

Undergraduate Academic Board Agenda

April 13, 2012

2:00-5:00

ADM 204

I. Roll

() Hilary Davies (CAS)	() Joan O'Leary (Mat-Su)	() Barbara Harville (FS Rep.)	() USUAA vacancy
() Mari Ippolito (CAS)	() Hilary Seitz (COE)	() Francisco Miranda (FS Rep.)	() Adjunct vacancy
() David Edgecombe (CAS)	() Cheryl Smith (CTC)	() Vacancy (FS at Large)	<u>Ex-Officio Members:</u>
() Paola Banchemo (CAS)	() Kevin Keating (LIB)	() Vacancy (FS At Large)	() Bart Quimby
() Helena Jermalovic (COH)	() Utpal Dutta (SOE)	() Vacancy (COH)	() Lora Volden
() Marion Yapuncich (KPC)	() Bettina Kipp (SA)	() Kathryn Hollis Buchanan (Kodiak)	() Scheduling & Publications
() Dave Fitzgerald (CBPP)			

II. Approval of the Agenda (pg. 1-6)

III. Approval of Meeting Summary (pg. 7-9)

IV. Administrative Report

A. Interim Vice Provost for Curriculum and Assessment Bart Quimby

B. University Registrar Lora Volden

V. Chair's Report

A. UAB Chair- Hilary Davies

B. GERC- Sandra Pence

VI. Program/Course Action Request- Second Readings

Del	NS A408	Complex Health Disruptions: Nursing Therapeutics (2 cr)(2+0)(pg. 10-13)
Del	NS A408L	Complex Health Disruptions Lab: Nursing Therapeutics (2 cr)(2+0)(pg. 14)
Chg	CIS A376	Management Information Systems (3 cr)(3+0)(pg. 15-20)
Chg	CHEM A441	Principles of Biochemistry I (3 cr)(3+0)(pg. 21-27)
Chg		Bachelor of Arts, Elementary Education (pg. 28-43)
Chg		Bachelor of Business Administration, Accounting, Major Req (pg. 44)
Chg		Bachelor of Business Administration, Accounting, Minor Req (pg. 45-51)
Add		Associate of Applied Science, Paralegal Studies/LEGL (pg. 52-53)
Add		Minor, Legal Studies/LEGL (pg. 54-55)
Add		Undergraduate Certificate, Legal Nurse Consultant Paralegal/LNC (pg. 56-57)
Add		Post-Baccalaureate Certificate, Paralegal Studies/LEGL (pg. 58-59)
Add		Bachelor of Arts, Legal Studies/LEGL (pg. 60-70)
Chg		Bachelor of Science, Biological Sciences (pg. 71)

Chg		Bachelor of Arts, Biological Sciences (pg. 72-89)
Chg		Bachelor of Science, Natural Sciences (pg. 90-115)
Add	EEA261	MATLAB for Electrical Engineers(1 cr)(1+0)(pg. 116-118)
Chg		Minor, Civil Engineering (pg. 119)
Chg		BS, Civil Engineering (pg. 120-133)
Chg	ATP A100	Private Pilot Ground School (3 cr)(3+0)(pg. 134-144)

VII. Program/Course Action Request- First Readings

Chg		Associate of Applied Science in Professional Piloting (pg. 145-150)
Chg		Bachelor of Science in Aviation Technology (pg. 151-163)
Chg		Bachelor of Arts, History (Student Learning Outcomes) (pg. 164-165)
Chg	SWK A409	Introduction to Child Welfare (3 cr)(3+0)(pg. 166-171)
Chg		Minor, Computer Science (pg. 172-174)
Chg		BA, Computer Science (pg. 175)
Chg		BS, Computer Science (pg. 176-186)
Chg	ENGL A201	Masterpieces of World Literature I (3 cr)(3+0)(pg. 187-192)
Chg	ENGL A202	Masterpieces of World Literature II (3 cr)(3+0)(pg. 193-198)
Chg		BA, English (Student Learning Outcomes)(pg. 199-214)
Chg		Minor, Womens Studies (Student Learning Outcomes) (pg. 215-216)
Chg	PHIL A305	Professional Ethics (1-3 cr)(1-3+0)(pg. 217-222)
Chg		BA, Philosophy (Student Learning Outcomes) (pg. 223-233)
Chg	EE A203	Fundamentals of Electrical Engineering I (4 cr)(3+3)(pg. 234-238)
Chg	EE A308	Instrumentation and Measurement (Crosslisted with ME A308) (3 cr)(3+0)(pg. 239-242)
Chg	ME A308	Instrumentation and Measurement (Crosslisted with EE A308) (3 cr)(3+0)(pg. 243-246)
Chg	EE A353	Circuit Theory (3 cr)(3+0)(pg. 247-251)
Chg	EE A451	Digital Signal Processing (3 cr)(3+0)(pg. 252-254)
Del	ENGR A251	Engineering Practices III (3 cr)(3+0)(pg. 255)
Del	ME A302	Mechanical Design I (4 cr)(3+3)(pg. 256)

Chg	ME A403	Machine Design (3 cr)(3+0)(pg. 257-260)
Chg	ME A453	Renewable Energy Systems Engineering (Stacked with ME A653) (3 cr)(3+0)(pg. 261-273)
Chg		Minor, Electrical Engineering (pg. 274-277)
Chg		Minor, Mechanical Engineering (pg. 278-281)
Chg		Minor, Geographic Information Systems (pg. 282-285)
Chg		Minor, Computer Systems Engineering (pg. 286-289)
Chg		Minor, General Engineering (pg. 290-293)
Chg		Bachelor of Science, Geomatics (pg. 294-295)
Chg		Bachelor of Science in Engineering (pg. 296-324)
Chg	WELD A101	Gas and Arc Welding (4 cr)(2+6)(pg. 325-329)
Chg	WELD A112	Shielded Metal Arc Welding (SMAW)(4 cr)(2+6)(pg. 330-335)
Chg	WELD A114	Welding High Strength Steels (4 cr)(2+6)(pg. 336-340)
Chg	WELD A117	Basic Pipefitting (4 cr)(2+6)(pg. 341-345)
Chg	WELD A118	Welding Fabrication and Manufacturing (4 cr)(1+6)(pg. 346-350)
Chg	WELD A121	Pipe Welding Vertical-Down SMAW (Stacked with WELD A122) (4 cr)(2+6)(pg. 351-355)
Chg	WELD A122	Pipe Welding Vertical-Up SMAW (Stacked with WELD A121) (4 cr)(2+6)(pg. 356-360)
Chg	WELD A157	Technical Drawings for Welders (3 cr)(3+0)(pg. 361-366)
Chg	WELD A161	Gas Metal Arc Welding (GMAW) (4 cr)(2+6)(pg. 367-372)
Chg	WELD A162	Flux Cored Arc Welding (FCAW) (4 cr)(2+6)(pg. 373-377)
Chg	WELD A174	Gas Tungsten Arc Weld (GTAW)(4 cr)(2+6)(pg. 378-382)
`Chg	WELD A190	Selected Topics in Welding (1-4 cr)(1-4+0-12)(pg. 383-386)
Chg	WELD A261	Ultrasonic Testing (4 cr)(2+4)(pg. 387-392)
Chg	WELD A262	General Nondestructive Testing (3 cr)(2+2)(pg. 393-400)
Chg	WELD A263	Radiographic Testing Safety (2 cr)(2+0)(pg. 401-406)
Chg	WELD A264	Radiographic Testing (4 cr)(3+3)(pg. 407-411)
Chg	WELD A281	Welding Inspection and Code Review (4 cr)(4+0)(pg. 412-418)

Chg	WELD A287	Welding Metallurgy Applications (5 cr)(3+4)(pg. 419-423)
Add	WELD A290	Selected Topics in NDT (1-4 cr)(1-4+0-12)(pg. 424-427)
Del		Nondestructive Testing Technology Certificate (pg. 428)
Del		Industrial Welding Technology Certificate (pg. 429)
Add		Nondestructive Testing Technology Occupational Endorsement Certificate (pg. 430)
Add		Welding Occupational Endorsement Certificate (pg. 431)
Add		Advanced Welding Occupation Endorsement Certificate (pg. 432)
Chg		AAS, Welding and Nondestructive Testing Technology (pg. 433-445)
Chg	ACCT A201	Principles of Financial Accounting (3 cr)(3+0)(pg. 446-452)
Chg	ACCT A202	Principles of Managerial Accounting (3 cr)(3+0)(pg. 453-458)
Chg	ACCT A301	Intermediate Accounting I (3 cr)(3+0)(pg. 459-463)
Chg	ACCT A302	Intermediate Accounting II (3 cr)(3+0)(pg. 464-469)
Chg	ECON A312	Econometrics for Business and Economics (3 cr)(3+0)(pg. 470-474)
Add	BA A290	Alaska Native Business Practices (1-3 cr)(1-3+0)(pg. 475-478)
Chg		Associate of Applied Science, Accounting (Student Learning Outcomes) (pg. 479-480)
Chg		Bachelor of Business Administration, Accounting (Student Learning Outcomes)(pg. 481-482)
Chg		Associate of Applied Science, Logistics and Supply Chain Operations (Student Learning Outcomes)(pg. 483-484)
Chg		Bachelor of Business Administration, Global Logistics and Supply Chain Management (Student Learning Outcomes)(pg. 485-486)
Chg		Associate of Applied Science, Small Business Administration (Student Learning Outcomes)(pg. 487-488)
Chg		Bachelor of Business Administration, Marketing (Student Learning Outcomes)(pg.489-490)
Chg		Bachelor of Business Administration, Management (Student Learning Outcomes)(pg.491-492)
Chg		Bachelor of Business Administration, Finance (Student Learning Outcomes)(pg.493-494)
Chg		Bachelor of Business Administration, Economics (Student Learning Outcomes)(pg.495-496)

Chg		Bachelor of Arts, Economics (Student Learning Outcomes)(pg.497-498)
Chg	SPAN A470	Spanish Linguistics: History of the Language (3 cr)(3+0)(pg. 499-506)
Chg		BA, Languages (pg. 507-515)
Chg	MUS A381	Choral Conducting (2 cr)(2+0)(pg. 516-519)
Chg	MUS A382	Instrumental Conducting (2 cr)(2+0)(pg. 520-523)
Chg	MUS A469	Guitar Master Class (1 cr)(1+0)(pg. 524-529)
Chg		Minor, Music (pg. 530)
Chg		Bachelor of Music, Performance (pg. 531)
Chg		Bachelor of Music, Music Education Emphasis (pg. 532)
Chg		Bachelor of Arts, Music (pg. 533-550)
Chg	PSY A313	Psychology of Women (3 cr)(3+0)(pg. 551-554)
Add	PSY A446	Applied behavior Analysis Practicum (3 cr)(1+9)(pg. 555-560)
Chg	PSY A473	Psychological Testing (3 cr)(3+0)(pg. 561-565)
Chg	PSY A490	Advanced Topics in Psychology (Stacked with PSY A690) (1-3 cr)(1-3+0) (pg. 566-574)
Chg	PSY A492	Senior Seminar: Contemporary Topics in Psychology (3 cr)(3+0)(pg. 575-578)
Chg	DN A100	The Profession of Dietetics (1 cr)(1+0)(pg. 579-582)
Chg	DN A101	Principles of Nutrition (3 cr)(3+0)(pg. 583-588)
Chg	DN A151	Nutrition Through the Life Cycle (3 cr)(3+0)(pg. 589-594)
Chg	DN A155	Survey of Alaska Native Nutrition (3 cr)(3+0)(pg. 595-599)
Chg	DN A203	Nutrition for Health Sciences (3 cr)(3+0)(pg. 600-605)
Chg	DN A215	Sports Nutrition (3 cr)(3+0)(pg. 606-610)
Chg	DN A255	Concepts of Healthy Food (3 cr)(3+0)(pg. 611-616)
Chg	DN A260	Food Science (3 cr)(3+0)(pg. 617-623)
Chg	DN A301	Nutrition Assessment (3 cr)(3+0)(pg. 624-628)
Add	DN A312	Nutrition Communication and Counseling (3 cr)(3+0)(pg. 629-634)
Chg	DN A315	World Food Patterns (3 cr)(3+0)(pg. 635-640)
Chg	DN A350	Foodservice Systems & Quantity Foods (3 cr)(3+0)(pg. 641-645)
Chg	DN A355	Weight Management and Eating Disorders (3 cr)(3+0)(pg. 646-650)

Chg	DN A401	Medical Nutrition Therapy I (3 cr)(3+0)(pg. 651-655)
Chg	DN A402	Medical Nutrition Therapy II (3 cr)(3+0)(pg. 656-660)
Chg	DN A407	Preventive and Therapeutic Nutrition (3 cr)(3+0)(pg. 661-666)
Chg	DN A415	Community Nutrition (3 cr)(3+0)(pg. 667-673)
Chg	DN A430	Research Methods in Nutrition and Dietetics (3 cr)(3+0)(pg. 674-678)
Chg	DN A450	Dietetic Management (3 cr)(3+0)(pg. 679-683)
Chg	DN A475	Advanced Nutrition (3 cr)(3+0)(pg. 684-689)
Add	DN A492	Senior Seminar in Dietetics (2 cr)(1+3)(pg. 690-693)
Add	EDSE A422Y	Strategies for Young Children with Special Needs in Inclusive Environments (Stacked with EDSE A622Y)(3 cr)(3+0)(pg. 694-705)
Add	EDSE A490	Selected Topics: Early Childhood Special Education (Stacked with EDSE A690)(3 cr)(3+0)(pg. 706-716)

