Course Program
   Associate of Applied Science in Human Services;
   Occupational Endorsement in Conflict Resolution
G. Course Title
   Conflict and Collaborative Systems
H. Grading Basis
   A-F
I. Implementation Date
   January 2013
J. Cross-listed/Stacked
   N/A
K. Course Description
   Employs a general systems approach to examine social conflict
   and collaboration. Communication and conflict resolution
   skills are presented as tools enhancing collaboration and
   managing conflict.

L. Course Prerequisites
   N/A
M. Test Scores
   N/A
N. Course Co-requisites
   N/A
O. Other Restrictions
   N/A
P. Registration Restrictions
   N/A
Q. Course Fees
   No

III: Instructional Goals and Student Outcomes
A. The instructor will:
   2. Present and identify the characteristics of collaboration, cooperation and conflict.
   3. Illustrate circumstances and behaviors leading to conflict and disputes.
   4. Identify and the heart, stages, patterns, and paths of conflict.
   5. Identify and discuss conflict resolution strategies: negotiation, meditation, and arbitration.
   6. Demonstrate basic conflict resolution communication skills.
   7. Discuss conflict avoidance.
   8. Identify global peacemaking as conflict resolution and social change models.

B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>1. Discuss General Systems Theory and provide examples of collaborative systems.</td>
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<td></td>
</tr>
<tr>
<td>2. Differentiate between cooperation and collaboration and demonstrate both.</td>
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<tr>
<td></td>
</tr>
<tr>
<td>3. Identify characteristics of conflict, heart, stages, patterns and paths of conflict.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 4. Define and discuss dispute resolution strategies: negotiation, mediation and arbitration. | Class discussion  
Small group activity  
Written assignment |
| 5. Demonstrate conflict resolution communication skills. | Class discussion  
Small group activity |
| 6. Conflict avoidance through positioning. | Class discussion  
Written assignment |
| 7. Define peacemaking from the perspective of conflict resolution. | Written assignment |
| 8. Discuss the relationships among protecting peace, compassion, reconciliation, peacemaking and conflict resolution. | Class discussion  
Small group activity  
Written assignment |
| 9. Discuss conflict avoidance from a global perspective. | Small group assignment  
Written assignment |

IV. Course Level Justification
Introductory course used as a selective in Human Services Associate of Applied Science degree. Required course in the Conflict Resolution Occupational Endorsement.

V. Topical Course Outline
1.0 General Systems Theory
   1.1 A frame of reference
   1.2 Objects standing in relation to one another
   1.3 Complex adaptive system

2.0 Collaboration versus cooperation
   2.1 Collaboration: hierarchical cognitive processes
   2.2 Cooperation: hierarchical division of labor

3.0 Characteristics of collaboration
   3.1 Mutuality
   3.2 Compromise
   3.3 Recognizes decision making is a natural process
   3.4 Focuses upon well-being of project
   3.5 Effective communication
   3.6 Challenges identified
   3.7 Team work approach

4.0 Characteristics of conflict
   4.1 Evolving
   4.2 Based upon differing values
   4.3 Energized by opposing interests
   4.4 Strengthened by lack of communication and/or poor communication
   4.5 Lacking trust
   4.6 Incompatible goals

5.0 Conflict resolution strategies
   5.1 Identifying the heart of conflict
   5.2 Patterns of conflict and escalation
   5.3 The path through and out of conflict
   5.4 Stages of conflict
5.5 Negotiating conflict
5.6 Mediating conflict
5.7 Conflict avoidance

6.0 Avoiding conflict: a global perspective
6.1 Positioning
6.2 Interpersonal positioning
6.3 Intergroup positioning

7.0 Peacemaking as conflict resolution
7.1 Protecting peace
7.2 Compassion
7.3 Reconciliation
7.4 Moving beyond conflict
7.5 Conflict resolution as a social change model

VI. Suggested Texts


VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>CH College of Health</td>
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<td>Human Services</td>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>6. Complete Course Title</th>
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<td>Intervention Continuum in Substance Abuse Counseling</td>
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<tr>
<td>Int Cont in Sub Abuse Counsel</td>
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<td>CEU</td>
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<td>Change</td>
<td>Delete</td>
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If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Test Score Prerequisites
- Co-requisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other make selective course (please specify)

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis

- A-F
- P/NP
- NG

11. Implementation Date

- Semester/Year

- From: January/2013 To: /9999

12. Cross Listed with

- N/A

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

- AAS Human Services 156 2/13/12  Laura Kelley
- Mat-Su - AAS Human Services 88-90 (Mat-Su Catalog) 2/14/12 Ann Yaros
- KPC/Kachemak Bay Branch 88-89 (KPC Catalog) 2/14/12 Bettina Kipp/Carol Swartz

Initiator Name (typed): Laura Kelley
Initiator Signed Initials: ____________________ Date: ____________________

13b. Coordination Email

- Date: 2/17/2012
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison

- Date: 2/17/2012

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)

Presents the continuum of substance abuse treatment interventions. Topics include: screening and placement criteria, motivational interviewing, aftercare, relapse planning, documentation and confidentiality.

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)

- N/A

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only) Laura Kelley
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College Date

Approved
Disapproved

Undergraduate/Graduate Academic Board Chairperson Date

Approved
Disapproved

Provost or Designee Date
University of Alaska Anchorage  
College of Health  
Course Content Guide  

I. Date of Initiation  
February 2012

II. Curriculum Action Request  
A. College: College of Health  
B. Course Subject: Human Services  
C. Course Number: HUMS A226  
D. Number of Credits: 3.0  
E. Contact Hours: 3+0  
F. Course Program: Associate of Applied Science in Human Services  
G. Course Title: Intervention Continuum in Substance Abuse Counseling  
H. Grading Basis: A-F  
I. Implementation Date: January 2013  
J. Cross-listed/Stacked: N/A  
K. Course Description: Presents the continuum of substance abuse treatment interventions. Topics include: screening and placement criteria, motivational interviewing, aftercare, relapse planning, documentation and confidentiality.  
L. Course Prerequisites: N/A  
M. Test Scores: N/A  
N. Course Co-requisites: N/A  
O. Other Restrictions: N/A  
P. Registration Restrictions: N/A  
Q. Course Fees: No

III. Instructional Goals and Student Outcomes  
A. The instructor will:  
1. Present change theory as applied to substance abuse treatment.  
2. Demonstrate skills associated with motivational interviewing within the context of substance abuse treatment.  
3. Facilitate discussion of intervention skills appropriate for individuals experiencing substance abuse.  
4. Delineate the accepted substance abuse treatment guidelines concerning: client confidentiality, documenting client information, maintaining client records, and releasing client information.  
5. Demonstrate skill sets associated with aftercare planning within the context of substance abuse treatment.  
6. Explain client substance abuse relapse and strategies helping clients to avoid relapse.  

B. Upon completion of this course, the student will be able to:  

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 1. Define change theory and its application to substance abuse treatment. | Class discussion  
Written assignment |
| 2. Demonstrate motivational interviewing skill within the context of substance abuse treatment. | Small group activity and role play |
###Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 3. Describe screening and placement criteria within the context of substance abuse treatment. | Role plays  
Written assignment |
| 4. Differentiate among the intervention skills associated with substance abuse treatment. | Role play  
Written assignment |
| 5. Articulate the use of accepted guidelines for client confidentiality, record development, management and sharing client information. | Class discussion  
Written assignment |
| 6. Develop an aftercare plan within the context of substance abuse counseling. | Small group discussion  
Written aftercare plan |
| 7. Discuss relapse and associated avoidance strategies. | Role play  
Written assignment |

###IV. Course Level Justification
Intermediate course in substance abuse treatment used as a selective in Human Services Associate of Applied Sciences degree.

###V. Topical Course Outline

1.0 Stages of behavioral change
   1.1 Pre-contemplation  
   1.2 Contemplation  
   1.3 Preparation  
   1.4 Action  
   1.5 Maintenance

2.0 Motivational interviewing in substance abuse treatment
   2.1 Simple reflection, shift focus and reframe  
   2.2 Accommodate resistance, side with the negative  
   2.3 Self-efficacy  
   2.4 Avoid arguments and use open-ended questions  
   2.5 Listen effectively and empathically  
   2.6 Develop discrepancies  
   2.7 Affirm decision making and action

3.0 Aftercare
   3.1 Importance of continuing care  
   3.2 Using family, social networks, and community systems in treatment and recovery processes  
   3.3 Discharge planning for continuing care

4.0 Relapse planning
   4.1 Understanding the relapse process  
   4.2 High risk behaviors/situations  
   4.3 Triggers/cues  
   4.4 Best practices in relapse prevention planning  
   4.5 Culturally competent discharge planning
5.0 Documentation and record keeping
   5.1 Data gathering from multiple sources
   5.2 Documentation of treatment process, progress, and outcome
   5.3 Client specific information
   5.4 Client records management

VI. Suggested Text

VII. Bibliography


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

<table>
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<th>1a. School or College</th>
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6. Complete Course Title
Human Services Practicum I

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
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- Class
- Level
- College
- Major
- Other
(include specify)

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

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: January/2013
To: 9999

12. ☐ Cross Listed with
☐ N/A

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

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13b. Coordination Email
Date: 2/17/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 2/17/2012

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

15. Course Description (suggested length 20 to 50 words)
Provides students a guided learning experience at a community human services agency including 125 agency hours and a weekly seminar class. Course topics include: agency structure and function, application of entry level helping skills and interagency networking.

16a. Course Prerequisite(s) (list prefix and number)
[HUMS A101 and HUMS A185 and HUMS A223 and (ENGL A111 or concurrent enrollment)] with a minimum grade of C

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)
GER Written Communication

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Updating curriculum to prepare for upcoming Council for Standards in Human Service reaccreditation.

<table>
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<th>Initiator Signed Initials: _________</th>
<th>Date: __________________</th>
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Initiator (faculty only) only

Ira Rosnel
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Board Chairperson
Date

Provost or Designee
Date

134
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<th>Impacted Program or Course</th>
<th>Course Impacts examples: prerequisite, corequisite, recommended</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
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<td>required course</td>
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<td>2/14/12</td>
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I. Date of Initiation
February, 2012

II. Curriculum Action Request
A. College College of Health
B. Course Subject Human Services
C. Course Number HUMS A295A
D. Credit Hours 3.0
E. Contact Hours 1+9
F. Course Program Associate of Applied Science in Human Services
G. Course Title Human Services Practicum I
H. Grading Basis A-F
I. Implementation Date January 2013
J. Cross-listed/Stacked N/A
K. Course Description Provides students a guided learning experience at a community
human service agency including 125 agency hours and a
weekly seminar class. Course topics include: agency structure
and function, application of entry level helping skills and
interagency networking.
L. Course Prerequisites [HUMS A101 and HUMS A185 and HUMS A223 and (ENGL
A111 or concurrent enrollment)] with a minimum grade of C
M. Test Scores N/A
N. Course Co-Requisite N/A
O. Other Restrictions N/A
P. Registration Restrictions GER Oral Communication
Q. Course Fees Yes

III. Instructional Goals and Student Outcomes
A. The instructor will:
1. Present required practicum reporting forms: learning agreement, log of agency hours I and
   II, and agency evaluation and discuss student placement responsibilities.
2. Illustrate the connection between didactic and applied learning.
3. Discuss human service agency structures.
4. Present human service agency processes and documentation requirements.
5. Demonstrate meaningful client interactions with students.
6. Evaluate the student’s knowledge of reporting laws and requirements.
7. Facilitate discussion regarding the importance of diversity and developing cultural
   competence in the helping profession.
8. Interpret current labor market trends to the student to exploring the array of career options
   available in the human services field.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State the purpose, activities and student placement responsibilities and submit required forms on required due date. (Learning agreement, log of agency hours I and II, and agency evaluation form.) Describe the host agency’s history, mission and policies and procedures including organizational structure and administrative functioning.</td>
<td>Attend learning agreement meeting at the placement agency with UAA faculty member and field supervisor. Submit completed learning agreement no later than week three of the semester. Submit log of agency hours I no later than week seven of the semester. Submit log of agency hours II no later than week fifteen of the semester. Attend exit/evaluation meeting with UAA faculty member and field supervisor no later than week fifteen of the semester. Submit agency evaluation no later than week fifteen of the semester. Written assignment.</td>
</tr>
<tr>
<td>2. Describe the host agency’s history, mission and procedures including general documentation and reporting requirements regarding elder and child abuse, neglect and molestation.</td>
<td>Class discussion. Written assignment.</td>
</tr>
<tr>
<td>3. Distinguish relationships between agency staff and clients, agency staff members, host agency, and other community service agencies.</td>
<td>Class discussion. Written assignment.</td>
</tr>
<tr>
<td>4. Give examples of human services community resources and how to find and access them.</td>
<td>Class discussion. Analyze case study materials.</td>
</tr>
<tr>
<td>5. Articulate beliefs, attitudes, and values in relation to placement agency and clients, including values surrounding diversity.</td>
<td>Class discussion. Written assignment.</td>
</tr>
<tr>
<td>7. Describe human service job opportunities locally, statewide and nationally.</td>
<td>Class discussion. Written assignment.</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This is an entry-level course that requires basic communication skills and basic knowledge of human services requiring the completion of HUMS A101, HUMS A185, and HUMS A223 with a minimum grade of C and either completion of ENG 111 or concurrent enrollment.

V. Topical Course Outline
1.0 Field placement development
   1.1 Develop learning agreement
   1.2 Agree upon specific learning goals
   1.3 Negotiate placement hours with field instructor
1.4 Introduction to agency structure, agency mission and agency jargon

2.0 Documentation
2.1 Confidentiality, release of information, informed consent
2.2 Documented helper/client interactions in behavioral terms
2.3 Reporting requirements
2.4 Development of a service plan using gathered assessment information

3.0 Service delivery
3.1 Intake/screening (observation and active listening skills)
3.2 Problem solving/management (interviewing skills)
3.3 Assessment of client strengths and challenges and trauma
3.4 Use of active listening skills
3.5 Understanding and developing community resources

4.0 Career Planning
4.1 Alaska’s workforce human service demands
4.2 National workforce human service demands

5.0 Conduct exit/evaluation interview with field instructor and student.

VI. Suggested Text

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>CH College of Health</td>
<td>ADHS Div of Human Svcs</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

## 2. Course Prefix
HUMS

## 3. Course Number
A295B

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

## 5. Credits/CEUs
3.0

## 6. Course Contact Hours
(Lecture + Lab) (3+0)

## 6. Complete Course Title
Human Services Practicum II

## 7. Type of Course
- Academic

## 8. Type of Action:
- □ Add
- □ Change
- □ Delete

### If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration 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: January/2013
- To: /9999

### 12. Cross Listed with
- □ N/A

### 13. Stacked with
- □ N/A

### 13. Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attached</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 13b. Coordination Email
- Date: 2/17/2012
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 2/17/2012

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

### 15. Course Description (suggested length 20 to 50 words)
Provides students with guided learning experiences at a human service agency. Students are required to complete 125 supervised agency hours during which they will become familiar with agency structure, protocols and engage in supervised client contact. Students will also participate in a weekly classroom seminar.

### 16a. Course Prerequisite(s) (list prefix and number)
- HUMS A295A and (ENGL A211 or ENGL A212 or ENGL A214 or concurrent enrollment) with a minimum grade of C

### 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)
- N/A

### 17. □ Mark if course has fees

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

### 19. Justification for Action
Updating curriculum to prepare for upcoming Council for Standards in Human Service reaccreditation.

---

**Initiator Name (typed): Laura Kelley**

**Initiator Signed Initials:**

**Date:**

---

**Initiator (faculty only): Ira Rosnel**

**Initiator (TYPE NAME):**

**Date:**

---

**Department Chairperson**

**Date:**

---

**Curriculum Committee Chairperson**

**Date:**

---

**Provost or Designee**

**Date:**

---

**Dean/Director of School/College**

**Date:**

---
## Course Being Changed: HUMS A295B - Human Services Practicum II

<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (course or program)</th>
<th>Course Impacts examples: prerequisite, corequisite, recommended</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted (not listerv)</th>
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<tbody>
<tr>
<td>AAS Human Services</td>
<td>required course</td>
<td>required course</td>
<td></td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>Mat-Su - AAS Human Services</td>
<td>required course</td>
<td>required course</td>
<td></td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
</tr>
<tr>
<td>KPC/Kachemak Bay Branch</td>
<td>required course</td>
<td>required course</td>
<td></td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Betinna Kipp/Carol Swartz</td>
</tr>
<tr>
<td>HS A420</td>
<td>Prerequisite</td>
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<td></td>
<td>429</td>
<td>9/11/12</td>
<td>Rhonda Johnson</td>
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<td>2/14/12</td>
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<td>HUMS A495A</td>
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<td>Laura Kelley</td>
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</table>
I. Date of Initiation

February 2012

II. Curriculum Action Request

A. College
   College of Health
B. Course Subject
   Human Services
C. Course Subject/Number
   HUMS A295B
D. Credit Hours
   3.0
E. Contact Hours
   1+9
F. Course Program
   Associate of Applied Science in Human Services
G. Course Title
   Human Services Practicum II
H. Grading Basis
   A-F
I. Implementation Date
   January 2013
J. Cross-listed/Stacked
   N/A
K. Course Description
   Provides students with guided learning experiences at a human service agency. Students are required to complete 125 supervised agency hours during which they will become familiar with agency structure, protocols and engage in supervised client contact. Students will also participate in a weekly classroom seminar.

L. Course Prerequisites
   HUMS A295A with a minimum grade of C and (ENGL 111 or ENGL A212 or ENGL A214 or concurrent enrollment)
M. Test Scores
   N/A
N. Course Co-Requisite
   N/A
O. Other Restrictions
   N/A
P. Registration Restrictions
   N/A
Q. Course Fees
   Yes

III. Instructional Goals and Student Outcomes

A. The instructor will:
   1. Present required practicum reporting forms: learning agreement, log of agency hours I and II, and agency evaluation and discuss student placement responsibilities.
   2. Guide students in the identification of personal professional goals.
   3. Present examples of human service agency processes and service delivery methods.
   5. Present human service professional boundaries and ethical standards.
   6. Discuss the roles of diversity and cultural competence in the human service profession.
   7. Explore the incidence of trauma, sexual assault and domestic violence experienced among human service clients.
   8. Present career opportunities in the human service field.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the purpose, activities and student placement responsibilities. Learning Agreement, Log of agency hours I and II, and Agency Evaluation form.</td>
<td>Attend learning agreement meeting at the placement agency with UAA faculty member and field supervisor Submit completed learning agreement no later than week three of the semester Submit log of agency hours I no later than week seven of the semester Submit log of agency hours II no later than week fifteen of the semester Attend exit/evaluation meeting with UAA faculty member and field supervisor no later than week fifteen of the semester Submit agency evaluation no later than week fifteen of the semester</td>
</tr>
<tr>
<td>2. Discuss the agency purpose policies and procedures.</td>
<td>Class discussion</td>
</tr>
<tr>
<td>3. Give examples human service ethical issues related to confidentiality including limitations.</td>
<td>Class discussion Written assignment</td>
</tr>
<tr>
<td>4. Articulate beliefs, attitudes, and values related to their placement agency and clients.</td>
<td>Class discussion</td>
</tr>
<tr>
<td>5. Link the skills of active listening, information gathering, assessment, assessing for trauma, intervention planning to positive client outcomes.</td>
<td>Class discussion Client assessment Written assignment</td>
</tr>
<tr>
<td>6. Demonstrate competence in: interviewing, assessing client’s strengths and challenges, treatment/intervention planning and maintaining appropriate boundaries.</td>
<td>Role play Written assignment</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This is continuation of HUMS A295A (Practicum I) with increased field placement responsibilities in the areas of interviewing clients, documentation, ethical considerations, and case management functions.