VIII. Old Business

A. Posthumous Degrees

IX. New Business

A. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 717-719)

B. Admission Policy Change Memo (pg. 720)

X. Informational Items and Adjournment

A. Undergraduate Certificate, Retail Management

Undergraduate Academic Board Summary

March 30, 2012

2:00-5:00

ADM 204

I. Roll

(x) Hilary Davies (CAS)	(x) Joan O'Leary (Mat-Su)	(x) Barbara Harville(FS Rep.)	() USUAA vacancy
() Mari Ippolito (CAS)	(x) Hilary Seitz (COE)	(x) Francisco Miranda (FS Rep.)	() Adjunct vacancy
(e) David Edgecombe (CAS)	(x) Cheryl Smith (CTC)	() Vacancy (FS at Large)	<u>Ex-Officio Members:</u>
(e) Paola Banchemo (CAS)	(x) Kevin Keating (LIB)	() Vacancy (FS At Large)	() Bart Quimby
(e) Helena Jermalovic (COH)	(x) Utpal Dutta (SOE)	() Vacancy (COH)	() Lora Volden
(x) Marion Yapuncich (KPC)	(x) Bettina Kipp (SA)	(e) Kathryn Hollis Buchanan (Kodiak)	() Scheduling & Publications
(x) Dave Fitzgerald (CBPP)			

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

*The Kodiak College add/drop deadline documentation was posted on the website
Additional items will be discussed under GERC report
Approved as amended*

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

Approved

IV. Administrative Report

A. Interim Vice Provost for Curriculum and Assessment Bart Quimby

B. University Registrar Lora Volden

*Historic UAA catalogs are now available
Priority registration started today for Graduate students*

V. Chair's Report

A. UAB Chair- Hilary Davies

a. Kodiak College Add/Drop Deadline (pg. 7)

*Lora Volden gave a brief history on the policy
This policy will be referred to the policy advisory committee*

LEGL went to GERC today and was approved, but it is not on the UAB agenda

Motion to approve the LEGL A101 course for Faculty Senate next week

Unanimously Approved

*Motion to approve that the Curriculum Handbook regarding the language of Catalog Copy: change
from 'should' use to 'must' use*

2nd Cheryl Smith

Approved

B. GERC- Sandra Pence

a. GERC Constitution and By-laws (pg. 8-9)

1st Kevin Keating

2nd Utpal Dutta

Unanimously approved by UAB

Approved nine courses for general education

*The committee put together a GER Assessment recommendation for OAA and is moving
forward to Faculty Senate next week (this is listed as an informational item in this agenda)*

VI. Program/Course Action Request- Second Readings

Add Undergraduate Certificate, Retail Management (pg. 10-16)

Will return for a fourth reading

Chg CHEM A055 Contemporary Chemistry (3 cr)(0+3)(pg. 17-22)
Del CHEM A055L Contemporary Chemistry Laboratory (1 cr)(0+3)(pg. 23-26)
Chg CHEM A103 Survey of Chemistry (3 cr)(3+0)(pg. 27-35)
Chg CHEM A103L Survey of Chemistry Laboratory (1 cr)(1+0)(pg. 36-44)
Chg CHEM A104 Introduction to Organic Chemistry and Biochemistry (3 cr)(3+0)(pg. 45-52)
Chg CHEM A104L Introduction to Organic Chemistry and Biochemistry Laboratory
(1 cr)(0+3)(pg. 53-60)
Chg CHEM A105 General Chemistry I (3 cr)(3+0)(pg. 61-71)
Chg CHEM A105L General Chemistry I Laboratory (1 cr)(0+3)(pg. 72-81)
Chg CHEM A106 General Chemistry II (3 cr)(3+0)(pg. 82-90)
Chg CHEM A106L General Chemistry II Laboratory (1 cr)(0+3)(pg. 91-99)
Chg CHEM A253 Principles of Inorganic Chemistry (3 cr)(3+0)(pg. 100-104)
Chg CHEM A311 Physical Chemistry: A Biological Orientation (3 cr)(3+0)(pg. 105-110)
Chg CHEM A312 Quantitative Analysis (5 cr)(3+6)(pg. 111-116)
Chg CHEM A321 Organic Chemistry I (3 cr)(3+0)(pg. 117-123)
Chg CHEM A322 Organic Chemistry II (3 cr)(3+0)(pg. 124-129)
Chg CHEM A323L Organic Chemistry Laboratory (2 cr)(0+6)(pg. 130-136)
Chg CHEM A331 Physical Chemistry I (3 cr)(3+0)(pg. 137-141)
Chg CHEM A332 Physical Chemistry II (3 cr)(3+0)(pg. 142-146)
Chg CHEM A333L Physical Chemistry III (2 cr)(0+6)(pg. 147-152)
Chg CHEM A434 Instrumental Methods (Stacked with CHEM A634)(5 cr)(3+6)(pg. 153-164)
Chg CHEM A443 Biochemistry Laboratory (2 cr)(0+6)(pg. 165-169)
Chg CHEM A450 Environmental Chemistry (3 cr)(3+0)(pg. 170-176)
Chg CHEM A492 Undergraduate Seminar (1 cr)(1+0)(pg. 177-181)
Chg CHEM A498 Individual Research (3 cr)(0+9)(pg. 182-186)

All CHEM Courses, Unanimously Approved

VII. Program/Course Action Request- First Readings

Chg CHEM A441 Principles of Biochemistry I (Stacked with CHEM A641)
(3 cr)(3+0)(pg. 187-198)

Accepted for first reading, will go to GERC

Add Associate of Applied Science, Paralegal Studies/LEGL (pg. 199-207)
Add Minor, Legal Studies/LEGL (pg. 208-209)
Add Undergraduate Certificate, Legal Nurse Consultant Paralegal/LNC
(pg. 210-211)
Add Post-Baccalaureate Certificate, Paralegal Studies/LEGL (pg. 212-213)
Add Bachelor of Arts, Legal Studies/LEGL (pg. 207-237)

All programs are accepted for first reading

Add CE A437 Project Planning (1 cr)(1+0)(pg. 238-240)

Waive first, approve for second

Add CE A475 Design of Ports and Harbors (Stacked with CE A675)(3 cr)(3+0)(pg. 241-245)

Waive first, approve for second

Add EEA261 MATLAB for Electrical Engineers(1 cr)(1+0)(pg. 246-248)

Accepted for first reading

Chg Minor, Civil Engineering (pg. 249-250)
Chg Bachelor of Science, Civil Engineering (pg. 251-264)

Accepted for first reading

Chg ATP A100 Private Pilot Ground School (3 cr)(3+0)(pg. 265-273)

Accepted for first reading

Add ATP A225 Tailwheel Airplane Transition (1 cr)(1+1)(pg. 274-277)

Waive first, approve for second

Chg ATP A232 Advanced Aviation Navigation (3 cr)(3+0)(pg. 278-282)

Waive first, approve for second

Chg ATP A300 CFI Ground School (3 cr)(3+0)(pg. 283-287)

Waive first, approve for second

Chg ATP A301 CFI Flying (2 cr)(1+2)(pg. 288-292)

Waive first, approve for second

Chg ATP A305 Airplane Multiengine Land Rating (2 cr)(1+2)(pg. 293-297)

Waive first, approve for second

Add ATP A320 Flight Dynamics (3 cr)(3+0)(pg. 298-303)

Waive first, approve for second

Chg Associate of Applied Science in Professional Piloting (pg. 304-311)

Chg Bachelor of Science in Aviation Technology (pg. 312-322)

Both catalog copies are tabled

Add ENGL A433 Literacy, Thetoric, and Social Practice (3 cr)(3+0)(pg. 323-330)

Waive first, approve for second

Chg Bachelor of Arts, English (pg. 331-346)

Waive first, approve for second

Chg Bachelor of Science, Biological Sciences (pg. 347)

Chg Bachelor of Arts, Biological Sciences (pg. 348-366)

Chg Bachelor of Science, Natural Sciences (pg. 367-392)

Accepted for first reading

Chg Bachelor of Arts, History (Student Learning Outcomes) (pg. 393-394)

No initiator present

VIII. Old Business

A. Posthumous Degrees (pg. 395-397)

IX. New Business

A. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 398-400)

X. Informational Items and Adjournment

A. GER Assessment Plan (pg. 401-402)

Date: 2/2/12

From: Elizabeth Campbell & Gail Holtzman

To: COH Curriculum Committee & UAB

RE: Memo to accompany the catalogue changes and PAR for the Bachelor of Science, Nursing Science Registered Nurse Option (NS A408 and NS A408L)

NS A408 and NS A 408L are being removed as required nursing courses and are being added to course credits, changing the total from 26.5 to 30.5. This change is being made to Bachelor of Science, Nursing Science Registered Nurse Option program in order to accommodate and account for the educational and professional experiences of the registered nurses returning to pursue a BS degree.

Currently in catalogue:

RN Licensure Credit

An accepted, degree-seeking UAA nursing student who has successfully passed the National Council Licensing Examination (NCLEX) and has current RN licensure in the state of Alaska may be granted the following UAA course credits (~~26.5 credits~~- 30.5 credits) upon admission to the nursing major:

NS A216 Pathophysiology 4

NS A309 Pharmacology in Nursing 3

NS A303 Foundations of Nursing II 3

NS A303L Foundations of Nursing II Lab 5

NS A313 Health Disruptions I 3

NS A313L Health Disruptions I Lab 3

NS A401 Health Disruptions II 3

NS A401L Health Disruptions II Lab 2.5

NS A408 Complex Health Disruptions:

Nursing Therapeutics 2

NS A408L Complex Health Disruptions:

Nursing Therapeutics Lab 2

An administrative fee will be charged for these credits. To receive credits, the student must complete the appropriate form with a nursing advisor. Contact the School of Nursing (907) 786-4550 for further information.

2. Nursing courses for academic credit: Complete the following

required nursing courses within the Nursing Science major (34 credits). Courses marked with an asterisk (*) must be completed with a grade of C or better prior to admission to 400-level clinical nursing courses.

*NS A205 Nursing Informatics 3

*NS A305 Health Assessment of Individuals 2

*NS A305L Health Assessment of Individuals
Laboratory 1

*NS A308 Dimensions of Professional Nursing
Practice 3

*NS A314 Health I for Registered Nurses 2

*NS A314L Health I for Registered Nurses
Laboratory 2

NS A400 Nursing Research 3

NS A408 Complex Health Disruptions:
Nursing Therapeutics 2

NS A408L Complex Health Disruptions:
Nursing Therapeutics Lab 2

NS A411 Health II: Nursing Therapeutics 3

NS A411L Health II: Nursing Therapeutics Lab 3

NS A417 Management in Nursing 3

Nursing electives (upper division) 6



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 ADSN Division of Nursing		1c. Department NS	
2. Course Prefix NS	3. Course Number A408	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 2	5b. Contact Hours (Lecture + Lab) (2+0)	
6. Complete Course Title Complex Health Disruptions: Nursing Therapeutics Cmplx Hlth Disrup: Nsg Ther Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☐ Change or ☒ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Course Number ☐ Credits ☐ Contact Hours ☐ Title ☐ Repeat Status ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify)			9. Repeat Status No # of Repeats 0 Max Credits 0		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: FALLr/2012 To: /		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. Bachelor of Science, Nursing Science Registered Nurse Option		163-164		1/15/12	
2. NS A408		131, 163-164		1/15/12	
3.					
Initiator Name (typed): <u>Elizabeth Campbell, PhD, MSN, CNE</u>				Initiator Signed Initials: _____ Date: _____	
13b. Coordination Email Date: <u>10/5/2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/15/12</u>		
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) Emphasis on health disruptions with complex pathophysiology and/or psychological adjustments of clients of all ages and their families. Nursing management includes a high level of collaboration with other health care providers and agencies utilizing previously learned nursing therapeutics from prerequisite courses and nursing experience.					
16a. Course Prerequisite(s) (list prefix and number) NS A314 with minimum grade of C and NS A314L with minimum grade of P		16b. Test Score(s)		16c. Co-requisite(s) (concurrent enrollment required) NS A408L	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) RN-BS Students Only			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Students eligible for the RN-BS track had in their original program the advanced medical-surgical content and clinical experience presented in NS A408 & NS A408L. Deletion of these courses will give them credit for prior learning. RN-BS students will be granted course credit for NS A406 & NS A406L which are the equivalent courses in the generic BS track.					