V. Topical Course Outline

1.0 Field placement negotiations
1.1 Highlight learning outcomes from Practicum I
1.2 Discuss desired skill area for professional growth/development
1.3 Negotiate placement hours with field instructor
1.4 Select learning goals for term placement

2.0 Documentation
2.1 Confidentiality, release of information, informed consent
2.2 Documented helper/client interactions in behavioral terms
2.3 Development of a service plan using gathered assessment information
3.0 Service delivery
   3.1 Intake/screening
   3.2 Problem solving/management
   3.3 Assessing client strengths/challenges (skills analysis)
   3.4 Community networks
   3.5 Treatment planning
   3.6 Ethical issues and considerations including confidentiality and its limitations

4.0 Diversity
   4.1 Cultural competence in working with diverse populations
   4.2 Communication style differences
   4.3 Learning the value system of your target population

5.0 Communication
   5.1 Motivational value system and biases
   5.2 Valued relating style
   5.3 Professional boundaries
   5.4 Conflict management

6.0 Career planning
   6.1 Establishing references from practicum agencies
   6.2 Articulate placement activities to resume language
   6.3 Job search options
   6.4 Continuing education

VI. Suggested Texts

VII. Bibliography


1a. School or College  
CH College of Health

1b. Division  
ADHS Div of Human Svs Health Sci

1c. Department  
Human Services

2. Course Prefix  
HUMS

3. Course Number  
A324

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3.0

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

6. Complete Course Title  
Introduction to Paraprofessional Counseling II
Intro to Paraprof Counsel II

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

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
semester/year  
From: January/2013  
To: /9999

12. Cross Listed with  
N/A

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td>1. See attached.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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</tbody>
</table>

Initiator Name (typed): Laura Kelley  
Initiator Signed Initials: _________  Date: __________

13b. Coordination Email  
Date: 2/17/2012

13c. Coordination with Library Liaison  
Date: 2/17/2012

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

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

15. Course Description (suggested length 20 to 50 words)  
Provides students both theory and skill development learning experiences designed to advance paraprofessional counseling skills.

16a. Course Prerequisite(s) (list prefix and number)  
HUMS A223 with a minimum grade of C

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)  
N/A

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action  
Updating curriculum to prepare for upcoming Council for Standards in Human Service Education reaccreditation.

Initiator (faculty only)  
Laura Kelley

Initiator (TYPE NAME)  

Approved

Disapproved

Dean/Director of School/College  
Date

Approved

Disapproved  
Department Chairperson  
Date

Approved

Disapproved  
Curriculum Committee Chairperson  
Date

Approved

Disapproved  
Provost or Designee  
Date
### Course Being Changed: HUMS A324 - Introduction to Paraprofessional Counseling II

<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (course or program)</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
<th>Catalog Page</th>
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<th>Chair/Coordinator Contacted (not listerve)</th>
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<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>Mat-Su - AAS Human Services</td>
<td>required course</td>
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<td>required course</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Betinna Kipp/Carol Swartz</td>
</tr>
<tr>
<td>HUMS A224</td>
<td>Prerequisite or concurrent enrollment</td>
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<td>432</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
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<td>HUMS A333</td>
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<td>HUMS A334</td>
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<td>HUMS A461</td>
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<td></td>
<td>433</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
</tbody>
</table>
I. Date of Initiation
February, 2012

II. Curriculum Action Request
A. College: College of Health
B. Course Subject: Human Services
C. Course Number: HUMS A324
D. Number of Credits: 3.0
E. Contact Hours: 3+0
F. Course Program: Associate of Applied Science in Human Services
G. Course Title: Introduction to Paraprofessional Counseling II
H. Grading Basis: A-F
I. Implementation Date: Spring 2013
J. Cross-listed/Stacked: N/A
K. Course Description: Provides students both theory and skill development learning experiences designed to advance paraprofessional counseling skills.
L. Course Prerequisites: HUMS A223
M. Test Scores: N/A
N. Course Co-Requisite: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: Yes

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Illustrate theoretical concepts associated with effective problem management in a variety of human service settings, including those serving involuntary clients.
   2. Present and demonstrate effective paraprofessional helping/communication skills associated with course concepts.
   3. Assist students in identifying the role of client motivation in developing personal goals and strategies in a variety of human service settings.
   5. Present students with feedback on the development of their skills, together with suggestions for improvement.
   6. Illustrate trauma informed awareness within the context of human service delivery systems.

B. Upon completion of this course the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe theoretical concepts associated with problem solving in a human service settings.</td>
<td>Class discussion, Role play, Written assignments</td>
</tr>
<tr>
<td>2. Demonstrate basic skills for enhancing client motivation for change.</td>
<td>Class discussion, Role play, Analysis of video clips</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Apply understanding of effective helping skills to human service work with a variety of clients.</td>
<td>Class discussion, Role play, Written assignments</td>
</tr>
<tr>
<td>4. Describe the function of resistance and ambivalence and apply effective communication/helping skills.</td>
<td>Class discussion, Role play, Written assignments</td>
</tr>
<tr>
<td>5. Demonstrate ability to help clients formulate individualized goals for change based upon personal and cultural strengths and values.</td>
<td>Class discussions, Case studies, Role play, Written assignments</td>
</tr>
<tr>
<td>6. Demonstrate ability to engage in critical self-evaluation of basic helping skills, and to incorporate feedback from peers.</td>
<td>Role plays, Class discussions, Written assignments</td>
</tr>
<tr>
<td>7. Define and discuss trauma informed awareness in a paraprofessional counseling setting.</td>
<td>Class discussion, Written assignment</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

A foundational orientation to basic communication and para-professional counseling skills within a human service setting required for associate degree and occupational endorsement in conflict resolution students.

### V. Topical Course Outline

1.0 Foundations of effective helping skills
   1.1 Understanding motivation and readiness to change
   1.2 The role of ambivalence in change
   1.3 Elements of effective communication in increasing motivation

2.0 Problem solving mode: the cycle of change
   2.1 Motivation and stages of change
   2.2 Pre-contemplation and readiness for change
   2.3 Contemplation and commitment
   2.4 Preparation and planning
   2.5 Action and stabilizing change

3.0 Competence in basic helping skills
   3.1 Reflective listening
   3.2 Open-ended questions
   3.3 Identification of client strengths and resources
   3.4 Affirmations
   3.5 Eliciting client motivation for change
   3.6 Role of feedback in increasing client motivation for change

4.0 Ambivalence and resistance in helping
   4.1 Exploring and understanding ambivalence
   4.2 Exploring and understanding resistance
   4.3 Skills associated with resolving ambivalence
   4.4 Skills associated with resolving resistance
5.0 Negotiating a change plan
   5.1 Opening a meeting and introducing a topic
   5.2 Negotiating realistic goals
   5.3 Identifying strengths and resources
   5.4 Anticipating obstacles
   5.5 Maintaining change

6.0 Trauma informed awareness and care
   6.1 Recognizing behavioral and psychological cues of trauma and grief
   6.2 The grieving process
   6.3 Understanding misplaced guilt

VI. Suggested Texts


VII. Bibliography


Memo

To: UAB Curriculum Committee
From: Laura W. Kelley, Chair Human Services Department
Re: Proposed revisions to AAS in Human Services

In keeping with the missions of both UAA and the COH, the intent of the Human Services AAS degree program is to prepare Human Service generalists through a competency based, community oriented program encompassing classroom and practical learning opportunities. In short, the goal of the Human Services AAS degree is putting people to work-working with people.

Both the AAS and BHS Human Service degree programs were reaccredited in 2008, and a full accreditation with a site visit is presently scheduled for 2013. Recent developments in both the Human Service profession and accreditation standards require revisions to the existing AAS curriculum. The Human Services Department submits the attached course revisions and curricular changes to address both the professional and accreditation modifications which were made in the last five years to include: national testing and certification of Human Service Practitioners and identification of Human Services as a distinct profession within the social service area.

**SUMMARY OF REVISIONS:**

Major Change #1: The revised curriculum replaces the previous six credit emphasis area requirement with a nine credit selective requirement. Students may choose their selective from a choice of seven courses: HUMS/SWK A106, HUMS A122, A123, A124, A155, A226, A224.

Major Change #2: The revised curriculum replaces the previous six credit requirements of PSY A111 and A150 to either PSY A111 or A150.

Major Change #3: The revised curriculum adds three additional required courses: HUMS A107, A185 and A256.

Major Change #4: The following courses have been revised: HUMS A101, A107, A122, A123, A124, A155, A223, A224, A226, A295A, A295B, and A324.

HUMS/SWK A106, HUMS A185, and A256 were revised recently and approved through the process and are not included in this submission.
1a. School or College  
CH College of Health  

1b. Division  
ADHS Div of Human Svs  Health Sci  

1c. Department  
Human Services  

2. Complete Program Title/PREFIX  
Associate of Applied Science, Human Services  

3. Type of Program  
Choose one from the appropriate drop down menu:  
Undergraduate:  
Graduate:  

CHOOSE ONE  

4. Type of Action:  

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PREFIX</th>
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<tbody>
<tr>
<td>Add</td>
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</tr>
<tr>
<td>Change</td>
<td>Change</td>
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5. Implementation Date (semester/year)  
From: Januar2013  
To: /9999  

6a. Coordination with Affected Units  
Department, School, or College:  
School of Social Work, Mat-Su College,  
Kenai Peninsula College, Kachamak Bay Branch-KPC  

Initiator Name (typed): Laura Kelley  
Initiator Signed Initials: ________  
Date: ________________  

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 2/17/2012  

6c. Coordination with Library Liaison  
Date: 2/17/2012  

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

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

8. Justification for Action  
Revise curriculum to meet recent accreditation standards and certification requirements.

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## Associate of Applied Science, Human Services

Graduates of this program are able to:

- Analyze and navigate community-based human services agencies and service delivery systems in order to secure a variety of community resources appropriate for clients.
- Utilize a strengths-based approach to working with people and their problems in living.
- Effectively use intervention and core paraprofessional counseling skills.
- Apply acquired human services skills in a service agency, to include assessment, interviewing, treatment planning, service delivery, and paraprofessional counseling.
- Demonstrate consolidation of knowledge through three areas of learning:
  - Understand agencies, target populations, services delivered, and interaction with community partners.
  - Develop a professional self and identity with appropriate use of supervision.
  - Apply client/community intervention skills.
- Qualify for employment in the human services workforce.
- Build on human services AAS degree as a foundation for further education.

## Admission Requirements

Satisfy the Admission Requirements for Certificate and Associate Degree programs found in Chapter 7, Academic Standards and Regulations.

## General University Requirements

1. Complete the General University Requirements for Associate of Applied Science Degrees found at the beginning of this chapter.
2. Complete the General Course Requirements for Associate of Applied Science General Degrees located at the beginning of this chapter.