Initiator (faculty only)		Date	☐ Approved	
<u>Elizabeth Campbell, PhD, MSN, CNE</u>			☐ Disapproved	Dean/Director of School/College
Initiator (TYPE NAME)				Date
☐ Approved			☐ Approved	
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson
☐ Approved			☐ Approved	
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee
				Date

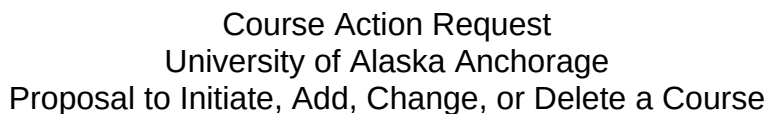


Course Action Request

University of Alaska Anchorage

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

1a. School or College CH College of Health		1b. Division ADSN Division of Nursing		1c. Department NS																	
2. Course Prefix NS	3. Course Number A408L	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 2	5b. Contact Hours (Lecture + Lab) (0+6)																	
6. Complete Course Title Complex Health Disruptions Lab: Nursing Therapeutics Cmplx Hlth Disrup Lab: Nsg Th Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☐ Change or ☒ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☐ A-F ☒ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall /2012 To: /																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Science, Nursing Science Registered Nurse Option</td> <td>163-164</td> <td>1/15/12</td> <td>Dr. Elizabeth Campbell</td> </tr> <tr> <td>2. NS A408L</td> <td>131, 163-164</td> <td>1/15/12</td> <td>Dr. Elizabeth Campbell</td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Science, Nursing Science Registered Nurse Option	163-164	1/15/12	Dr. Elizabeth Campbell	2. NS A408L	131, 163-164	1/15/12	Dr. Elizabeth Campbell	3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. Bachelor of Science, Nursing Science Registered Nurse Option	163-164	1/15/12	Dr. Elizabeth Campbell																		
2. NS A408L	131, 163-164	1/15/12	Dr. Elizabeth Campbell																		
3.																					
Initiator Name (typed): <u>Elizabeth Campbell, PhD, MSN, CNE</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>10/05/2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/15/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Clinical experience to build skills and reinforce student learning in NS A408																					
16a. Course Prerequisite(s) (list prefix and number) NS A314 with minimum grade of C and NS A314L with minimum grade of P		16b. Test Score(s)		16c. Co-requisite(s) (concurrent enrollment required) NS A408																	
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 Students eligible for the RN-BS track had in their original program the advanced medical-surgical content and clinical experience presented in NS A408 & NS A408L. Deletion of these courses will give them credit for prior learning. RN-BS students will be granted course credit for NS A406 & NS A406L which are the equivalent courses in the generic BS track.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ <u>Elizabeth Campbell, PhD, MSN, CNE</u> Initiator (TYPE NAME) Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____ Department Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____																					

15

Impacted Courses for CIS A376, Management Information Systems – CAR Box 13a.			
Impacted Program/Course	Catalog Pages	Date of Coordination	Chair/Coordinator Contacted
Economics Major, BBA	138	02/17/2012	Paul Johnson
Finance Major, BBA	138	02/17/2012	Ed Forrest
Global Logistics and Supply Chain Management Major, BBA	138	02/17/2012	Philip Price
Management Major, BBA	138	02/17/2012	Ed Forrest
Marketing Major, BBA	138	02/17/2012	Ed Forrest
Management Information Systems, BBA	141	02/17/2012	Minnie Yen
Computer Information Systems, Minor	141	02/17/2012	Minnie Yen
Aviation Technology, BS, Aviation Management Emphasis	185	02/17/2012	Rocky Capozzi
Aviation Technology, BS, Air Traffic Control Emphasis	186	02/17/2012	Rocky Capozzi
CIS A360	362	02/17/2012	Minnie Yen
CIS A410	362	02/17/2012	Minnie Yen
CIS A430	362	02/17/2012	Minnie Yen
CIS A460	363	02/17/2012	Minnie Yen
CIS A489	363	02/12/2012	Minnie Yen
CIS A495	363	02/17/2012	Minnie Yen
CIS A498	363	02/17/2012	Minnie Yen

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

- I. Date Initiated** April 9, 2012
- II. Course Information**
- College/School:** College of Business and Public Policy
- Department:** Computer Information Systems
- Program:** Bachelor of Business Administration, Computer Information Systems
- Course Subject:** Management Information Systems
- Course Number:** CIS A376
- Credits:** 3.0
- Contact Hours:** 3 per week x 15 weeks = 45 hours
0 lab hours
Approximately 6 -9 hours outside of class per week x 15 weeks = 90 - 135 hours
- Course Title:** Management Information Systems
- Grading Basis:** A – F
- Course Description:** Focuses on developing understanding of the role of Information Systems (IS) to achieve business goals and objectives. Emphasizes developing students' skills to become informed participants in the formation and implementation of IS requirements.
- Course Prerequisites:** (CIS A280 or CIS A305 or COMM A241) with a minimum grade of C
- Registration Restrictions:** Completion of all Tier 1 GER courses and junior standing. BBA students must be admitted to upper-division standing.
- Fees:** Standard CBPP computer lab fee.
- III. Course Activities**
- A. Lectures
 - B. Discussions
 - C. Case analyses
 - D. Guest speakers
 - E. Class projects
- IV. Course Level Justification**
- This is a GER Integrative Capstone course. It builds upon oral and written analyses and computation skills taught in GER courses.

V. Outline

- A. The Importance of Management Information System (MIS) to Obtain Competitive Advantages
 - 1. Collaborative IS
 - 2. Internal IS
 - 3. External IS
 - 4. E-commerce
 - 5. Business Intelligence
- B. Information Technology
 - 1. Hardware
 - 2. Software
 - 3. Data, database management systems, and data storage
 - 4. Digital communication and networks
 - 5. Emerging technologies
- C. Managerial Issues
 - 1. Business processes
 - 2. System development
 - 3. Security
 - 4. Legal and ethical issues

VI. Suggested Text

Kroenke, D. (2011). *Using MIS* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.

VII. Bibliography

- Kroenke, D. & McKinney, E. (2012). *Processes, systems, and information*. Upper Saddle River, NJ: Prentice-Hall.
- Laudon, K. & Laudon, J. (2011). *Essentials of management information systems* (10th Ed.). Upper Saddle River, NJ: Prentice-Hall.
- Turban, E. & Volonino, L. (2009). *Information technology for management: Improving performance in the digital economy*. Hoboken, NJ: Wiley.
- Valacich, J. & Schneider, C. (2010). *Information systems today* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.
- Wallace, P. (2012). *Information systems in organizations*. Upper Saddle River, NJ: Prentice-Hall.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:	
1. Knowledge Integration	a. Integrate GER knowledge and business knowledge in presenting the history and foundations of IS. b. Demonstrate integration of hardware, software, people, data, and telecommunications components in IS.
2. Effective Communication	a. Identify and analyze the effects of globalization and IS on business practices. b. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS. c. Empower students to be able to make clear business presentations on technological issues.
3. Critical Thinking	a. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS. b. Challenge students in identifying societal and business implications of emerging technologies.
4. Information Literacy	a. Empower students to be good information consumers and to be able to assess the credibility of business and non-business information posted online. b. Engage students in library research involving online resources.
5. Quantitative Perspectives	Lead students in developing analysis and database tools to support quantitative decision making.

B. Student Learning Outcomes. Students will be able to:	Assessment Methods
1. Knowledge Integration a. Describe why businesses use IS and how IS has evolved to meet changing business needs while considering technological, economical, geographic, and cultural reasons. b. Describe the interaction of people, hardware, software, databases, and network components of the information processing systems in support of business value creation. c. Explain the central role people play in the planning, development and operation of IS.	a. Homework, class discussions, research paper, and written exams b. Homework, class discussion, and written exams c. Homework and class discussions

2. Effective Communication a. Debate implications of emerging technologies and globalization on businesses and on IS. b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology.	a. Homework, class discussions, and written exams b. Research paper and presentation
3. Critical Thinking a. Identify and differentiate the competitive advantages attained through e-commerce and online transaction processing systems, as well as the implications of emerging technologies and globalization on businesses and on IS. b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society.	a. Homework, class discussions, and written exams b. Group project presentation and class discussions
4. Information Literacy a. Identify the options in acquiring and maintaining a system for a given business situation and how the system life cycle affects mission critical functions. b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer. c. Evaluate the human resources and societal implications of the Internet with emphasis on security, privacy, and ethical issues introduced for both technical and non-technical personnel. d. Engage in library research involving online resources.	a. Homework, class discussions, and written exams b. Homework, class discussions, and written exams c. Research paper and presentation d. Homework
5. Quantitative Perspectives Develop analysis and database tools to support quantitative decision making.	Homework and class discussion.



Course Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department CHEMISTRY																	
2. Course Prefix CHEM	3. Course Number A441	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Principles of Biochemistry I Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☒ Stacked with CHEM A641 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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. see attached table</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. see attached table				2.				3.			
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☒ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) BIOL A115 with minimum grade of C and CHEM A322 with minimum grade of C.		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Junior standing. Completion of all GER Tier 1 (basic college-level skills) courses. Completion of seven credits of GER Tier 2 courses in the Natural Sciences including BIOL A115.																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Course content guide update. Include Chem 641 as a stacked option for graduate students.																					
Initiator (faculty only) _____ Date _____ Colin McGill Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

CHEM A441 – Biochemistry I

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
GER, Tier 3: Integrative Capstone, p. 85			
<i>Biological Sciences (CPSB 101P, 786-4770)</i> B.S. Biological Sciences, major requirement, p. 97		3/26/2012	Fred Rainey
<i>Chemistry (CPSB 101Q, 786-1238)</i> B.S. Chemistry, major requirement, chemistry option, p. 99 B.S. Chemistry, major requirement, biochemistry option, p. 99		3/26/2012	Eric Holmberg
<i>Natural Sciences (CPSB 101P, 786-4770)</i> B.S. Natural Sciences, major requirement, environmental sciences option, p. 121 B.S. Natural Sciences, major requirement, pre-health professions option, p. 123		3/26/2012	Fred Rainey
<i>Dietetics and Nutrition (CUDY 126, 786-4728)</i> B.S. Dietetics, major requirement, p. 203 B.S. Nutrition, major requirement, p. 204 Nutrition Science Emphasis, major requirement, p. 205		3/26/2012	Tim Doebler

Chemistry (CPSB 101Q, 786-1238)

3/26/2012

Eric Holmberg

CHEM A441, course listing, p. 357

CHEM A422, prerequisite, p. 347

CHEM A443, prerequisite, p. 347

CHEM A641, stacked with CHEM A441, p. 358

Dietetics & Nutrition (CTC, CUDY 126, 786-4728)

3/26/2012

Tim Doebler

DN A475, prerequisite, p. 377

Course Content Guide for **CHEM A441**
University of Alaska Anchorage
College of Arts & Sciences

I. **Date of Initiation:** January 30, 2012

II. **Course Information**

A. **College:** College of Arts & Sciences

B. **Course Subject:** CHEM

C. **Course Number:** A441

D. **Number of Credits:** 3

E. **Contact Hours:** 3 + 0

F. **Course Title:** Principles of Biochemistry I

G. **Grading Basis:** A-F

H. **Implementation Date:** Fall 2012

I. **Course Description:** A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.

J. **Course Attributes:** UAA GER Integrative Capstone

K. **Prerequisites:** BIOL A115 with minimum grade of C and CHEM A322 with minimum grade of C.

L. **Test Scores:** N/A

M. **Corequisites:** N/A

N. **Registration Restrictions:** Junior standing. Completion of all GER Tier 1 (basic college-level skills) courses. Completion of seven credits of GER Tier 2 courses in the Natural Sciences including BIOL A115.

O. **Course Fee:** No

P. **Stacked With:** CHEM A641

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

A. **Instructional Goals:**

The instructor will:

1. Introduce students to the fundamental topics of biomolecules, protein structure function, mechanisms of enzymes action, and kinetics in biological systems.
2. Encourage knowledge integration by presenting biochemistry in an integrated context that relates knowledge from biology, chemistry and mathematics to understand macromolecular structure and function.
3. Encourage critical thinking by providing science reading assignments from primary literature, and requiring a written report (or oral presentation or in-class discussion) that requires critical assessments of the articles.
4. Encourage information literacy by instructing the use of bibliographic searches in finding topics in current scientific literature for their writing assignments.

B. **Student Learning Outcomes:**

Student Learning Outcomes – Students will:	Assessment Strategies and Student Artifacts
Be able to demonstrate a working knowledge of biomolecules, protein structure function, mechanisms of enzymes action, and kinetics in biological systems.	Written reports, Exams
Integrate knowledge from biology, chemistry, and math to understand macromolecular structure and function	Written reports, Exams
Actively participate in and contribute to in-class discussion of primary research literature	Oral (or written) presentations and in-class discussion work facilitated by the instructor.
Be able to demonstrate effective use of scientific literature to investigate questions and provide support for informed arguments	Written reports

IV. Course Activities:

- A. Lecture
- B. Critical reading, analysis and discussion of primary research literature with written (or oral) reports
- C. Assigned problems to be worked outside of class
- D. Exams
- E. Research and/or papers reviewing literature on a current theoretical or practical topic in biochemistry

V. Guidelines for Evaluation

- A. At least 3 written exams, one of which is a comprehensive final exam
- B. Reports (written or oral) on primary literature
- C. Research paper
- D. Grades will be assigned based primarily on exam performance with no more than 30% of the grade based on reports and a research paper. The grading scale is defined in the syllabus or assigned after a normal curve distribution.

VI. Course Level Justification

This course builds upon a foundation of knowledge in Tier 1 GER, Tier 2 GER, and lower- and upper-division courses in the major; requires extensive prerequisite multidisciplinary knowledge from biology, chemistry (a total of 2 years), and mathematics; requires integrating of this knowledge to solve new types of problems and understand new concepts.

VII. Topic Course Outline

- A. Thermodynamic principles
- B. Amino Acids
- C. Nucleic Acids
- D. Purification techniques
- E. Covalent structures of proteins, structure, and dynamics
- F. Sugars and Polysaccharides
- G. Lipids and membranes
- H. Enzymes, catalysis, and kinetics

VIII. Suggested Texts

1. Garrett, R.H. and Grisham, C.M., *Biochemistry*, 4th ed. Brooks Cole, 2008.
2. Lehninger, A., Nelson, D.L. and Cox, M.M., *Lehninger Principles of Biochemistry*, 5th ed. Freeman, 2008.
3. Voet, D. and Voet, J.G., *Biochemistry*, 4th ed. Wiley, 2010.
4. Voet, D., Voet, J.G. and Pratt, C.W., *Fundamentals of Biochemistry: Life at the Molecular Level*, 3rd ed. Wiley, 2008.

IX. Bibliography

1. Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K., and Walter, P., *Molecular Biology of the Cell*. Garland Publishing, 2002.
2. Fersht, A., *Structure and Mechanism in Protein Science: A Guide to Enzyme Catalysis and Protein Folding*. W.H. Freeman and Company, 1999.
3. Lewin, B., *Genes IX*. Jones & Bartlett Publishers, 2007.
4. Scientific Journals such as (not a complete list):
 - Biological Chemistry
 - Biochemistry
 - Biophysical Journal
 - Cell
 - European Journal of Molecular Biology
 - Journal of Biological Chemistry
 - Journal of molecular Biology
 - Molecular Biology
 - Molecular Cell
 - Nature
 - Nature Structure
 - Proceedings of the National Academy of Sciences
 - Science



1a. School or College EA COE	1b. Division No Division Code	1c. Department EDTL			
2. Complete Program Title/Prefix Bachelor of Arts, Elementary Education/BAEE					
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: FA/2012 To: 9999/9999					
6a. Coordination with Affected Units Initiator Name (typed): <u>Christine Theno</u> Department, School, or College: CAS/Lib Studies Initiator Signed Initials: _____ Date: _____					
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: _____					
6c. Coordination with Library Liaison Date: _____					
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function					
8. Justification for Action Elementary Education is proposing several catalog changes to support students in completing the program in a timely manner: simplifying admission policies, adding some selectives, and clarifying the honors option.					
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;"> Initiator (faculty only) _____ Date _____ <u>Christine Theno</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved _____ ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ </td> <td style="width: 5%; border: none; text-align: center; vertical-align: top;"> ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved </td> <td style="width: 50%; border: none;"> Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ <u>Christine Theno</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved _____ ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved	Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____
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ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481

www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska's context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. Elementary Education supports an Honors Track option. See an advisor for course guidance.

Student Learning Outcomes

Student learning outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students' development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students' learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.

4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.

Note: Admission to the Department of Teaching and Learning is competitive. Qualified applicants are accepted on a space-available basis. Admission to the university as an Elementary Education major does not guarantee admission to the department.

Admission to Field Experiences

Admission to field experiences is separate from admission to the program and may be limited by community partners. See Field Placements located at the beginning of the College of Education section of this chapter. Applications for EDEL A495A, Elementary Education Practicum II, and Elementary Internship courses must be submitted by the semester before enrolling in EDEL A495A, Elementary Education Practicum II. Qualified applicants are accepted on a space-available basis. Admission to the Department of Teaching and Learning does not guarantee admission to the field experiences.

The Elementary Programs Admission Committee determines a candidate's readiness to enroll in all field experiences. The candidate must realize that requirements set forth below constitute minimum preparation, and it may be the judgment of the committee that the candidate needs further work to develop content knowledge or skills to work with children.

EDEL A495A, Elementary Practicum II and Internship Admission Criteria

EDEL A495A, Elementary Education Practicum II, increases the time in the classroom and the planning and teaching experiences, with focus on the classroom environment, math and science. The Elementary Internship includes a capstone seminar and extensive, supervised teaching experiences in an elementary classroom. Emphasis is placed on meeting the Alaska Beginning Teacher Standards. Criteria include the following:

1. Meet all the requirements for and be admitted to the Department of Teaching and Learning as an Elementary Education major.
2. Submit an application form for admission to Internship, including a resume and letter of introduction, by the department's published deadline.
3. Participate in a screening interview.
4. Complete all prerequisite courses.
5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.
6. Have a cumulative GPA of 2.75.
7. Have a GPA of 3.00 in Major Requirements.
8. Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required. Contact COE advisors for more information.

9. A current Student Teaching Authorization Certificate is necessary for Internship.

Academic Progress

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212 and MATH A205 must be completed with a grade of C or higher in order to obtain an institutional recommendation for elementary teacher certification.

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for all Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. Background Check Requirements

See Field Placements located at the beginning of the College of Education section of this chapter.

D. Liberal Studies Area

Complete the liberal studies area. These courses are selected to provide future elementary teachers with the skills and background knowledge in the various subjects they will be expected to teach. The selection is based on national and state standards for content preparation. Some of the liberal studies courses may also be used to meet General Education Requirements (GERs).

Sciences Core (15-24 credits)

LSIS A102	Origins: Earth-Solar System-Life (5)	5-8
	or	
GEOL A111	Physical Geology (4)	
	and one of the following lecture/lab combinations:	
ASTR A103	Solar System Astronomy (3)	
	and	
ASTR 103L	Solar System Astronomy Laboratory (1)	
	or	
ASTR A104	Stars, Galaxies and Cosmology (3)	
	and	
ASTR A104L	Stars, Galaxies and Cosmology Laboratory (1)	
LSIS A201	Life on Earth (5)	5-8
	or	
BIOL A102	Introductory Biology (3)	
	and	
BIOL A103	Introductory Biology Laboratory (1)	
	and one of the following:	
BIOL A115	Fundamentals of Biology I (4)	
	or	
BIOL A116	Fundamentals of Biology II (4)	
LSIS A202	Concepts and Processes: Natural Sciences (5)	5-8
	or	

CHEM A103	Survey of Chemistry (3)	
	and	
CHEM A103L	Survey of Chemistry Laboratory (1)	
	and one of the following lecture/lab combinations:	
PHYS A115	Physical Science (3)	
	and	
PHYS A115L	Physical Science Laboratory (1)	
	or	
PHYS A123	Basic Physics I (3)	
	and	
PHYS A123L	Basic Physics I Laboratory (1)	

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250	The Rise of Civilization (3)	3
	or	
HIST A390A	Themes in World History (3)	
HIST A131	History of United States I (3)	3
	or	
HIST A132	History of United States II (3)	
	or	
HIST A355	Major Themes in US History (3)	
EDSE A212	Human Development and Learning (3)	3
	or	
ENGL A201	Masterpieces of World Literature I (3)	
	or	
ENGL A202	Masterpieces of World Literature II (3)	
HUM A211	Introduction to Humanities I (3)	3
	or	
HUM A212	Introduction to Humanities II (3)	
	or	
HNRS A192	Honors Seminar: Enduring Books (3)	
LSSS A111	Cultural Foundations of Human Behavior (3)	3
	or	
HNRS A292	Seminar in Social Science (3)	
	or	
ANTH A202	Cultural Anthropology (3)	
LSIC A231	Truth, Beauty, and Goodness (3)	3
	or	
PHIL A301	Ethics (3)	
LSSS A311	People, Places, and Ecosystems (3)	3
	or	
ENVI A211	Environmental Science: Systems and Processes (3)	

LSIC A331	Power, Authority, and Governance (3)	3
	or	
SOC/PS A351	Political Sociology (3)	
LSSS A312	Individuals, Groups, and Institutions (3)	3
	or	
PSY A111	General Psychology (3)	
	and	
SOC A101	Introduction to Sociology(3)	
	or	
SOC A375	Social Psychology (3)	
	or	
PSY A375	Social Psychology (3)	
LSIC A332	Science, Technology and Culture (3)	3

Select one course from GER fine arts list 3

Mathematical Skills (9-13 credits)

MATH A205	Communicating Mathematical Ideas	3
	and	
STAT A252	Elementary Statistics (3)	3-4
	or	
STAT A253	Applied Statistics for the Sciences (4)	
	and	

Select one additional course from the GER
quantitative skills list 3-6

Oral and Written Communication Skills (9 credits)

Select one course from GER oral communication list 3
Select two courses from GER written communication list 6

E. Major Requirements

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

- Complete the following core courses (22 credits)

EDEC A242	Family and Community Partnerships (3)	3
	or	
HNRS A310	Community Service: Theory and Practice (3)	
EDEL A205	Becoming an Elementary Teacher	2
EDFN A206	Introduction to Assessment in Education	1
EDFN A300	Philosophical and Social Context of American Education (3)	3
	or	
EDFN A304	Comparative Education (3)	
EDFN A301	Foundations of Literacy and Language Development	3

EDFN A302	Foundations of Educational Technology	2
EDEL A392	Elementary Education Seminar I: Culturally Responsive Teaching	2
EDFN A478	Issues in Alaska Native Education, K-12	3
EDSE A482	Inclusive Classrooms for All Children	3
2. Complete the following methods courses (18 credits)
- | | | |
|-----------|--|---|
| EDEC A106 | Creativity and the Arts in Early
Childhood | 3 |
| EDEL A325 | Teaching Literacy in Elementary Schools | 6 |
| EDEL A327 | Teaching Social Studies in Elementary
Schools | 2 |
| EDEL A426 | Teaching Mathematics in Elementary
Schools | 3 |
| EDEL A428 | Teaching Science in Elementary Schools | 2 |
| PEP A345 | Incorporating Health and Physical
Activity into the Pre-K-6 Classroom | 2 |
- **Concurrent enrollment in multiple courses is required. See an advisor for details.*
3. Complete the following field experiences and internship (16-19 credits)
- | | | |
|------------|---|-----|
| EDEL A395 | Elementary Education Practicum I:
Literacy and Social Studies | 2 |
| EDEL A492A | Elementary Education Seminar II:
Learning Environment | 2 |
| EDEL A492B | Elementary Education Seminar III:
Teaching Capstone | 3 |
| EDEL A495A | Elementary Education Practicum II:
Learning Environment, Mathematics,
and Science | 3 |
| EDEL A495B | Elementary Education Internship | 6-9 |
- or
- For Honors Option Senior Requirement:
HNRS 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.

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ELEMENTARY EDUCATION

Professional Studies Building (PSB), Room 224, (907) 786-4481
www.uaa.alaska.edu/coe

Bachelor of Arts, Elementary Education (with Teacher Certification)

Individuals interested in undergraduate elementary teacher preparation may obtain either a BA in Elementary Education or a Post-Baccalaureate Certificate in Elementary Education with elementary teacher certification. See Chapter 11, Post-Baccalaureate Certificate Programs, for more information.

The BA in Elementary Education is a professional degree nationally recognized by the Association of Childhood Education International (ACEI). Unique features of the program include an emphasis on culturally responsive teaching in Alaska's context; a strong liberal studies focus; exposure to a range of teaching and curriculum design approaches, including integration of educational technology; and focused field experiences, developmentally sequenced and in a variety of school/classroom settings. Applicants are encouraged to take EDFN A101 Introduction to Education (3 credits) to learn more about the field of education. [Elementary Education supports an Honors Track option. See an advisor for course guidance.](#)

Student **Learning** Outcomes

Student **learning** outcomes for the program are based on the Standards for Alaska's Teachers located at www.eed.state.ak.us/standards and the Association for Childhood Education International (ACEI) standards located at www.acei.org. Within a culturally responsive framework, program graduates will:

1. Construct learning opportunities that support K-6 students' development, acquisition of knowledge, and motivation.
2. Design and implement curriculum that supports K-6 students' learning of language arts, science, mathematics, social studies, the arts, health, and physical education.
3. Plan and implement instruction based on knowledge of K-6 students, learning, theory, curriculum, and community.
4. Create appropriate instructional opportunities to address diversity.
5. Use teaching strategies that encourage development of critical thinking and problem solving.
6. Foster active engagement in learning and create supportive learning environments.
7. Use effective communication strategies to foster inquiry and support interaction among K-6 students.
8. Use formal and informal assessments to inform and improve instructional practice.
9. Reflect on practice and engage in professional growth activities.
10. Establish positive collaborative relationships with families, colleagues, and the community.

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

Applicants must complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Application forms are available at: www.uaa.alaska.edu/admissions.

Admission to the Department of Teaching and Learning, College of Education: Elementary Education Major

In order to be admitted to the Department of Teaching and Learning, students must:

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.

4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning or PSY A245 Child Development.
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 ~~practice~~ Practicum II, and Elementary ~~internship~~ Internship courses must be submitted by February 15 or October 15 the semester before enrolling in EDEL A495A, Elementary Education ~~practice~~ 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.

Elementary Practicum I Admission Criteria

Practicum I includes blocked courses in literacy and social studies methodology, a seminar in culturally responsive teaching, and a supervised experience in an elementary classroom with a diverse student population.

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 Practicum I by the department's published deadline.
2. Complete EDEN A301 with a minimum grade of C.
4. Have a cumulative GPA of 2.75.
5. Have a GPA of 3.00 in Major Requirements.
6. Submit a current Interested Person Report.

EDEL A495A, Elementary Practicum II Admission Criteria

Practicum II includes blocked courses in mathematics and science methodology, a seminar in designing learning environments, and a supervised experience in an elementary classroom.

1. Meet all requirements for Practicum I.
2. Submit an application form for Practicum II, including a resume and letter of introduction, by the department's published deadline.
3. Complete EDEN A300 or EDEN A304, EDEN A302, and EDEN A392 with a minimum grade of C and EDEL A395 with a P.
4. Participate in a screening interview.