## Major Requirements

1. Complete the following required courses:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<td>ANTH A200</td>
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<tr>
<td>or</td>
<td>ANTH A202</td>
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<tr>
<td>HUMS A101</td>
<td>Introduction to Human Services</td>
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<tr>
<td>HUMS A107</td>
<td>History and Systems of Human Services</td>
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<td>HUMS A185</td>
<td>Introduction to Field Work</td>
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<td>HUMS A223</td>
<td>Introduction to Paraprofessional</td>
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<td>Hums A256</td>
<td>Groups and Organizations</td>
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<td>HUMS A295A</td>
<td>Human Services Practicum I</td>
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<td>HUMS A295B</td>
<td>Human Services Practicum II</td>
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<td>Counseling II</td>
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<td>PSY A111</td>
<td>General Psychology</td>
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<tr>
<td>or</td>
<td>PSY A150</td>
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<tr>
<td>Lifespan Development</td>
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2. Complete 9 credits from the list of selectives:

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<tbody>
<tr>
<td>HUMS A106</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A122</td>
<td>Substance Abuse as a Contemporary Problem</td>
<td>3</td>
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<tr>
<td>HUMS A123</td>
<td>Public Education and Prevention in</td>
<td></td>
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<tr>
<td>in Substance Abuse</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HUMS A124</td>
<td>Introduction to Physiology and</td>
<td></td>
</tr>
<tr>
<td>Pharmacology of Substance Abuse</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HUMS A155</td>
<td>Human Relations in the Workplace</td>
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</table>

## Human Services Selectives

Complete 9 credits from the following:

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<th>Credits</th>
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<tbody>
<tr>
<td>HUMS A106</td>
<td>Introduction to Social Welfare</td>
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<tr>
<td>HUMS A122</td>
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<td>3</td>
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<td>HUMS A124</td>
<td>Introduction to Physiology and</td>
<td></td>
</tr>
<tr>
<td>Pharmacology of Substance Abuse</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HUMS A155</td>
<td>Human Relations in the Workplace</td>
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</tbody>
</table>
HUMS A224 Conflict and Collaborative Systems (3)
HUMS A226 Intervention Continuum in Substance Abuse Counseling (3)
HUMS 240 Geriatric Lifestyle Assessment (3)

3. Choose 12 credits of electives. Consultation with faculty advisor recommended. 12

4. A total of 60 credits is required for the degree.
Associate of Applied Science, Human Services

Graduates of this program are able to:

- Analyze and navigate community-based human services agencies and service delivery systems and in order to secure a variety of community resources appropriate for clients.
- Utilize a strengths-based approach to working with people and their problems in living.
- Effectively use intervention and core paraprofessional counseling skills.
- Apply their acquired human services skills in a service agency, to include assessment, interviewing, treatment planning, service delivery, and paraprofessional counseling.
- Demonstrate consolidation of knowledge through three areas of learning including:
  - Understanding of an agency, its target population, and services delivered, and interaction with their community partners.
  - Development of their professional selves and identification with appropriate use of supervision.
  - Application of client/community intervention skills.
- Qualify for employment in the human services workforce.
- Build on their human services AAS degree as a foundation for further education.

Admission Requirements

Satisfy the Admission Requirements for Certificate and Associate Degree programs found in Chapter 7, Academic Standards and Regulations.

General University Requirements

1. Complete the General University Requirements for Associate of Applied Science Degrees found at the beginning of this chapter.
2. Complete the General Course Requirements for Associate of Applied Science General Degrees located at the beginning of this chapter.

Major Requirements

1. Complete the following required courses:
   - ANTH A200 Natives of Alaska (3) 3
   - or
   - ANTH A202 Cultural Anthropology (3)
   - HUMS A101 Introduction to Human Services (3)
   - HUMS A107 History and Systems of Human Services (3)
   - HUMS A185 Introduction to Field Work (3)
   - HUMS A298 Human Services Practicum I (3)
   - HUMS A298B Human Services Practicum II (3)
   - HUMS A324 Introduction to Paraprofessional Counseling II (3)
   - PSY A111 General Psychology (3) 3
   - PSY A150 Lifespan Development (3)

2. Complete 60 credits from one of the emphasis areas in the list of selectives:

   60

  **Note:** Each Human Services degree ( Associate of Applied Science and Bachelor of Human Services) requires a 3-credit emphasis area. RHES students may complete 6 credits from a different emphasis area at an additional 6 credits from the emphasis area used for the AAS.

General Human Services Emphasis Selectives

Complete 6 credits from the following:

- HUMS A108 Introduction to Social Welfare (3)
- HUMS A122 Substance Abuse as a
Substance Abuse Emphasis
Complete 6 credits from the following:

- HUMS A122 Substance Abuse as a Contemporary Problem (3)
- HUMS A123 Public Education and Prevention in Substance Abuse (3)
- HUMS A124 Introduction to Physiology and Pharmacology of Substance Abuse (3)
- HUMS A226 Intervention Continuum in Substance Abuse Counseling (3)
- HUMS A116 Substance Abuse and the Older Adult (3)

Family and Youth Emphasis
Complete 6 credits from the following:

- HUMS A350 Men and Masculinity (2)
- HUMS A116 Substance Abuse and the Older Adult (2)
- PSY A235 Child Development (3)
- SOC A242 An Introduction to Marriage, Family, and Intimate Relationships (3)
- SOC A246 Adolescence (3)

Disabilities Emphasis
Complete 6 credits from the following:

- ASL A101 Elementary American Sign Language I (3)
- ASL A102 Elementary American Sign Language II (3)
- ASL A201 Intermediate American Sign Language I (2)
- PSY A445 Strategies of Behavior Change (3)
- PSY A455 Mental Health Services in Alaska (2)

Diversity Issues Emphasis
Complete 6 credits from the following:

- AKNS A101 Alaska Native Languages I (4)
- AKNS A201 Alaska Native Languages II (4)
- AKNS A108 Alaska Native Language Orthography (2)
- AKNS A203 Alaska Native Perspectives (2)
- AKNS A202 Seminar: Cultural Knowledge of Native Elders (2)
3. Choose 12 credits of electives. Consultation with faculty advisor recommended.

4. A total of 60 credits is required for the degree.
### 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>CB CBPP</th>
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<tbody>
<tr>
<td>1b. Division</td>
<td>ADBP Division of Business Programs</td>
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<td>1c. Department</td>
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<th>2. Course Prefix</th>
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<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(3+0)</td>
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#### 6. Complete Course Title

**Accounting Informations Systems II**

**Accounting Info Systems II**

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

#### 7. Type of Course

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

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Other Restrictions
- [ ] Cross-Listed/Stacked

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

10. Grading Basis

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

11. Implementation Date semester/year

- From: Spring/2013
- To: 9999

12. [ ] Cross Listed with

[ ] Stacked with

Cross-Listed Coordination Signature

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

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>04/02/2012</td>
<td>Pat Fort</td>
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13b. Coordination Email Date: 04/20/2012

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

13c. Coordination with Library Liaison Date: 04/20/2012

#### 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

_A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system._

Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.

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

[ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C

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)

CBPP majors must be admitted to upper-division standing.

17. [x] Mark if course has fees

Standard CBPP computer lab fee

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

19. Justification for Action

_Added CIS A280 as an alternative to CIS A305 as a prerequisite, updated course description, and updated CCG._
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I. Date Initiated  
April 18, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Accounting Information Systems II
Course Number: ACCT A316
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours
Grading Basis: A – F
Course Description: A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system. Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.
Course Prerequisites: [ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Discussions
B. Lectures
C. In-class activities
D. Projects
E. Supplementary readings
F. Group presentations

IV. Course Level Justification
The course requires knowledge gained in 200-level accounting courses. The national standard for this course is 300-level.
V.  Outline
A. Systems documentation
B. Internal controls
C. Relational databases in an accounting environment
D. Data modeling and database design using the Resources-Events-Agents (REA) model
E. Building accounting systems using the REA model and a relational database software
F. Computer-based internal controls
G. Fraud examination

VI.  Suggested Text

VII.  Bibliography
Required texts are supplemented with current readings, primarily from the Business Source Premier electronic database in the UAA Consortium Library.

VIII.  Instructional Goals and Student Learning Outcomes

| A. Instructional Goals.  
The instructor will: |
<table>
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<tbody>
<tr>
<td>1. Discuss the evolution of accounting information systems.</td>
</tr>
<tr>
<td>2. Apply systems documentation techniques including document flowcharts, data flow diagrams, and systems flowcharts to evaluate existing systems and the design of new systems.</td>
</tr>
<tr>
<td>3. Provide an introduction to relational databases as they apply to accounting.</td>
</tr>
<tr>
<td>4. Discuss the issues involved in designing a database and introduce database modeling using the REA model.</td>
</tr>
<tr>
<td>5. Discuss the steps to implementing an REA model in a database.</td>
</tr>
<tr>
<td>6. Discuss the internal control implications of building accounting systems in a database.</td>
</tr>
</tbody>
</table>
### B. Student Learning Outcomes.

Students will be able to: | Assessment Method |
--- | --- |
1. Explain the evolution of accounting information systems. | Exams, quizzes, or in-class exercises |
2. Use flowcharts and data flow diagrams to analyze, evaluate, and develop information systems. | Exams or quizzes |
3. Describe the relational database model as used in accounting and contrast it with the traditional accounting model. | Exams or quizzes |
4. Identify the issues involved in designing a database. | Exams or quizzes |
5. Model data using the REA model. | Exams, quizzes, and homework |
6. Implement an REA model of a specific transaction cycle in a relational database. | Projects |
7. Evaluate one of the top ten technology issues facing the accounting profession as identified by the American Institute of Certified Public Accountants Top Ten Technology list. | Presentations |
### Course Information

**School or College:** CB CBPP  
**Division:** ADBP Division of Business Programs  
**Department:** ACCT

<table>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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**Complete Course Title:**  
Managerial Cost Accounting

**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:**  
- semester/year

**Cross Listed with**

**Stacked with**

**Cross-Listed Coordination Signature**

**Impact Courses or Programs:**

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<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
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<td>134</td>
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<td>Pat Fort</td>
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<tr>
<td>Bachelor of Business Administration, Global Logistics and Supply Chain Management</td>
<td>137,138</td>
<td>03/01/2012</td>
<td>Philip Price</td>
</tr>
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</table>

**Course Description**

Examines the nature, objectives, and procedures of cost management as applied to product and service costing, decision-making, cost planning, and control systems.

**Course Prerequisite(s)**

- ACCT A202 with minimum grade of C

**Test Score(s)**

- N/A

**Co-requisite(s)**

- N/A

**Other Restriction(s)**

- College  
- Major  
- Class  
- Level

**Registration Restriction(s)**

- College of Business & Public Policy majors must be admitted to upper-division standing.