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5. ~~Apply for the Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Contact COE Clinical Services and Certification for more information.~~
6. ~~Provide evidence of current physical examination. This service is available free at the UAA Student Health Center.~~
7. ~~Maintain student health insurance throughout Practicum II. Candidates may purchase this insurance through UAA.~~

Elementary and Internship Admission Criteria

EDEL A495A, Elementary Education ~~practica~~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 ~~will be~~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.~~
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~~ 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.~~
4. ~~5. Successfully complete the Praxis II: Elementary Content Knowledge (0014). Contact the Department of Teaching and Learning for current passing score.~~
5. ~~6. Have a cumulative GPA of 2.75.~~
6. ~~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.~~ 7. ~~Submit~~
- ~~Fee required. Contact COE advisors for more information.~~
9. ~~A current Student Teaching Authorization Certificate is necessary for Internship.~~

Academic Progress

Satisfactory progress in the practicum courses (EDEL A395 and EDEL A495A) is required for enrollment in the internship (EDEL A495B). All Major Requirements, EDSE A212/~~PSY A245~~, 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~~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.

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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).

~~Liberal Studies Integrated~~ Sciences Core (15-24 credits)

LSIS A102 Origins: Earth-Solar System-Life — (5) 5-8

or

GEOL A111 Physical Geology (4)

and one of the following lecture/lab combinations:

ASTR A103 Solar System Astronomy (3)

and

ASTR 103L Solar System Astronomy Laboratory (1)

or

ASTR A104 Stars, Galaxies and Cosmology (3)

and

ASTR A104L Stars, Galaxies and Cosmology Laboratory (1)

LSIS A201 Life on Earth (5) 5-8

or

BIOL A102 Introductory Biology (3)

and

BIOL A103 Introductory Biology Laboratory (1)

and one of the following:

BIOL A115 Fundamentals of Biology I (4)

or

BIOL A116 Fundamentals of Biology II (4)

LSIS A202 Concepts and Processes: Natural

Sciences _____ (5) 5-8

~~Liberal Studies Integrative Core (9 credits)~~~~LSIC/~~

PHIL A231 Truth, Beauty, and Goodness 3

LSIC A331 Power, Authority, and Governance 3

LSIC A332 _____ OR _____

Surv

_____ and _____

Surv

and one of the following lecture/lab

Physical Science, Technology, and Culture 3 (3)

Liberal Studies and

PHYS A115L Physical Science Laboratory (1)

or

PHYS A123 Basic Physics I (3)

and

PHYS A123L: Basic Physics I Laboratory (1)

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Social Sciences (SS) and Humanities (HUM) Core (27-36-39 credits)

Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250 The Rise of Civilization (3) 3

or

HIST A390A Themes in World History (3)

HIST A131 History of United States I (3) 3

or

HIST A132 History of United States II (3)

or

HIST A355 Major Themes in US History (3)

EDSE A212 Human Development and Learning (3) 3

PSY A245 Child Development (3)

ENGL A121 Introduction to Literature (3) 3

or

or

ENGL A201 Masterpieces of World

Literature I

(3)

or

ENGL A202 Masterpieces of World

Literature II

(3)

HUM A211 Introduction to Humanities I (3) 3

or

HUM A212 Introduction to Humanities II (3)

or

HNRS A192 Honors Seminar: Enduring

Books (3)

LSSS A111 Cultural Foundations of Human
Behavior (3) 3

or

HNRS A292 Seminar in Social Science (3)

or

ANTH A202 Cultural Anthropology (3)

LSIC A231 Truth, Beauty, and Goodness (3) 3

or

PHIL A301 Ethics (3)

LSSS A311 People, Places, and Ecosystems 3

or

ENVI A211 Environmental Science:

Systems and Processes (3)

LSIC A331 Power, Authority, and Governance (3) 3

or

SOC/PS A351 Political Sociology (3)

LSSS A312 Individuals, Groups, and Institutions (3) 3

or

PSY A111 General Psychology (3)

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_____ and
SOC A101 Introduction to Sociology(3)
 or
SOC A375 Social Psychology (3)
 or
 PSY A375 Social Psychology (3)
LSIC A332 Science, Technology and Culture (3) 3

Select one course from GER fine arts list 3

Mathematical Skills (9-13 credits)

MATH A205 Communicating Mathematical Ideas 3
 and
 STAT A252 Elementary Statistics (3) 3-4
 or
 STAT A253 Applied Statistics for the Sciences (4)
 and

Select one additional course from the GER
 quantitative skills list 3-6

Oral and Written Communication Skills (9 credits)

Select one course from GER oral communication list 3
 Select two courses from GER written communication list 6

E. Major Requirements

It is recommended that students complete EDFN A101 Introduction to Education prior to enrolling in the following major courses. It is strongly recommended that you see an advisor to stay on track. Field experiences in public schools are required as part of most courses.

- Complete the following core courses (~~20~~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~~ in
Education 1
 EDFN A300 Philosophical and Social Context of
 American Education (3) 3
 or
 EDFN A304 Comparative Education (3)
 EDFN A301 Foundations of Literacy and
 Language Development 3
 EDFN A302 Foundations of Educational Technology 2
EDEL A392 Elementary Education Seminar I:
Culturally Responsive Teaching 2
 EDFN A478 Issues in Alaska Native Education, K-12 3
 EDSE A482 Inclusive Classrooms for All Children 3
- Complete the following ~~method~~methods courses (18 credits)~~12~~1

EDEC A106 Creativity and the Arts in Early

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	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 a seminar and a practicum or internship may be multiple courses is required. See an advisor for details.**

- Complete the following **internships (21 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 Internship I Practicum II: Learning Environment, Mathematics, and Science	3
EDEL A495B	Elementary Education Internship	6-9

or

For Honors Option Senior Requirement:

HNRS A499 Thesis (3)

and

EDEL A495B Elementary Education Internship (6)

- A total of ~~128-132~~ **125-28-141** 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:

- Major requirements completed with a grade of C or higher.

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2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212, [PSY A245](#), 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.

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1a. School or College CB CBPP	1b. Division No Division Code	1c. Department ACCT									
2. Complete Program Title/Prefix Bachelor of Business Administration, Accounting, Major											
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Business Administration or Graduate: CHOOSE ONE											
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate											
5. Implementation Date (semester/year) From: Fall/2012 To: 9999/9999											
6a. Coordination with Affected Units Department, School, or College: Accounting Initiator Name (typed): C. Patrick Fort Initiator Signed Initials: _____ Date: _____											
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/02/2012											
6c. Coordination with Library Liaison Date: 03/02/2012											
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☒ Catalog Copy in Word using the track changes function											
8. Justification for Action ACCT A301 Intermediate Accounting I and ACCT A302 Intermediate Accounting II are the most important courses in the accounting major. Prospective employers use a student's performance in these courses as a measure of preparation. ACCT A302 is used to assess one of the Accounting BBA Learning Goals. The Accounting Department wishes to maintain control over the quality of the presentation of the material and the consistency of the measurements of our students' performance in these courses and our program.											
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;"> Initiator (faculty only) _____ Date _____ C. Patrick Fort Initiator (TYPE NAME) _____ </td> <td style="width: 5%; border: none; text-align: center;"> ☐ Approved ☐ Disapproved </td> <td style="width: 50%; border: none;"> Dean/Director of School/College _____ Date _____ </td> </tr> <tr> <td style="border: none;"> ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ </td> <td style="border: none; text-align: center;"> ☐ Approved ☐ Disapproved </td> <td style="border: none;"> Undergraduate/Graduate Academic Board Chairperson _____ Date _____ </td> </tr> <tr> <td style="border: none;"> ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ </td> <td style="border: none; text-align: center;"> ☐ Approved ☐ Disapproved </td> <td style="border: none;"> Provost or Designee _____ Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ C. Patrick Fort Initiator (TYPE NAME) _____	☐ Approved ☐ Disapproved	Dean/Director of School/College _____ Date _____	☐ Approved ☐ Disapproved Department Chairperson _____ Date _____	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson _____ Date _____	☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved	Provost or Designee _____ Date _____
Initiator (faculty only) _____ Date _____ C. Patrick Fort Initiator (TYPE NAME) _____	☐ Approved ☐ Disapproved	Dean/Director of School/College _____ Date _____									
☐ Approved ☐ Disapproved Department Chairperson _____ Date _____	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson _____ Date _____									
☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved	Provost or Designee _____ Date _____									



1a. School or College CB CBPP	1b. Division No Division Code	1c. Department ACCT
2. Complete Program Title/Prefix Bachelor of Business Administration, Accounting, Minor		
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/2012 To: 9999/9999		
6a. Coordination with Affected Units Department, School, or College: Initiator Name (typed): C. Patrick Fort Date: _____ Initiator Signed Initials: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: _____		
6c. Coordination with Library Liaison Date: _____		
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action The current accounting minor only requires the principles sequence (ACCT A201 and ACCT A202) and 12 upper-division accounting electives. This change directs students to take courses the Accounting Department believes are more important, and it will ensure that accounting minors will have a solid accounting basis. The change will also allow the Accounting Department to designate learning goals for the accounting minor. Accounting A301 Intermediate Accounting I and Accounting A302 Intermediate Account II must be completed at the University of Alaska Anchorage to be consistent with the Accounting Major Requirements.		
Initiator (faculty only) _____ Date _____ C. Patrick Fort Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____		

Bachelor of Business Administration, Accounting

Admission Requirements

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

Admission Requirements to Upper Division Courses

1. Completion of at least 39-40 credits with a cumulative GPA of 2.25 or higher.
2. Completion of each of the following courses with a grade of C or better:

ACCT A201	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
BA A273	Introduction to Statistics for Business and Economics	3
CIS A110	Computer Concepts in Business	3
CIS A280	Managerial Communications	3
ECON A201	Principles of Macroeconomics	3
ECON A202	Principles of Microeconomics	3
ENGL A111 or ENGL A1W (transfer)	Written Communication GER	3
ENGL A212	Technical Writing	3
MATH A107	College Algebra (4)	3-4
	or	
MATH A172	Applied Finite Mathematics (3)	
	Oral communication skills GER	3
COMM A111	Fundamentals of Oral Communication (3)	
	or	
COMM A241	Public Speaking (3)	

3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas: 9
- Fine Arts
Humanities
Natural Sciences

Admission to Upper Division Status

BBA students in Accounting who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program before accumulating more than 15 such credits. Please contact the Student Information Office for assistance in applying for admission to upper division standing within the College of Business and Public Policy.

Conditional Admission to Upper Division Status

A student classified as being conditionally admitted to upper division status may take upper division ACCT, BA, CIS, and LOG courses for one semester only, while completing lower division deficiencies.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Business and Public Policy Requirements for Accounting Majors

Students earning a BBA degree must complete at least 50 percent of their required business credits at the University of Alaska Anchorage. All ACCT, BA, CIS, ECON, LGOP, and LOG courses are considered business credits for the purpose of this requirement.

1. Complete the BBA core requirements:

The following courses must be completed with a grade of C or better.

ACCT A201*	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
BA A273	Introduction to Statistics for Business and Economics	3
CIS A110	Computer Concepts in Business	3
CIS A280	Managerial Communications	3
ECON A201	Principles of Macroeconomics	3
ECON A202	Principles of Microeconomics	3
ENGL A212	Technical Writing	3
MATH A107	College Algebra (4)	3-4
	or	
MATH A172	Applied Finite Mathematics (3)	
MATH A200	Calculus I (4)	3-4
	or	
MATH A272	Applied Calculus (3)	

**The ACCT A101 Principles of Financial Accounting I and ACCT A102 Principles Financial Accounting II sequence may be used to satisfy the ACCT A201 requirement for this degree.*

Note: Students who plan to attend graduate school are encouraged to take (MATH A107 and MATH A108) or MATH A109, MATH A200, MATH A201, MATH A202 instead of MATH A172 and MATH A272. MATH A108 is a prerequisite for MATH A200.

2. Complete these upper division core courses with a grade of C or better:

ACCT A316	Accounting Information Systems II	3
BA A300	Organizational Theory and Behavior	3
BA A325	Corporate Finance	3
BA A343	Principles of Marketing	3
BA A377	Operations Management	3
BA A462	Strategic Management	3

D. Major Requirements

1. Complete the following requirements with a grade of C or better:

ACCT A216	Accounting Information Systems I	3
ACCT A301	Intermediate Accounting I	3
ACCT A302	Intermediate Accounting II	3
ACCT A310	Income Tax	3
ACCT A342	Managerial Cost Accounting	3
ACCT A452	Auditing (GER Integrative Capstone)	3
BA/JUST A241	Business Law I	3

Accounting electives 6

Approved Accounting electives (6 credits) must be selected from the following courses and passed with a C or better:

ACCT A401	Advanced Accounting (3)	
ACCT A410	Advanced Income Tax (3)	
ACCT A420	Fraud Examination (3)	
ACCT A430	Governmental and Not-for-Profit Accounting (3)	
Upper division ECON elective (3)		3
or		
BA A375	Statistics for Business and Economics (3)	

2. A minimum of ACCT A301 Intermediate Accounting I and ACCT A302 Intermediates Accounting II must be completed at the University of Alaska Anchorage, or another AACSB accredited institution.
3. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

Minor, Accounting*

Students who wish to minor in Accounting must complete the following requirements with a grade of C or better. A total of 21 credits is required for the minor.