**Fees**

Standard CBPP computer lab fee

**General Education Requirement**

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

**Justification for Action**

Change course description. Update CCG.

Initiator Name: DJ Kilpatrick  
Initiator Signed Initials: ___________________  
Date: ___________________

**Approval**

- Approved  
- Disapproved

Dean/Director of School/College  
Date: ___________________

Undergraduate/Graduate Academic Board Chairperson  
Date: ___________________

Provost or Designee  
Date: ___________________
I. Date Initiated
   September 18, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Accounting
   Program: Bachelor of Business Administration, Accounting; Bachelor of Business Administration, Global Logistics and Supply Chain Management
   Course Title: Managerial Cost Accounting
   Course Number: ACCT A342
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
   0 lab hours
   6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Examines the nature, objectives, and procedures of cost management as applied to product and service costing, decision-making, cost planning, and control systems.
   Course Prerequisites: ACCT A202 with a minimum grade of C
   Registration Restrictions: College of Business & Public Policy majors must be admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lecture
   B. Discussion
   C. Problem solving

IV. Course Level Justification
   The national standard for this course is a 300-level, and its prerequisite is a 200-level course.

V. Outline
   A. Cost Accounting Fundamentals
      1. The role of the cost accountant in the organization
      2. Cost terms and concepts
   B. Planning and Control
      1. Cost-volume-profit analysis
      2. Job-order costing
      3. Activity-based costing and activity-based management
4. Profit planning, budgeting, and responsibility accounting  
5. Flexible budgets and variance analysis  
6. Inventory costing and capacity analysis  

C. Cost Information for Decision Making  
1. Relevant information for decision making  
2. Pricing decisions  

D. Cost Allocation  
1. Joint products and byproducts  
2. Process costing  

E. Investment Decisions and Management Control Systems  
1. Capital budgeting decisions  
2. Discounted and non-discounted cash flow models  
3. The effect of income taxes on capital budgeting decisions  

VI. Suggested Text  

VII. Bibliography  
VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals
   The instructor will:

   1. Discuss the business environment and how accounting provides information that helps managers fulfill their responsibilities.
   2. Explain how to assign costs to cost objects using appropriate methodologies.
   3. Explain cost behavior and cost-volume-profit analysis.
   4. Compare and contrast different costing systems used for planning, control, reporting, and decision-making purposes.
   5. Explain the use of static budgets, flexible budgets, and variance analysis for planning and control.
   6. Explain the development and use of relevant cost and revenue information for short-term and pricing decisions.
   7. Discuss accounting methods used to accumulate and allocate costs.
   8. Discuss and illustrate the use of both discounted and non-discounted cash flow models in capital budgeting, including the effect of taxes on capital budgeting decisions.

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. Explain the role of cost accounting in the business information system.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>2. Explain and calculate the assignment of costs to cost objects under various cost approaches.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>3. Define cost behavior for fixed, variable, and mixed costs, and apply cost-volume-profit analysis to different business problems.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>4. Describe and apply the concepts of multiple costing systems in a variety of business situations.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>5. Develop budgets and perform variance analysis for planning and control purposes.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
<tr>
<td>6. Describe and calculate relevant cost and revenue information for short-term and pricing decisions.</td>
<td>Exams, quizzes, and/or assignments</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td>7.</td>
<td>Explain proper accounting procedures for joint products and other types of cost allocations.</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrate knowledge of the capital budgeting process using both discounted and non-discounted cash flow models.</td>
</tr>
</tbody>
</table>
### 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>CB CBPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>ADEP Division of Econ Public Pol</td>
</tr>
<tr>
<td>1c. Department</td>
<td>Economics</td>
</tr>
<tr>
<td>2. Course Prefix</td>
<td>ECON</td>
</tr>
<tr>
<td>3. Course Number</td>
<td>A211</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</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>The Economics of Fish</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>If a change, mark appropriate boxes:</td>
<td></td>
</tr>
<tr>
<td>Prefix</td>
<td>Course Number</td>
</tr>
<tr>
<td>9. Repeat Status No</td>
<td># of Repeats</td>
</tr>
<tr>
<td>10. Grading Basis</td>
<td>A-F</td>
</tr>
<tr>
<td>11. Implementation Date</td>
<td>semester/year</td>
</tr>
<tr>
<td>From:</td>
<td>To: /9999</td>
</tr>
<tr>
<td>12. Cross Listed with</td>
<td></td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td></td>
</tr>
<tr>
<td>List any programs or college requirements that require this course.</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/governance">www.uaa.alaska.edu/governance</a>.</td>
<td></td>
</tr>
<tr>
<td>Impacted Program/Course</td>
<td>Catalog Page(s) Impacted</td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Gunnar Knapp

Initiator Signed Initials: _________ Date:________________

13b. Coordination Email Date: 04/20/2012 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 04/20/2012

14. General Education Requirement
Mark appropriate box:

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

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

Introduces key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry. Intended for people working in any part of the seafood industry or studying fisheries, aquaculture, or other seafood-related fields.

16a. Course Prerequisite(s) (list prefix and number) None

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) N/A

17. Mark if course has fees Standard CBPP computer lab fee

18. Mark if course is a selected topic course

19. Justification for Action

The course is an important element in the ongoing University of Alaska Fisheries Seafood Maritime Initiative to expand offerings of the university relevant to the seafood industry. This course responds to broad interest in Alaska in fisheries and the seafood industry.
<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>Gunnar Knapp</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<table>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee Chairperson</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>

167
I. Date Initiated
   September 18, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Economics
   Program: Economics
   Course Title: The Economics of Fish
   Course Number: ECON A211
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours
   Grading Basis: A-F
   Course Description: Introduces key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry. Intended for people working in any part of the seafood industry or studying fisheries, aquaculture, or other seafood-related fields.
   Course Prerequisites: None
   Registration Restrictions: N/A
   Fees: Standard CBPP computer lab fee

III. Course Activities:
   A. Reading assignments
   B. Videos
   C. Exam study questions

IV. Course Level Justification
   This is intended as an introductory course without prerequisites. As such, a 200-level designation is appropriate.

V. Outline
   A. Fish Facts
      1. Overview of major fish species
      2. Global, U.S., and Alaska seafood production and consumption
      3. Seafood distribution and value chains
      4. Fisheries management and aquaculture regulation
   B. Fundamentals of Economics
C. Economics of Wild Fisheries
   1. Bioeconomics
   2. Objectives of fisheries management
   3. Inherent challenge of fisheries management
   4. Approaches to fisheries management and their economic implications

D. Economics of Aquaculture

E. Economics of Seafood Processing and Distribution
   1. Economics of industries in the seafood value chain
   2. Effects of fisheries management and aquaculture regulation on the seafood value chain

F. Seafood Markets and Prices
G. Seafood Marketing
H. Economic Impacts of the Seafood Industry

VI. Suggested Text
Gunnar Knapp, The Economics of Fish (Publication anticipated Summer 2013)

VII. Bibliography


*Classics
VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

   1. Introduce key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry through assignments of readings, videos, and other course materials.

   2. Explain the application of economics to current fisheries and aquaculture policy issues

   3. Give students experience in collecting primary information about the seafood industry, including prices and consumer preferences through research assignments

   4. Encourage students to formulate and to discuss their own opinions on major current policy issues by posting these in a class discussion forum.

   5. Promote sharing of information by students with each other derived from their collective knowledge of and experience in the seafood industry

   6. Give students a basic background understanding of the world, U.S., and Alaska seafood industries.

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

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply basic principles of economics to explain and to analyze key economic questions related to fisheries, aquaculture, and other parts of the seafood industry.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>2. Explain regional differences in and changes over time in the seafood industry.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>3. Project how different factors will affect fish prices and how prices are likely to change in the future.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>4. Formulate and defend opinions on current economic policy issues facing the seafood industry.</td>
<td>Exams, homework, and online course discussions</td>
</tr>
<tr>
<td>5. Collect and work with economic data.</td>
<td>Research assignments</td>
</tr>
</tbody>
</table>
Date: 20 March 2012

To: Undergraduate Academic Board
   Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)
      T. Bart Quimby, Chair

RE: Proposed modification of Catalog language regarding course repeats.

The PAC has been approached about issues regarding the number of times a student can repeat a course. The PAC has identified UAB and GAB as the appropriate venue for the development of any policy in this area. To initiate this discussion, the PAC has drafted new catalog language to address this issue (see below).

In most cases students retake the course to achieve a passing grade, however there are cases of students trying to improve on an earned passing grade for purposes of increasing their GPA.

The problems with this practice seem to be:

- These students are often times taking up seats in oversubscribed courses,
- Students chances for success in the course are low (for example the student who took a course 15+ times in an attempt to pass) and they need advising to help them either be successful or find another educational alternative.

In discussion, it seems that the problem is primarily with specific courses which tend to be oversubscribed (the first bullet).

Challenges

Experience shows that it is difficult to enforce an enrollment requirement based on number of attempts unless the course is a specialty program requirement and the program is small and shares information about their students’ performance within the program. There is not a Banner option at the time of registration for checking number of times a student has enrolled.

It would be difficult to thoroughly enforce any such policy in a large general education course, or other high demand course with multiple sections and multiple instructors. Consequently any solution should make enforcement a faculty option instead of a hard requirement which would require extensive resources to enforce. This way the requirement could be enforced only where there is a significant problem.

There is some thought that programs could change their program catalog copy to restrict course with their prefix. The problem with this approach is that program catalog copy only applies to admitted majors.
Possible Solutions

It appears that there are two paths for addressing the problem.

- Modify the catalog section on Faculty Initiated Withdrawals to allow faculty to withdraw students who have taken the course at least twice. Faculty would have to do their own check on enrollment history in order to invoke this option.

- Modify the registration restrictions for each course with a statement that limits number of times a student may enroll in the course.

Both options could also be pursued. The language should probably capture students who withdrew from the course in addition to those who followed all the way through to a grade.

Action Sought

The PAC concluded that the first solution could be easily implemented with the second being offered to programs where there are specific course problems. The following suggested catalog copy would address the first bullet. It is requested that the two boards consider this action for inclusion in the Catalog. It would be nice to have in the next catalog, however there would be little harm done if left for the following catalog.

Proposed Catalog Copy

The highlighted text is the proposed new language.