ACCT A201	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
ACCT A216	Accounting Information Systems I	3
ACCT A301	Intermediate Accounting I	3
ACCT A302	Intermediate Accounting II	3
Upper division Accounting electives		6

ACCT A301 Intermediate Accounting I and ACCT A302 Intermediate Accounting II must be completed at the University of Alaska Anchorage, or another AACSB accredited institution.

**Not available to BBA Accounting majors.*

Bachelor of Business Administration, Accounting

Admission Requirements

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

Admission Requirements to Upper Division Courses

1. Completion of at least 39-40 credits with a cumulative GPA of 2.25 or higher.
2. Completion of each of the following courses with a grade of C or better:

ACCT A201	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
BA A273	Introduction to Statistics for Business and Economics	3
CIS A110	Computer Concepts in Business	3
CIS A280	Managerial Communications	3
ECON A201	Principles of Macroeconomics	3
ECON A202	Principles of Microeconomics	3
ENGL A111	~~Methods of Written Communication~~ <u>or ENGL A1W (transfer)</u> <u>GER</u>	3
ENGL A212	Technical Writing	3
MATH A107	College Algebra (4)	3-4
	or	
MATH A172	Applied Finite Mathematics (3)	
Oral communication skills GER		3
COMM A111	Fundamentals of Oral Communication (3)	
	or	
COMM A241	Public Speaking (3)	

3. Completion of any combination of at least 9 credits in the following General Education disciplinary areas: 9

Fine Arts
Humanities
Natural Sciences

Admission to Upper Division Status

BBA students in Accounting who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

Other students who meet course prerequisites may take up to 15 upper division ACCT, BA, CIS and LOG credits without being formally admitted to a BBA program. All students must apply for admission to a BBA program before accumulating more than 15 such credits. Please contact the Student Information Office for assistance in applying for admission to upper division standing within the College of Business and Public Policy.

Conditional Admission to Upper Division Status

A student classified as being conditionally admitted to upper division status may take upper division ACCT, BA, CIS, and LOG courses for one semester only, while completing lower division deficiencies.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Business and Public Policy Requirements for Accounting Majors

Students earning a BBA degree must complete at least 50 percent of their required business credits at the University of Alaska Anchorage. All ACCT, BA, CIS, ECON, LGOP, and LOG courses are considered business credits for the purpose of this requirement.

1. Complete the BBA core requirements:

The following courses must be completed with a grade of C or better.

ACCT A201*	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
BA A273	Introduction to Statistics for Business and Economics	3
CIS A110	Computer Concepts in Business	3
CIS A280	Managerial Communications	3
ECON A201	Principles of Macroeconomics	3
ECON A202	Principles of Microeconomics	3
ENGL A212	Technical Writing	3
MATH A107	College Algebra (4)	3-4
	or	
MATH A172	Applied Finite Mathematics (3)	
MATH A200	Calculus I (4)	3-4
	or	
MATH A272	Applied Calculus (3)	

*The ACCT A101 Principles of Financial Accounting I and ACCT A102 Principles Financial Accounting II sequence may be used to satisfy the ACCT A201 requirement for this degree.

Note: Students who plan to attend graduate school are encouraged to take (MATH A107 and MATH A108) or MATH A109, MATH A200, MATH A201 ~~Calculus II~~, MATH A202 ~~Calculus III~~ instead of MATH A172 and MATH A272. MATH A108 ~~Trigonometry~~ is a prerequisite for MATH A200.

2. Complete these upper division core courses with a grade of C or better:

ACCT A316	Accounting Information Systems II	3
BA A300	Organizational Theory and Behavior	3
BA A325	Corporate Finance	3
BA A343	Principles of Marketing	3
BA A377	Operations Management	3
BA A462	Strategic Management	3

D. Major Requirements

1. Complete the following requirements with a grade of C or better:

ACCT A216	Accounting Information Systems I	3
ACCT A301	Intermediate Accounting I	3
ACCT A302	Intermediate Accounting II	3
ACCT A310	Income Tax	3
ACCT A342	Managerial Cost Accounting	3
ACCT A452	Auditing (GER Integrative Capstone)	3

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BA/JUST A241 Business Law I 3

Accounting electives 6

Approved Accounting electives (6 credits) must be selected from the following courses and passed with a C or better:

ACCT A401 Advanced Accounting (3)

ACCT A410 Advanced Income Tax (3)

ACCT A420 Fraud Examination (3)

ACCT A430 Governmental and Not-for-Profit
Accounting (3)

Upper division ECON elective (3) 3

or

BA A375 Statistics for Business and Economics (3)

2. A minimum of ACCT A301 Intermediate Accounting I and ACCT A302 Intermediates Accounting II must be completed at the University of Alaska Anchorage, or another AACSB accredited institution.

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

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Minor, Accounting*

Students who wish to minor in Accounting must complete the following requirements with a grade of C or better. A total of 21 credits is required for the minor.

ACCT A201 Principles of Financial Accounting 3

ACCT A202 Principles of Managerial Accounting 3

ACCT A216 Accounting Information Systems I 3

ACCT A301 Intermediate Accounting I 3

ACCT A302 Intermediate Accounting II 3

Upper division Accounting electives 12

ACCT A301 Intermediate Accounting I and ACCT A302 Intermediate Accounting II must be completed at the University of Alaska Anchorage, or another AACSB accredited institution.

*Not available to BBA Accounting majors.



1a. School or College CH College of Health	1b. Division AJUS Division of Justice	1c. Department Justice Center								
2. Complete Program Title/Prefix Associate of Applied Science, Paralegal Studies										
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Associate of Applied Science or Graduate: CHOOSE ONE										
4. Type of Action:										
<table border="0"> <tr> <td>PROGRAM</td> <td>PREFIX</td> </tr> <tr> <td>☒ Add</td> <td>☐ Add</td> </tr> <tr> <td>☐ Change</td> <td>☐ Change</td> </tr> <tr> <td>☐ Delete</td> <td>☐ Inactivate</td> </tr> </table>			PROGRAM	PREFIX	☒ Add	☐ Add	☐ Change	☐ Change	☐ Delete	☐ Inactivate
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5. Implementation Date (semester/year) From: Spring/2013 To: /9999										
6a. Coordination with Affected Units Department, School, or College: NURS (1/27/12); JUST (1/31/12); CCEL (2/10/12); ENGL (2/11/12); CIOS (2/11/12); CIS (2/11/12); COMM (2/11/12); ATA, BA, CM, GEO, JPC, JUST, PHIL, PS, SOC (2/15/12); MATH (2/20/12) Initiator Name (typed): Deborah Periman Initiator Signed Initials: _____ Date: _____										
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11/31/12 & 2/15/12										
6c. Coordination with Library Liaison Date: 1/31/12 & 2/16/12										
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function										
8. Justification for Action The 60 credit Associate of Applied Science, Paralegal Studies will replace the existing 60 credit undergraduate certificate in Paralegal Studies. The change is in response to recommendations by the Paralegal Studies Program Advisory Committee and in response to regulatory changes in other states that make the degree preferable to the certificate for students likely to be transferring schools or moving out of state after graduation, particularly military students and dependents. The new program is designed as a scaffold to the Bachelor of Arts, Legal Studies. It directly aligns with UAA's Vision for 2017 of driving Alaska's economy by preparing students for high-demand careers. Bureau of Labor reports show that the paralegal field is expected to grow "much faster" than average throughout the projection period.										

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



1a. School or College CH College of Health	1b. Division AJUS Division of Justice	1c. Department Justice Center								
2. Complete Program Title/Prefix Minor, Legal Studies										
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Minor or Graduate: CHOOSE ONE										
4. Type of Action:										
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6a. Coordination with Affected Units Department, School, or College: NURS (1/27/12); JUST (1/31/12); CCEL (2/10/12); ENGL (2/11/12); CIOS (2/11/12); CIS (2/11/12); COMM (2/11/12); ATA, BA, CM, GEO, JPC, JUST, PHIL, PS, SOC (2/15/12); MATH (2/20/12) Initiator Name (typed): Deborah Periman Initiator Signed Initials: _____ Date: _____										
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6c. Coordination with Library Liaison Date: 1/31/12 & 2/16/12										
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function										
8. Justification for Action Once approved by the American Bar Association (ABA), the Minor in Legal Studies will establish the only ABA approved minor in the state. The change is proposed in response to student demand for a minor in the legal studies area. It also clarifies for students, advisors, and the registrar's office that Justice students may use the legal classes to satisfy their minor requirement, a question that has confused some students and advisors in the past. The program also supports pre-law students majoring in other disciplines who may wish to work as legal paraprofessionals before or during law school. This proposal increases the number of program options available to students while optimizing use of existing resources within the College of Health.										

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Department Chairperson	Date	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved		☐ Approved	
☐ Disapproved		☐ Disapproved	
Curriculum Committee Chairperson	Date	Provost or Designee	Date



1a. School or College CH College of Health	1b. Division AJUS Division of Justice	1c. Department Justice Center								
2. Complete Program Title/Prefix Undergraduate Certificate, Legal Nurse Consultant Paralegal										
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Undergraduate Certificate or Graduate: CHOOSE ONE										
4. Type of Action:										
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6a. Coordination with Affected Units Department, School, or College: NURS (1/27/12); JUST (1/31/12); CCEL (2/10/12); ENGL (2/11/12); CIOS (2/11/12); CIS (2/11/12); COMM (2/11/12); ATA, BA, CM, GEO, JPC, JUST, PHIL, PS, SOC (2/15/12); MATH (2/20/12) Initiator Name (typed): Deborah Periman Initiator Signed Initials: _____ Date: _____										
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6c. Coordination with Library Liaison Date: 1/31/12 & 2/16/12										
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function										
8. Justification for Action This program provides an alternate career route or supplemental career option for nursing students and graduates. It will be the first LNC Paralegal certificate available in Alaska. Once approved by the American Bar Association (ABA), it will provide students with a credential recognized by American legal employers. The certificate responds to continuing demand in Alaska and across the country for paralegals with nursing backgrounds. It also responds to the demand for trans-disciplinary training at the University. The certificate also expands the depth of the existing paralegal program and increases utilization of existing resources within the College of Health.										

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



1a. School or College CH College of Health	1b. Division AJUS Division of Justice	1c. Department Justice Center
2. Complete Program Title/Prefix Post-Baccalaureate Certificate, Paralegal Studies		
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Post Baccalaureate Certificate CHOOSE ONE		
4. Type of Action: PROGRAM ☒ Add ☐ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate		
5. Implementation Date (semester/year) From: Spring/2013 To: /9999		
6a. Coordination with Affected Units Department, School, or College: NURS (1/27/12); JUST (1/31/12); CCEL (2/10/12); ENGL (2/11/12); CIOS (2/11/12); CIS (2/11/12); COMM (2/11/12); ATA, BA, CM, GEO, JPC, JUST, PHIL, PS, SOC (2/15/12); MATH (2/20/12) Initiator Name (typed): Deborah Periman Initiator Signed Initials: _____ Date: _____		
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6c. Coordination with Library Liaison Date: 1/31/12 & 2/16/12		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action The Post-Baccalaureate Certificate is proposed in conjunction with changing the present undergraduate certificate to an AAS degree. Once approved by the American Bar Association (ABA), it will establish the only ABA approved post-baccalaureate certificate in the state. For students already possessing a Bachelor's degree, pursuing an Associate degree does little to enhance their academic credentials. The Post-Baccalaureate Certificate, however, highlights and recognizes these students' prior achievement and advances their professional resume by enhancing their academic credentials. The Post-Baccalaureate Certificate is likely to be attractive to students considering graduate school out of state, who would prefer to remain in Alaska. This certificate increases the program options available to students with no additional demand on institutional resources. It directly aligns with UAA's Vision 2017 of driving Alaska's economy by preparing students for high-demand careers. Bureau of Labor reports show that the paralegal field is expected to grow "much faster" than average throughout the projection period.		

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Department Chairperson Date		Undergraduate/Graduate Academic Board Chairperson Date	
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Curriculum Committee Chairperson Date		Provost or Designee Date	



1a. School or College CH College of Health	1b. Division AJUS Division of Justice	1c. Department Justice Center								
2. Complete Program Title/Prefix Bachelor of Arts, Legal Studies										
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE										
4. Type of Action:										
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5. Implementation Date (semester/year) From: Spring/2013 To: /9999										
6a. Coordination with Affected Units Department, School, or College: NURS (1/27/12); JUST (1/31/12); CCEL (2/10/12); ENGL (2/11/12); CIOS (2/11/12); CIS (2/11/12); COMM (2/11/12); ATA, BA, CM, GEO, JPC, JUST, PHIL, PS, SOC (2/15/12); MATH (2/20/12) Initiator Name (typed): Deborah Periman Initiator Signed Initials: _____ Date: _____										
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 1/31/12 & 2/15/12										
6c. Coordination with Library Liaison Date: 1/31/12 & 2/16/12										
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function										
8. Justification for Action Once approved by the American Bar Association (ABA), this program will provide the only ABA approved fouryear degree program in Alaska, enabling students desiring a bachelor's degree in this field to stay instate. In addition, the program provides a bridge to a bachelor's degree for UAA and UAF students graduating with a twoyear degree or certificate in legal studies. The program significantly expands the depth of the existing paralegal program and increases utilization of existing resources within the College of Health. Moreover, the program is directly aligned with the University's Vision for 2017 of driving Alaska's economy in that it prepares students for high-demand careers. Bureau of Labor reports show that the paralegal field is expected to grow "much faster" than average throughout the projection period.										

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

LEGAL STUDIES

Consortium Library (LIB), Room 213, (907) 786-1810
<http://justice.uaa.alaska.edu>

The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in the areas of crime, law, and justice; and provides service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

The Justice Center offers a variety of programs that prepare students for work in law-related or public service fields. The core of each program is a foundational sequence of courses combining theoretical knowledge of the law with skills-based training in American legal practice.

Legal Studies Goals

Students in all programs will acquire:

1. Broad-based knowledge achieved through general college education.
2. Exceptionally strong competency in critical thinking and in written and oral communication skills.
3. Clear understanding of the rules of ethics governing American judges, lawyers, and paralegals.
4. Comprehensive legal vocabulary and understanding of judicial processes.
5. Operational knowledge of legal investigatory and discovery techniques.
6. Command of skills required for legal research, critical analysis, and technical drafting.
7. Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.
8. Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.

Pro Bono Service Honors

The Justice Center awards Pro Bono Service Honors to those Legal Studies students who work toward improving access to justice by contributing volunteer service to Alaska legal aid agencies. Post-Baccalaureate Certificate, Paralegal Studies students are eligible to graduate with Pro Bono Service Honors upon satisfactory completion of the following requirements:

1. Meet the catalog requirements for the certificate.
2. Complete 50 hours of volunteer hours with a legal services agency approved by the Legal Studies Program Coordinator.
3. Obtain written verification of hours of service from the legal service agency or agencies assisted.
4. Submit verification of service hours and written notice of intent to graduate with Pro Bono Service Honors to the Legal Studies Program Coordinator. The verification and notice must be received by the Legal Studies Coordinator on or before the date established by the registrar's office as the deadline to apply for graduation.

Post-Baccalaureate Certificate, Paralegal Studies

The American Bar Association defines a paralegal as a person "who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible." The Post-Baccalaureate Certificate in Paralegal Studies is designed for students who have completed a baccalaureate degree and wish to continue their education. It provides students with the technical skills and specialized knowledge to work under the supervision of lawyers in federal and state agencies or court systems, in a variety of legal service settings, in private law offices or corporate legal departments, and in a multitude of other public and private organizations where familiarity with government regulation and legal processes is required. The program is approved by the American Bar Association.

Note: Students obtaining a certificate are not authorized to provide direct legal services to the public. The program offers training for paraprofessionals who are authorized to perform substantive legal work under the supervision of a licensed attorney. The program does not train lawyers.

Student Learning Outcomes

Students who complete this program will:

1. Produce superior university-level written documents and oral reports.
2. Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.
3. Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law.
4. Develop and execute legal research plans using law library resources and commonly used legal research databases.
5. Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.
6. Prepare legal investigation/discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.
7. Relate legal rules and doctrines to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.

Admission Requirements

1. Students must meet the university requirements for admission to post-baccalaureate certificate programs listed at the beginning of this chapter.
2. Students must have completed the equivalent of ENGL A111 with a minimum grade of C and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with a minimum grade of B.
3. Students must have a cumulative grade point average of 2.0 in their baccalaureate program.

Advising

1. Students who have not completed the English prerequisites for admission to the program should begin their English coursework in their first semester.
2. Proficiency in the use of computers and standard office software is an important component of legal practice. Students are strongly encouraged to build their technological skills through coursework in Computer Information & Office Systems (CIOS), Computer Information Systems (CIS), or Computer & Network Technology (CNT) as they progress through the program.
3. Campus restrictions for this program are enforced in accordance with American Bar Association Guidelines for the Approval of Paralegal Education Programs. Therefore, the certificate cannot be completed at extended campuses. Courses designated in this catalog as legal specialty courses may be taken only at the Anchorage campus.
4. Students interested in the Post-Baccalaureate Certificate, Paralegal Studies should consult a faculty advisor in the Justice Center before enrolling in Legal Studies courses.

Certificate Requirements

1. Complete the following required core courses (21-24 credits):

LEGL A101	Introduction to Law	3
LEGL A215	Legal Ethics and the Role of the Legal Professional	3
LEGL A356	Legal Research, Analysis, and Writing	3
LEGL A367	Civil Procedure and Pretrial Practice	3
LEGL A377	Evidence, Investigation, and Discovery	3
LEGL A487	Trial and Advanced Litigation Processes	3
LEGL A495	Legal Studies Internship (3-6)	3
2. Complete one of the following Legal Studies elective courses (3 credits):

LEGL/ JUST A340	Family Law (3)	3
LEGL/ JUST A352	Criminal Law and Procedure (3)	
LEGL A362	Contracts, Debt, and Principles of Ownership (3)	
LEGL A380	Torts, Workers' Compensation, and Insurance Law (3)	
LEGL A385	Health Care Law and Regulatory Compliance (3)	
LEGL A489	Legal Studies Senior Seminar (3)	

Other upper division Legal Studies or Justice course with Legal Studies Coordinator approval (3)
3. Students must achieve a minimum grade of C in each Legal Studies core course and in the selected Legal Studies and Justice electives. Courses may be repeated twice to improve grades.
4. All Paralegal Studies students must take the Legal Studies Exit Examination. There is no minimum score required for graduation.
5. A total of 24 credits is required for the certificate.

FACULTY

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Nancy Schafer, Professor Emeritus, AHNES@uaa.alaska.edu

PARALEGAL STUDIES

Consortium Library (LIB), Room 213, (907) 786-1810
<http://justice.uaa.alaska.edu>

Undergraduate Certificate

~~Paralegal Studies~~ The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in the areas of crime, law, and justice; and provides service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

The Justice Center offers a variety of programs that prepare students for work in law-related or public service fields. The core of each program is a foundational sequence of courses combining theoretical knowledge of the law with skills-based training in American legal practice.

Legal Studies

The Paralegal Studies Undergraduate Certificate Program is approved by the American Bar Association.

Program Goals

- ~~1. Broad-based knowledge achieved through general college education.~~
Students in all programs will acquire:
- ~~2. Broad-based knowledge achieved through general college education.~~
- ~~3. 2. Exceptionally strong competency in critical thinking and in written and oral communication skills.~~
Clear
- ~~4. 3. Comprehensive understanding of ethical responsibilities as assistants to attorneys, governed by the rules of ethics governing American judges, lawyers, and paralegals professional responsibility.~~
Comprehensive legal
- ~~5. 4. Legal~~ vocabulary and understanding of judicial processes.
- ~~6. Operational knowledge of legal investigatory and discovery techniques.~~
- ~~7. Command of skills required for legal research, critical analysis, and technical drafting.~~
- ~~8. Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.~~
- ~~9. Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.~~

Pro Bono Service Honors

The Justice Center awards Pro Bono Service Honors to those Legal Studies students who work toward improving access to justice by contributing volunteer service to Alaska legal aid agencies. Post-Baccalaureate Certificate, ~~procedure required~~ ~~Paralegal~~ ~~Studies~~ students are eligible to graduate with Pro Bono Service Honors upon satisfactory completion of the following requirements:

- ~~1. Meet the catalog requirements for the certificate.~~
- ~~2. Complete 50 hours of volunteer hours with a legal services agency approved by the Legal Studies Program Coordinator.~~
- ~~3. Obtain written verification of hours of service from the legal service agency or agencies assisted.~~
- ~~4. Submit verification of service hours and written notice of intent to graduate with Pro Bono Service Honors to the Legal Studies Program Coordinator. The verification and notice must be received by the Legal Studies Coordinator on or before the date established by the registrar's office as the deadline to apply for graduation.~~

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Post-Baccalaureate Certificate, Paralegal Studies

The American Bar Association defines a paralegal as a person “who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” The Post-Baccalaureate Certificate in Paralegal Studies is designed for students who have completed a baccalaureate degree and wish to continue their education. It provides students with the technical skills and specialized knowledge to work under the supervision of lawyers in federal and state agencies or court systems, in a variety of legal service settings, in private law offices or corporate legal departments, and in a multitude of other public and private organizations where familiarity with government regulation and legal processes is required. The program is approved by the American Bar Association.

Note: Students obtaining a certificate are not authorized to provide direct legal services to the public. The program offers training for paraprofessionals who are authorized to perform substantive legal work under the supervision of a licensed attorney. The program does not train lawyers. **paralegal duties in a civil practice.**

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Student Learning Outcomes

Students who complete this program will:

1. Produce superior university-level written documents and oral reports.
2. Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.
3. Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law.
4. Develop and execute legal research plans using law library resources and commonly used legal research databases. Synthesize primary and secondary legal authorities and draft
5. Operational knowledge of the interviewing and investigatory techniques required for paralegal performance.
6. Command of skills required for both law library and computerized legal research, and for memoranda of legal analysis.
7. Prepare legal investigation/discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.
8. Relate legal rules and doctrines to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.
7. Knowledge of the variety of legal specialties performed by paralegals.
8. Practical experience in a law office or agency that allows students to apply classroom skills.

Admission Requirements

1. Students must meet the university requirements for admission to post-baccalaureate certificate programs listed at the beginning of this chapter.
2. 1. Students must have completed the equivalent of ENGL A111 with a minimum grade of C- and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with a minimum grade of B-.
3. 2. Students must have a cumulative grade point average of 2.0 in their baccalaureate program. 2.00 overall GPA to be admitted to the Paralegal Studies Certificate program.

Advising

1. Students who have not completed the English prerequisites for admission to the program should begin their English coursework in their first semester.
2. Proficiency in the use of computers and standard office software is an important component of legal practice. Students are strongly encouraged to build their technological skills through coursework in Computer Information & Office Systems (CIOS), Computer Information Systems (CIS), or Computer & Network Technology (CNT) as they progress through the program.
3. Campus restrictions for this program are enforced in accordance with American Bar Association Guidelines for the Approval of Paralegal Education Programs. Therefore, the certificate cannot be completed at extended campuses. Courses designated in this catalog as legal specialty courses may be taken only at the Anchorage campus.
4. Students interested in the Post-Baccalaureate Certificate, Paralegal Studies should consult a faculty advisor in the Justice Center before enrolling in Legal Studies courses.

3. Students must apply and be admitted to the program at the Anchorage campus before completing 12 credits of the paralegal core curriculum.

Note: Special admission requirements for this certificate are enforced and certificates cannot be completed at extended campuses. Certain courses required for the certificate must be taken only at the Anchorage campus.

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Students are encouraged to complete a Bachelor of Arts or Associate of Arts in conjunction with the Paralegal Certificate. Paralegal courses fulfill the Justice elective requirements for the Justice BA and the General Elective requirements for the Associate of Arts. Students who have already completed a degree at an accredited institution whose composition courses meet UAA's written communication and program admission requirements need only complete the Paralegal core courses. Transfer credit for some core courses may be determined at the departmental level. Students interested in the Paralegal Studies Certificate program should consult a faculty advisor in the Justice Center before enrolling in paralegal courses.

Certificate Requirements

1. Complete the following required core courses (21-24 credits):

LEGL A101	Introduction to Law	3
LEGL A215	Legal Ethics and the Role of the Legal Professional	3
LEGL A356	Legal Research, Analysis, and Writing	3
LEGL A367	Civil Procedure and Pretrial Practice	3
LEGL A377	Evidence, Investigation, and Discovery	3
LEGL A487	Trial and Advanced Litigation Processes	3
LEGL A495	Legal Studies Internship (3-6)	3
 2. Complete one of the following Legal Studies elective courses (3 credits):

LEGL/JUST A340	Family Law (3)	3
LEGL/JUST A352	Criminal Law and Procedure (3)	3
LEGL A362	Contracts, Debt, and Principles of Ownership (3)	3
LEGL A380	Torts, Workers' Compensation, and Insurance Law (3)	3
LEGL A385	Health Care Law and Regulatory Compliance (3)	3
LEGL A489	Legal Studies Senior Seminar (3)	3

 Other upper division Legal Studies or Justice course with Legal Studies Coordinator approval (3)
 3. Students must achieve a minimum grade of C in each Legal Studies core course and in the selected Legal Studies and Justice electives. Courses may be repeated twice to improve grades.
 4. All Paralegal Studies students must take the Legal Studies Exit Examination. There is no minimum score required for graduation.
 5. A total of 24 credits is required for the certificate.
1. Complete 6 credits of written communications courses with a minimum grade of B
- | | |
|--|---|
| ENGL A111 Methods of Written Communication | 3 |
| and one of the following: | 3 |
| ENGL A211 Academic Writing About Literature (3) | |
| ENGL A212 Technical Writing (3) | |
| ENGL A213 Writing in the Social and Natural Sciences (3) | |
| ENGL A214 Persuasive Writing (3) | |
| ENGL A311 Advanced Composition (3) | |
| ENGL A312 Advanced Technical Writing (3) | |
| ENGL A313 Professional Writing (3) | |
| ENGL A414 Research Writing (3) | |
| ENGL A487 Standard Written English (3) | |

2. Complete the following required core courses (28 credits):

JUST A495 Internship (1-6)	3
PARL A101 Introduction to Law	3
PARL A215 Paralegal Studies	3
PARL A235 Factual Investigation and Interviewing	2

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PARL A236 Ethics and Paralegals	1
PARL A238 Civil Procedure	3
PARL A356 Legal Research	3
PARL A375 Litigation	3
PARL A456 Advanced Legal Analysis and Writing	4
PARL A470 Law of Government Regulation	3

3. Complete one of the following elective courses (3 credits): 3

PARL/	
JUST A340 Family Law (3)	3
PARL/	
JUST A352 Substantive Criminal Law (3)	
PARL/	
JUST A354 Criminal Procedure (3)	
PARL A362 Commercial Law (3)	
Other upper division law course from Justice or Paralegal curriculum with paralegal coordinator approval (3)	

4. Complete at least 20 credits, in addition to the preceding core courses, from the General Education Requirements for Baccalaureate Degrees list. 20

5. Complete 3 credits of any elective at the 100 level or above. 3

6. Students must achieve a minimum grade of C in each paralegal core course to receive the certificate. Courses may be repeated to improve grades according to university or program policy.