Retaking Courses (currently p. 58)

Any course for which a student has received a transcripted grade may be retaken once at the student’s discretion, if the course is available and if permitted by the program offering the course. After a student has retaken a course once, faculty have discretion to initiate a drop or withdrawal of a student who registers for additional retakes. The student’s transcript will reflect all grades earned by the student in each semester in which the course is taken. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation.

The credit/no credit grading option cannot be selected when courses are to be retaken for GPA improvement. Students may not retake a course through credit-by-examination, correspondence, or through work at another college or university for the purpose of raising their grade point average at UAA.

To determine eligibility for graduation with honors, all credits and grades from retaken courses are included in GPA calculation.

Faculty-Initiated Drop or Withdrawal (currently p. 66)

A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.
The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class. **Faculty have discretion to initiate a drop or withdrawal of a student who has already received a transcripted grade for the course and has already retaken the course once.** Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus.

Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
### 1a. School or College
choose one

### 1b. Division
choose one

### 1c. Department

<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>
</table>

### 6. Complete Course Title

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

### 9. Repeat Status
choose one

<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
semester/year

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
</table>

### 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### 13b. Coordination Email
Date: __________

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

### 13c. Coordination with Library Liaison
Date: __________

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)

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

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

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

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

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

### 19. Justification for Action

Initiator (faculty only) Date

Initiator (TYPE NAME)

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

Dean/Director of School/College Date

Undergraduate/Graduate Academic Date

Board Chair

Provost or Designee Date

Approved

Disapproved
1a. School or College  
choose one  1b. Department

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
</tr>
<tr>
<td>Undergraduate: or Graduate:</td>
</tr>
<tr>
<td>CHOOSE ONE</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

| 6d. Completed Program Assessment Review with the Academic Assessment Committee (AAC)  |
| 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  |
| Dean/Director of School/College  |
| Date  |

| Department Chair  |
| Date  |

| Undergraduate/Graduate Academic Board Chair  |
| Approved  |
| Disapproved  |
| Date  |

| Provost or Designee  |
| Approved  |
| Disapproved  |
| Date  |
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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

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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.
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):
Section 2 – Curriculum Screening Criteria

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 assessment plan must be presented to the Office of Academic Affairs
      (OAA) in accordance with the requirements of the Academic Assessment Handbook. Note:
      Academic boards do not evaluate the assessment plan or resource implications; however
      the plan must be complete when a new program is submitted to the academic boards.
   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](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](http://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.
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. Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear. 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.

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 SAC of the curriculum actions.
20. All new programs and programs with major changes require approval through the NWCCU. After
    approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents
    (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes
    only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCUAfter the appropriate
    Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance
    Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of
    Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated
    by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval
    usually occurs within 90 days of submission

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

3.2 Approval for Minor Changes to Undergraduate Credit Courses

3.2.1 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
Section 3 – Curriculum Approval Process

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)
   (Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. Identify Several Peer Programs (Maximum of one page)
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. Brief Description of the Entry Requirements (Maximum of one page)
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. Student Services (Maximum of one page)
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. Facilities and Resources (Maximum of two pages; to be signed by the Dean)
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. Budget and Cost Analysis (Maximum of one page)
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. Program Catalog Copy
    (Proposed catalog copy; new course titles, numbers, and descriptions)

3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).
Required Outline:

1. **Introduction and Program Overview**
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
   - Justification on the Basis of Need:
     Found in section
   - Justification on the Basis of Prospective Student Demand:
     Found in section
   - Identify Several Peer Programs:
     Found in section
   - Entry Requirements:
     Found in section
   - Faculty Qualifications:
     Found in section
   - Student Services:
     Found in section
   - Facilities and Resources:
     Found in section
   - Budget and Cost Analysis:
     Found in section

5. **Curriculum Documents**
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Program Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
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.
Section 7 – Programs

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. 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.
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.
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 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 or the Assistant Vice Provost (ayooa@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)
      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, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   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, and 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 (ayooa@uaa.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublication@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).
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, and 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 (ayou@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).
      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, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   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, and 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.
4.3 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.
   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, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the course revision. The email must include contact information, and 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.
   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, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.
   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/college, department, course prefix, course number, course title: (as found in CAR boxes 1a, 1c, 2, 3)
      - course description (as found in CAR box 15)
      - add/change/delete and if change, a summary list of changes (as found in CAR box 8)
21 Section 5 – Courses

• justification for action (as found in CAR box 19)

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.

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:

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, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.

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, and must be sent at least 10 working days before approval by OAA.

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.
   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. 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, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

   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.

3. 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.

4. 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:
   • The appropriate GER templates must be applied (www.uaa.alaska.edu/governance/).
Addresses GER student learning outcomes from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)

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

Provides rationale for adding this course to the GER menu

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.
   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, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.

   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, and 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.

   GER changes should have an implementation date of fall. In order to ensure approval is received in time, it is recommended that first reading take place no later than first week in March.

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 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).

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.
   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/records/catalogs/catalogs.cfm)
   c. All course CARs and CCGs for new and revised courses.
   d. Four-Year Course Offering Plan for the program.
   e. Signed Resource Implication Form.
   f. Signed Fee Request Form (for new, deleted or revised fees).
   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and 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, 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
1. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.
2. New facility or renovated space requirements.
3. 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. A 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).
   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. A 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 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).
   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.

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 database 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 implementation dates.

Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in full semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be added for any term; however changes to existing programs can only have a full 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 read no later than first week of March.

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. 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 full 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.

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.

1. 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 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).

   ii. **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.

   iii. **Corequisites** – Identifies a course which must be taken concurrently and requires simultaneous enrollment and withdrawal.

   iv. **Registration Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission\(^a\), major\(^b\), class standing\(^c\), or level\(^d\)). Must be enforced by the program/department/ instructor.

      \(^a\) College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

      \(^b\) Major – identifies a major which a student must have declared in order to enroll in the course.

      \(^c\) Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

      \(^d\) Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

   Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee:** Yes or No – Indicates that there are student fees associated with the course.

   **Note:** The sections of the CAR referenced above and the CCG must match word for word.

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

   **Course Level Expectations for Academic Course Levels** – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

   The following definitions describe the expectations for the academic course levels:
A. **Lower Division Courses**

A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. **Upper Division Courses**

Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. **Graduate-Level Courses**

A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

For graduate-level coursework the justification must:

i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

iii. State the disciplinary background.

iv. Specify prerequisites, e.g. “Graduate Status.”

v. Describe how the course provides students with opportunities for independent critical thinking.

vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

   a. Competence in a specialized field of knowledge
   b. Extensive experience with specialized client relationships
   c. Application of expert knowledge within a recognized professional practice
   d. Analysis and synthesis of primary scholarship or research
   e. Self-directed written research projects
   f. Mastery of theoretical knowledge
**Course Level Expectations for Preparatory/Developmental Course Levels** – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

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

   A. **Instructional Goals**: Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

   B. **Student Learning Outcomes**: Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

   C. **Goals and Student Learning Outcomes**: Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. **Guidelines for Evaluation or Assessment Methods**

   A. 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>
<th>Measures</th>
</tr>
</thead>
<tbody>
<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>
<td>Performance on two separate short papers criticizing published arguments on both sides of a controversial issue.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards.</td>
<td>Performance on practical project assigned in lab. Performance on projects assigned during internship.</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of human emotion.</td>
<td>Peer and faculty review and rating according to established departmental 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 control function defined by the instructor, in accordance with applicable standards and codes.</td>
<td>Demonstration of successful functioning of the system through simulation or mock-up.</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

10.1 The CAR Form

![Course Action Request Form]

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41 Section 10 – CAR Instructions
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
ADEF  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
ADTE  Division of Career and Technical Education
APER  Division of Physical Education and Recreation
APRS  Division of Preparatory Studies

College of Education
No Division Code

School of Engineering
No Division Code

College of Health
AHLS  Division of Health and Safety
ADHS  Division of Human Services and Health Sciences
ADSN  Division of Nursing
AJUS  Division of Justice
ASWK  Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

Box 2. Course Prefix
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix in Section 11.

Box 3. Course Number
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

1. Types of Courses
   A. Academic Credit Courses
      Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

      The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.

      UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

      i. Lower division courses usually taken by freshmen and sophomores
         A100-A199: Freshman-level, lower division courses
         A200-A299: Sophomore-level, lower division courses

      ii. Upper division courses usually taken by juniors and seniors
         A300-A399: Junior-level, upper division courses
         A400-A499: Senior-level, upper division courses

      iii. Graduate-level courses
         A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

   B. Preparatory/Developmental Courses
      Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. Noncredit Courses  
A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. Continuing Education Unit (CEU) courses  
AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. Professional Development Courses  
A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. Course Numbers: Second and Third Digits  
The second and third digits of course numbers in the -90 range are used for specific course types.

-90 Selected topics: These are a generic “umbrella” course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

-92 Seminar or Workshops  
Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.  
Workshop: A formal higher education offering with intensive instruction and information in a given field.

-93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

-95 Internship and Practicum  
Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.  
Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
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 = 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 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 (“Justification for Action”) of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. Summary

| Semester | = 15 weeks (standard semester length) |
| One (1) Contact Hour | = 50 minutes per week (or 750 minutes for the course) |
| Outside Work | = Additional time typically outside of classroom or laboratory |
| One (1) credit | = 1 contact hour per week of lecture (15 contact hours of lecture for course) |
| or | 2 contact hours per week of supervised laboratory (or practica) if |
outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

2. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. The CEU

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

0.1 CEU = 1 hour of instruction and no additional hours of work for the course
1 CEU = 10 hours of instruction and no additional hours of work for course
1.5 CEUs = 15 hours of instruction and no additional hours of work for course
3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. Minimum Course Length (Compressibility Policy)

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course
Identifies type of course offered.

1. Academic Courses (numbered 100–499 and 600–699)
   A. Program Requirement - A credit course specifically required by degree, certificate, or a Minor program.
   B. Program Selective - A credit course within a group of courses from which a student is required to select.
   C. General Education Requirement - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. Elective - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

2. Preparatory/Developmental Courses (050–099): Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).

3. Nondegree Courses
   A. Noncredit Courses (000–049) - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. CEUs (denoted by “AC” rather than just “A” before course number) - A course that provides further development of a trade, profession, or personal improvement.
   C. Professional Development Courses (A500–A599) - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action
Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status
Identifies the Repeat Status of the course.
   ● Yes means the course may be repeated for credit
   ● No means it cannot be repeated for credit

If repeat status is marked as Yes, the Number of Repeats and Maximum Hours must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390  3 credits  
**Repeat Status:** Yes  **Number of Repeats:** 1  **Max Credits:** 6

**Box 10. Grading Basis**

Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed. 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), current catalog page, 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. Type **courtesy coordination** in the table in the catalog page number field.

**Items that are NOT entered into Box 13a.**
- Do not enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).
- 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>Catalog Page(s)</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>132</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>350</td>
<td>3/25/2011</td>
<td>Minnie Yen</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:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

**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

Box 16b. 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. It is assumed that faculty may waive the requirement.

Box 16c. 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 16d. Other Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission, major, class standing, or level). The name of the college or school, major, class standing, or level required should be specified in Box 16e. 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.
Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16e. 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
Using the drop-down menu, choose Yes or No. 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>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
</table>

Choose one from the appropriate drop down menu:  
Undergraduate:  
Graduate:  

This program is a Gainful Employment Program:  
Yes  
No

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
</tr>
</thead>
</table>

<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>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
</table>

From: /  
To: /

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
</table>

Department, School, or College:  
Faculty Initiator Name (typed):  
Faculty Initiator Signed Initials:  
Date:

<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>
</table>

Date:

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
</table>

Date:

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

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
</table>

54  
Section 11 – PAR Instructions
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:

1. Description of the proposed action
2. Any other relevant information.

*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/find/subject_liason_librarians](http://consortiumlibrary.org/find/subject_liason_librarians)), 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 6d. Program Assessment Review with Academic Assessment Committee (AAC)**
The Academic Assessment Committee supports faculty in the design of assessable programmatic learning outcomes and assessment strategies, with a goal to enhance a culture of continuous improvement based on the measurable assessment of learning outcomes.

Program assessment review with the AAC should occur before the program and PAR is submitted to UAB/GAB for review. The faculty initiator is required to send their complete program assessment plan to the AAC at ayaac@uaa.alaska.edu. The AAC will then contact the initiator to schedule a review. Following their program’s review with the AAC, the initiator will receive a memo stating completion of the review. On the PAR form, please include the date noted on the memo from the AAC. Should a program already be accountable to an accreditation board in the design or review of their programmatic change, they may be eligible for an AAC exemption. If so, this would be reflected in the memo.

Further details on Program Student Learning Outcomes can be found in section 2.1.4 of the Curriculum Handbook and in the Academic Assessment Handbook ([http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm](http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm))

**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)
  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

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 Program 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>Physical Geology</td>
<td>(5)</td>
</tr>
<tr>
<td>GEOL A111</td>
<td>and one of the following lecture/lab combinations:</td>
<td></td>
</tr>
<tr>
<td>ASTR A103</td>
<td>Solar System Astronomy</td>
<td>(3)</td>
</tr>
<tr>
<td>ASTR 103L</td>
<td>Solar System Astronomy Laboratory</td>
<td>(1)</td>
</tr>
<tr>
<td>or</td>
<td>Stars, Galaxies and Cosmology</td>
<td>(3)</td>
</tr>
<tr>
<td>ASTR A104</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>ASTR 104L</td>
<td>Stars, Galaxies and Cosmology Laboratory</td>
<td>(1)</td>
</tr>
<tr>
<td>LSIS A201</td>
<td>Life on Earth</td>
<td>5-8</td>
</tr>
<tr>
<td>or</td>
<td>Introductory Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL A102</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>BIOL A103</td>
<td>Introductory Biology Laboratory</td>
<td>(1)</td>
</tr>
<tr>
<td>or</td>
<td>and one of the following:</td>
<td></td>
</tr>
<tr>
<td>BIOL A15</td>
<td>Fundamentals of Biology I</td>
<td>(4)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOL A16</td>
<td>Fundamentals of Biology II</td>
<td>(4)</td>
</tr>
<tr>
<td>LSIS A202</td>
<td>Concepts and Processes: Natural Sciences</td>
<td>5-8</td>
</tr>
<tr>
<td>or</td>
<td>Survey of Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM A103</td>
<td>and</td>
<td></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.*
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)
or
HIST A390A Themes in World History (3)
HIST A131 History of United States I (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)
ENGL A121 Introduction to Literature (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)
or
HUM A212 Introduction to Humanities II (3)
or
HNRS A192 Honors Seminar: Enduring Books (3)
LSSS A111 Cultural Foundations of Human Behavior (3)
or
HNRS A292 Seminar in Social Science (3)
or
ANTH A202 Cultural Anthropology (3)
LSIC A231 Truth, Beauty, and Goodness (3)
or
PHIL A301 Ethics (3)
LSSS A311 People, Places, and Ecosystems (3)
or
ENVI A211 Environmental Science: Systems and Processes (3)
LSIC A331 Power, Authority, and Governance (3)

Double-check all course titles. They must exactly match the full titles published in the catalog course name.
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

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 (ENG), 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 AC010 Fundamentals of Arctic Engineering or ES AC010 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
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Tom Ravens, Professor, AFTMR@uaa.alaska.edu
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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](http://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](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](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](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Course Action Request (CAR):**  
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Course Content Guide (CCG):**  
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Coordination Spreadsheet:**  
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Faculty Matrix:**  
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Program/Prefix Action Request (PAR):**  
  [http://www.uaa.alaska.edu/governance/curriculumexamples.cfm](http://www.uaa.alaska.edu/governance/curriculumexamples.cfm)

- **Program Academic Assessment Plan:**  
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Prospectus:**  
  [www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)

- **Risk Management Plan:**  
  [www.uaa.alaska.edu/governance/curriculumexamples.cfm](http://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>
</tbody>
</table>

<p>| Comprehends | Associates | Analyzes | Arranges |
| Arranges | Chooses | Appraises | Assembles |
| Counts | Compares | Calculates | Collects |
| Describes | Computes | Categorizes | Combines |
| Draws | Contrasts | Compares | Compiles |
| Duplicates | Converts | Concludes | Composes |
| Identifies | Defends | Constructs | Constructs |
| Indications | Differentiates | Constructs | Constructs |
| Labels | Discusses | Contrasts | Creates |
| Lists | Distinguishes | Correlates | Designs |
| Matches | Dramatizes | Criticizes | Develops |
| Memorizes | Estimates | Debates | Devises |
| Names | Explanations | Deduces | Formulates |
| Orders | Extends | Detects | Generalizes |
| Outlines | Extrapolates | Determines | Generates |
| Points to | Generalizes | Develops | Integrates |
| Produces | Gives Examples | Diagnoses | Manages |
| Quotations | Infers | Difficulties | Organizes |
| Reads | Interprets | Discriminates | Plans |
| Recalls | Picks | Estimates | Prescribes |
| Recites | Reports | Evaluates | Preserves |
| Recognizes | Restates | Examines | Produces |
| Records | Reviews | Experiments | Proposes |
| Relates | Rewrites | Generalizes | Predicts |
| Repeats | Schedules | Identifies | Rearranges |
| Produces | Sketches | Infers | Reconstructs |
| Selects | Summarizes | Inspects | Reorganizes |
| Tabulates | Translates | Initiates | Revises |
| Traces | | Inventories | Sets up |
| Writes | | Predicts | Specifies |
| | | Questions | Synthesizes |
| | | Relates | Systematizes |
| | | Separates | Designs |
| | | Solves | Develops |
| | | Tests | Devises |
| | | Transforms | Formulates |</p>
<table>
<thead>
<tr>
<th>Comprehension – Interpret information in one’s own words</th>
<th>Evaluation – Make judgments on basis of given criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>Appraises</td>
</tr>
<tr>
<td>Classify</td>
<td>Argues</td>
</tr>
<tr>
<td>Cite examples of</td>
<td>Assesses</td>
</tr>
<tr>
<td>Compares</td>
<td>Attacks</td>
</tr>
<tr>
<td>Converts</td>
<td>Chooses</td>
</tr>
<tr>
<td>Defends</td>
<td>Compares</td>
</tr>
<tr>
<td>Describes</td>
<td>Concludes</td>
</tr>
<tr>
<td>Determines</td>
<td>Critiques</td>
</tr>
<tr>
<td>Differentiates</td>
<td>Defends</td>
</tr>
<tr>
<td>Discusses</td>
<td>Determines</td>
</tr>
<tr>
<td>Distinguishes</td>
<td>Estimates</td>
</tr>
<tr>
<td>Estimates</td>
<td>Evaluates</td>
</tr>
<tr>
<td>Explains</td>
<td>Grades</td>
</tr>
<tr>
<td>Expresses</td>
<td>Judges</td>
</tr>
<tr>
<td>Extends</td>
<td>Justifies</td>
</tr>
<tr>
<td>Extrapolates</td>
<td>Measures</td>
</tr>
<tr>
<td>Generalizes</td>
<td>Predicts</td>
</tr>
<tr>
<td>Gives examples</td>
<td>Ranks</td>
</tr>
<tr>
<td>Identifies</td>
<td>Rates</td>
</tr>
<tr>
<td>Indicates</td>
<td>Revises</td>
</tr>
<tr>
<td>Infers</td>
<td>Scores</td>
</tr>
<tr>
<td>Interprets</td>
<td>Selects</td>
</tr>
<tr>
<td>Interpolates</td>
<td>Supports</td>
</tr>
<tr>
<td>Locates</td>
<td>Tests</td>
</tr>
<tr>
<td>Practices</td>
<td>Validates</td>
</tr>
<tr>
<td>Recognizes</td>
<td>Values</td>
</tr>
<tr>
<td>Reports</td>
<td></td>
</tr>
<tr>
<td>Restates</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Rewrites</td>
<td></td>
</tr>
<tr>
<td>Selects</td>
<td></td>
</tr>
<tr>
<td>Simulates</td>
<td></td>
</tr>
<tr>
<td>Sorts</td>
<td></td>
</tr>
<tr>
<td>Summarizes</td>
<td></td>
</tr>
<tr>
<td>Tells</td>
<td></td>
</tr>
<tr>
<td>Translates</td>
<td></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>Changes behavior</td>
<td>Changes behavior</td>
</tr>
<tr>
<td>Follows</td>
<td>Assists</td>
<td>Believes in</td>
<td>Develops a code of behavior</td>
<td>Develops a code of behavior</td>
</tr>
<tr>
<td>Gives</td>
<td>Be willing to</td>
<td>Be convinced</td>
<td>Develops a philosophy of life</td>
<td>Develops a philosophy of life</td>
</tr>
<tr>
<td>Holds</td>
<td>Completes</td>
<td>Completes</td>
<td>Influences</td>
<td>Influences</td>
</tr>
<tr>
<td>Selects</td>
<td>Describes</td>
<td>Describes</td>
<td>Judges</td>
<td>Judges</td>
</tr>
<tr>
<td>Shows interest</td>
<td>Has faith in</td>
<td>Has faith in</td>
<td>problems/issues</td>
<td>problems/issues</td>
</tr>
<tr>
<td></td>
<td>Initiates</td>
<td>Initiates</td>
<td>Listens</td>
<td>Listens</td>
</tr>
<tr>
<td></td>
<td>Invites</td>
<td>Invites</td>
<td>Performs</td>
<td>Performs</td>
</tr>
<tr>
<td></td>
<td>Joins</td>
<td>Joins</td>
<td>Practices</td>
<td>Practices</td>
</tr>
<tr>
<td></td>
<td>Justifies</td>
<td>Justifies</td>
<td>Proposes</td>
<td>Proposes</td>
</tr>
<tr>
<td></td>
<td>Participates</td>
<td>Participates</td>
<td>Selects</td>
<td>Qualifies</td>
</tr>
<tr>
<td></td>
<td>Proposes</td>
<td>Proposes</td>
<td>Selects</td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td>Selects</td>
<td>Selects</td>
<td>Shares</td>
<td>Serves</td>
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<tr>
<td></td>
<td>Shares</td>
<td>Shares</td>
<td>Subscribes to</td>
<td>Shows mature</td>
</tr>
<tr>
<td></td>
<td>Subscribes to</td>
<td>Subscribes to</td>
<td>Works</td>
<td>attitude</td>
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<td></td>
<td>Works</td>
<td>Works</td>
<td></td>
<td>Solves</td>
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<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>Excells</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>Mimes</td>
<td>Plays</td>
<td>Masterfully with improvements</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>Refines</td>
<td>With fundamental revisions</td>
<td></td>
</tr>
<tr>
<td>Starts</td>
<td></td>
<td></td>
<td>With great skill</td>
<td></td>
</tr>
<tr>
<td>Tries to</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Using a model</td>
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</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. 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:


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Consult With Office
of Academic Affairs

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 Approval

Chancellor

Northwest Commission on
Colleges and Universities Notification

OAA

Faculty, Dean, or Director
Initiated
Suspension of Program

Program Suspensions

Chancellor

OAA

Office of the Registrar

Faculty Senate

Governance Office

Undergraduate Programs

Graduate Programs

Workforce Credentials

Minor Program
Changes

New Programs, Major
Program Revisions*,
Program Deletions

New or Revised Minors,
OECs, Workforce
Credentials

Program Name
Changes

Northwest Commission on
Colleges and Universities Approval

Northwest Commission on
Colleges and Universities Notification

Statewide Academic Council

UA President

Board of Regents**

OAA

Chancellor

Northwest Commission on
Colleges and Universities Notification

Statewide Academic Council Notification

*Consult with Academic Affairs for determining whether proposed changes meet the criteria for major program changes.

**Requires 60-day advance notice to have items placed on the agenda.
Date: August 8, 2012

To: Undergraduate Academic Board
    Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)

RE: Proposed modification of Catalog language regarding catalog year and course prerequisites

This request is to clarify catalog language regarding enforcement of course prerequisites. This was the subject of two recent student appeals. In one case, the student maintained that only the prerequisites found in the catalog for his catalog year could be enforced. The faculty understanding was that the student needed to meet the current prerequisite for the course. In AY12 Interim Vice Provost Bart Quimby discussed the issue with faculty leaders, and the consensus was that students must meet the course prerequisites in place at the time they take the course.

It is proposed that the language be clarified as shown below.

2011-2012 Catalog, pg 62
Catalog Year

Certificates and Associate Degrees
Each student’s program catalog year is established when the student is first admitted into a certificate or degree program as a major or pre-major. A student’s program catalog year is adjusted if the student formally postpones admission (see Postponed Admission in this chapter) or executes a change of major (See Change of Major or Degree in this chapter).

Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a certificate or associate degree program or the catalog in effect at the time of graduation.

If the requirements for a certificate or associate degree as specified in the entry-level catalog are not met within five years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Baccalaureate Degrees
Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular General Education Requirement (GER) in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

If the requirements for a baccalaureate degree as specified in the entry-level catalog are not met within seven years of formal acceptance into the program, admission expires and the
student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation

Course Requirements
Students must meet the enrollment requirements in effect for courses at the time they enroll in each course.

2011-2012 Catalog, pg 66

Faculty-Initiated Drop or Withdrawal
A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.

The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class at the time the course is taken. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus. Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
AWARD OF POSTHUMOUS DEGREES

University of Alaska Anchorage may confer posthumous degrees and certificates upon students who are deceased prior to but nearing formal completion of all degree/certificate requirements of the programs being pursued. Students who are not considered “nearing completion” as outlined below may still be considered for a Certificate of Attendance*.

A. Eligibility

To be eligible for the award of a University of Alaska Anchorage degree posthumously the student generally must have met the following conditions:

1. At the time of death, the student was nearing completion of work required for award of the degree. “Nearing completion” is defined as being registered in the final coursework required for degree. For graduate students in thesis programs, significant coursework should have been completed and the student should have commenced the research process. Graduate students in non-thesis programs should have completed a substantial portion of the required coursework.
2. The student was in good academic standing and was successfully progressing toward completion of requirements for the degree to be awarded. Put another way it is reasonable to assume that they would have graduated at the end of the semester.
3. Recommendation for award of the degree was made by faculty in the student’s major department, and approved by the department head, school or college dean and Provost, and, in the case of graduate students, the Dean of the Graduate School.

Final approval for awarding of posthumous degrees shall rest with the Provost.

B. Approval Process

The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:

1. The Vice Chancellor for Student Affairs, Provost, or the Dean of the Graduate School, upon learning of the death of a University of Alaska Anchorage student, shall ascertain the relative academic standing of the student, as specified in paragraphs 1 and 2 of Section A above.
2. If the deceased student is determined to be eligible as a candidate for posthumous award of the degree being pursued, the Vice Chancellor for
Student Affairs, of the Dean of the Graduate School, will so certify to the Provost.

3. Upon learning that the deceased student is eligible for consideration for the award of a posthumous degree, the Provost will communicate this information to the appropriate school or college dean.

4. The departmental faculty, department head and dean will determine if the student’s overall record merits further consideration and recommendation that the posthumous award be granted; such information will be communicated to the Provost.

5. The Provost will weigh all information relating to each case independently. The Provost’s will communicate a decision to posthumously confer a degree to the deceased student’s family and to the University Registrar.

C. Awarding of Posthumous Degrees

Upon approval by the Provost the following procedure will be followed:

1. The Provost will notify the family of the deceased student.
2. The degree will be conferred at the next regularly scheduled commencement exercise.
3. The University Registrar will note the posthumous nature of the award on the diploma, the student’s permanent record and in the commencement program.

D. Extraordinary Circumstances

Cases that do not meet the above specified criteria may be considered when extraordinary circumstances prevail. In such cases, the appropriate faculty, department head, dean, and the Registrar will be consulted prior to a recommendation being prepared for the Provost’s consideration.

*CERTIFICATE OF ATTENDANCE

University of Alaska Anchorage may present a certificate of attendance upon students who are deceased who have attended the university but were unable to complete degree/certificate requirements of the program(s) being pursued.
September 14, 2012

To: UAB/GAB Governance Boards
From: Lora Volden, University Registrar

Re: Summer Add/Drop Deadlines

Issue
Add/drop deadlines for summer were historically established by the Office of the Registrar and have never been approved by faculty. With the removal of the 50% refund and the increasing numbers of “miscellaneous” part of term courses these dates are frequently called into question.

Considerations
- Having multiple deadlines is confusing for students, faculty, and staff and is difficult to enforce.
- There is strong belief that students should be able to attend one class period before being financially accountable for course.
- Banner cannot produce different add/drop dates for every scenario.

Proposal
Add/Drop Deadline for any summer course will be one week after the published start date. (i.e. class begins June 12, students may drop through 5 p.m. June 19th and get full refund. Students may also add through June 19th assuming faculty approval).

Faculty approval will be required for all classes after the first class meeting. Even if space is available, faculty will need to approve a student adding the class.

Withdrawal deadline will be the 3rd Friday of first and second five week term. All courses with a start date prior to June 10th will be held to the first withdrawal deadline, all other summer courses will be held to the second.
GOAL 1: Update the Curriculum Handbook, as needed.

GOAL 2: Continue to work with the Office of Academic Affairs and the Office of the Registrar to review policies and procedures for their impacts on academics, to ensure that faculty input and review by UAB and GAB is automatic.

Re-examine policy on
- Secondary Student Registration
- Academic Calendar
- Compressibility
- Publication of program outcomes in the catalog
- Faculty titles in the program section of the catalog
- Independent Study Policy, including limits on Independent Study credits

Examine policy on
- Posthumous Degrees (jointly with GAB)

GOAL 3: Update the plan for curriculum updates together with the GAB Chair and Vice Provost for Curriculum and Assessment Bart Quimby.

GOAL 4: Continue communication/coordination with curriculum committee chairs, department chairs, and faculty initiators.
MEMO

TO: All Deans and Directors, Associate Deans,
Community Campus Assistant Directors

RE: Purge List 2012-13 Nonacademic Courses

DATE: September 10, 2012

Periodically the Office of the Registrar reviews active, nonacademic (professional development, CEU, and noncredit) courses and identifies those which have not been offered in four academic years (eight fall and spring semesters) or have never been offered. The 241 courses on the attached spreadsheets are scheduled to be purged from the active database shortly. This is your opportunity to review the list of courses before the cleanup. Please share the information with your departments and curriculum committees. If your department wishes to retain a course, written justification must be provided. (An email will suffice.)

Justifications for retaining dormant courses must be presented in writing addressed to one of the Curriculum and Publications Specialists listed above. The deadline for providing this information is 5 p.m. Friday, October 5, 2012. If no response is received from your office by the deadline, then the courses will be purged.

If you have any questions, please contact any of us. Our contact information appears above.

Thank you.
### Noncredit, CEU and Professional Development Purge List 2012-13

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<th>Subject Prefix</th>
<th>Course Number</th>
<th>BANNER College Code</th>
<th>Course Title</th>
<th>Course Type</th>
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<th>Last Term Offered</th>
<th>Was this course carried over by request from the 2009-10 purge list?</th>
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