7. A total of 60 credits is required for the certificate.

Note: Graduates are not authorized to provide direct legal services to the public. The Paralegal Studies Certificate program is a training program for paralegals who are authorized to perform substantive legal work under the supervision of an attorney. The program does not train lawyers or legal administrators.

FACULTY

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Deborah Periman, Program Coordinator/Associate Professor, dperiman@uaa.alaska.edu	

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~~*AFDKP@uaa.alaska.edu*~~
~~*Marny Rivera, Assistant Professor, AFMSR1@uaa.alaska.edu*~~
~~*Marny Rivera, Andre Rosay, Director, Associate Professor, mrivera11@uaa.alaska.edu*~~
~~*Andre Rosay, Director, abrosay@uaa.alaska.edu*~~
~~*Nancy Schafer, Professor Emeritus, AHNES@uaa.alaska.edu*~~

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2. Complete Program Title/Prefix Bachelor of Arts, Biological Sciences				
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5. Implementation Date (semester/year) From: Fall/2012 To: Fall/9999				
6a. Coordination with Affected Units Department, School, or College: UAA Faculty Listserve Initiator Name (typed): Khrystyne Duddleston Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 21Dec11				
6c. Coordination with Library Liaison Date: 21Dec11				
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function				
8. Justification for Action Changes to the BA in Biological Sciences are intended to ensure core requirements prepare students to take upper division electives, and improve the depth and breadth of exposure to different disciplines in the biological sciences. In addition, we are implementing the following two policies (1, students who do not attend BIOL labs the first week of the semester may be administratively dropped and 2, students may attempt to earn a C or better in 100 and 200 level BIOL courses 3 times and 300 and 400 level courses (BIOL) 2 times) in order to maximize availability of space in courses and encourage reasonable progress through our degree programs.				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> Initiator (faculty only) _____ Date _____ Sarah Gerken Initiator (TYPE NAME) _____ ☐ Approved _____ Date _____ ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved _____ Date _____ ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ </td> <td style="width: 50%; border: none; vertical-align: top;"> ☐ Approved _____ Date _____ ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved _____ Date _____ ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved _____ Date _____ ☐ Disapproved Provost or Designee _____ Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ Sarah Gerken Initiator (TYPE NAME) _____ ☐ Approved _____ Date _____ ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved _____ Date _____ ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved _____ Date _____ ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved _____ Date _____ ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved _____ Date _____ ☐ Disapproved Provost or Designee _____ Date _____
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1a. School or College AS CAS	1b. Division AMSC Division of Math Science	1c. Department Biological Sciences		
2. Complete Program Title/Prefix Bachelor of Science, Biological Sciences				
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 PREFIX ☐ Add ☒ Change ☐ Delete ☐ Add ☐ Change ☐ Inactivate				
5. Implementation Date (semester/year) From: Fall/2012 To: Fall/9999				
6a. Coordination with Affected Units Department, School, or College: UAA Faculty Listserve Initiator Name (typed): Khrystyne Duddleston Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 21Dec11				
6c. Coordination with Library Liaison Date: 21Dec11				
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function				
8. Justification for Action We are making an adjustment in order to eliminate an internal conflict within our core physiology requirements. In addition, we are implementing the following two policies (1, students who do not attend BIOL labs the first week of the semester may be administratively dropped and 2, students may attempt to earn a C or better in 100 and 200 level BIOL courses 3 times and 300 and 400 level courses (BIOL) 2 times) in order to maximize availability of space in courses and encourage reasonable progress through our degree programs.				
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BIOLOGICAL SCIENCES

*ConocoPhillips Integrated Sciences Building (CPSB), Room 101P,
(907) 786-4770*

<http://biology.uaa.alaska.edu>

Biology is the science concerned with the study of living organisms. It encompasses a vast range of biological disciplines, from the study of microbes and molecular biology to the study of plants, animals and the environment. The undergraduate program in the Biological Sciences includes courses that provide students with a broad understanding of both traditional and modern biological sciences. These courses are suitable as preparation for professional degrees, teaching, or careers in government or industry. Both the Bachelor of Arts and the Bachelor of Science degrees are available for undergraduates. A Master of Science degree program in Biological Sciences as well as a joint UAA-UAF Doctor of Science degree program is available for students already holding a baccalaureate degree.

A program of study in the biological sciences requires completion of a basic science core curriculum in the chemical, physical and mathematical sciences as well as required and elective courses in the biological sciences. Two general divisions are recognized in the biology program: the cell-molecular and the organismal-ecology-evolution areas. The cell-molecular area focuses on pre-professional sciences for students wishing to pursue careers in medicine, dentistry, and veterinary medicine, or who wish to attend graduate school. The organismal-ecology-evolution area is a more diversified curriculum emphasizing environmental, organismal, evolutionary, and general biological sciences preparatory for graduate school or for employment in the private or public sector. Students are strongly encouraged to consult with their academic advisors within the Department of Biological Sciences to determine which electives best suit their programmatic needs and career requirements.

The Bachelor of Arts and the Bachelor of Science degree programs require a total of 124-125 credits for graduation and can be completed in four years by students who have had adequate high school preparation in math and sciences. Refer to the beginning of this chapter for recommended high school courses.

Student Learning Outcomes

It is expected that graduates of the Biological Sciences program will have the ability to:

1. Accept challenges and think through problems until solutions are derived and effectively communicate the solutions to supervisors.
2. Design and conduct projects that include fieldwork, laboratory analyses, and interpretation in the discipline.

Community Service Courses

The department offers a wide range of community service courses as a service to the people in the Anchorage area and extended campuses who wish to become more knowledgeable about the science of biology and how it relates to them. Unless noted otherwise in the course description, community service courses do not satisfy either core requirements or elective credit towards any degree programs in the biological sciences. All are offered as demand warrants.

BIOL A074	Field Natural History
BIOL A075	Local Flora
BIOL A100	Human Biology
BIOL A124	Biota of Alaska: Selected Topics
BIOL A126	Birds in Field and Laboratory

Departmental Honors in Biology

Undergraduate Biological Science majors may be recognized for exceptional performance by earning departmental honors in Biology. In order to receive honors in biology, a student must meet each of the following requirements:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Meet the requirements for a BA/BS degree in Biological Sciences.

- Earn a grade point average of 3.50 or above in the major requirements.
- During the senior year of their academic program, the student must gain faculty approval for and complete, with a grade of B or better, a senior thesis research project, with enrollment in BIOL A499 Senior Thesis. Biological Science faculty members must approve the project proposal and final written report.

Bachelor of Arts, Biological Sciences

Admission Requirements

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

Academic Progress

To graduate with a BA in Biological Sciences, the student must complete all courses covered under Major Requirements for a BA in Biological Sciences with a grade of C or better. All prerequisites for Biology courses must be completed with a grade of C or better. Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Biological Sciences (BIOL) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Department of Biological Sciences may repeat the course one additional time on a space available basis. Students repeating a course in the Department of Biological Sciences are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated. Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. Major Requirements

- Complete these required core courses (35-36):

BIOL A115	Fundamentals of Biology I	4
		4
BIOL A116	Fundamentals of Biology II	4
BIOL A242	Fundamentals of Cell Biology	4
BIOL A252	Principles of Genetics	4
BIOL A271/L	Principles of Ecology with Laboratory	4
BIOL A308	Principles of Evolution	3
BIOL A492	Undergraduate Seminar	1
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
STAT A252	Elementary Statistics (3)	3-4
or		

STAT A253 Applied Statistics for the Sciences (4)

or

STAT A307 Probability and Statistics (4)

2. Complete 15-17 credits of upper division program electives from the following 4 areas. At least one course must come from each area.*

Cellular-Molecular

BIOL A340 General Microbiology (5)
BIOL A403 Microtechnique (4)
BIOL A451 Applied Microbiology (3)
BIOL A452 Human Genome (3)
BIOL A461 Molecular Biology (3)
BIOL A461L Molecular Biology Laboratory (1)
BIOL/
CHEM A471 Immunochemistry (4)
BIOL A488 Developmental Biology (4)

Ecology-Evolution

BIOL A309 Biogeography (3)
BIOL A373 Conservation Biology (3)
BIOL A378 Marine Biology (3)
BIOL A430 Marine Mammal Biology (4)
BIOL A441 Animal Behavior (4)
BIOL A445 Plant-Herbivore Ecology (4)
BIOL A450 Microbial Ecology (3)
BIOL A477 Tundra and Taiga Ecosystems (3)
BIOL A478 Biological Oceanography (4)
BIOL A479 Physiological Plant Ecology (3)
BIOL A489 Population Genetics and Evolutionary Processes (3)

Organismal

BIOL A331 Systematic Botany (4)
BIOL A333 Biology of Non-Vascular Plants (4)
BIOL A334 Biology of Vascular Plants (4)
BIOL A340 General Microbiology (5)
BIOL A423 Ichthyology (4)
BIOL A425 Mammalogy (3)
BIOL A426 Ornithology (4)
BIOL A427 Invertebrate Zoology (4)
BIOL A430 Marine Mammal Biology (4)

Physiology

BIOL A310 Principles of Physiology (4)
BIOL A316 Introduction to Plant Physiology (3)
BIOL A415 Comparative Animal Physiology (3)
BIOL A479 Physiological Plant Ecology (3)
BIOL A487 Comparative Anatomy of Vertebrates (4)

**Several courses are listed under more than one area. Each course can only count toward the credit requirement in one area.*

3. The following may be taken for upper division elective credit in addition to the 15-17 credits required as stated in 2 above.

ASTR/	
BIOL A365	Astrobiology (3)
BIOL/CHEM	
PHYS A456	Nonlinear Dynamics and Chaos (3)
BIOL A490	Selected Lecture Topics in Biology (1-3)
BIOL A490L	Selected Laboratory Topics in Biology (1-3)
BIOL A495	Instructional Practicum: Laboratory (1)
BIOL A497	Independent Study in Biology (1-12)
BIOL A498	Individual Research (1-6)
BIOL A499	Senior Thesis (3)

4. It is recommended that students complete 8 credits from the following: 8

GEOL A111	Physical Geology (4)
GEOL A221	Historical Geology (4)
	or
PHYS A123	Basic Physics I (3)
	and
PHYS A123L	Basic Physics I Laboratory (1)
PHYS A124	Basic Physics II (3)
	and
PHYS A124L	Basic Physics II Laboratory (1)
	or
PHYS A211	General Physics I (3)
	and
PHYS A211L	General Physics I Laboratory (1)
PHYS A212	General Physics II (3)
	and
PHYS A212L	General Physics II Laboratory (1)

5. A total of 124 credits is required for the degree, 42 credits of which must be upper division.

Bachelor of Science, Biological Sciences

The Bachelor of Science degree includes a single core program of coursework with two areas of study. Completing courses from the cellular and molecular biology area prepares students for professional careers in areas such as medicine, dentistry and veterinary science. Completing courses from the organismal, ecology, and evolutionary area prepares students for careers in environmental, organismal, and evolutionary biology. A wide selection of electives is available to all students, including courses offered under BIOL A490, which is a selected topics course. It is imperative that students consult their academic advisors within the Department of Biological Sciences to determine which electives are most appropriate to their career interests. Some of these elective courses are offered periodically, depending on demand. Refer to course descriptions to identify these courses.

Admission Requirements

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

Academic Progress

To graduate with a BS in Biological Sciences, the student must complete all courses covered under Major Requirements for a BS in Biological Sciences with a grade of C or better. All prerequisites for Biology courses must be completed with a grade of C or better.

Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Biological Sciences (BIOL) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Department of Biological Sciences may repeat the course one additional time on a space available basis. Students repeating a course in the Department of Biological Sciences are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated. Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. Major Requirements

1. Some major requirements may also be used to satisfy the College of Arts and Sciences BS requirements.
2. Complete these required support courses (39 credits):

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 A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Laboratory	2
MATH A200	Calculus I	4
MATH A201	Calculus II	4
PHYS A123	Basic Physics I (3)	8
PHYS A123L	Basic Physics I Laboratory (1)	
	and	
PHYS A124	Basic Physics II (3)	
PHYS A124L	Basic Physics II Laboratory (1)	
	or	
PHYS A211	General Physics I (3)	
PHYS A211L	General Physics I Laboratory (1)	
	and	
PHYS A212	General Physics II (3)	
PHYS A212L	General Physics II Laboratory (1)	
STAT A253	Applied Statistics for the	
	Sciences (4)	4
	or	
STAT A307	Probability and Statistics (4)	
STAT A308	Intermediate Statistics for the	
	Sciences	3
	or	

3 upper division biological sciences credits

**It is recommended that STAT A308 be taken. Students may substitute STAT A308 with 3 upper division Biological Sciences credits.*

3. Complete Biological Sciences core courses (32-33 credits):

BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
BIOL A242	Fundamentals of Cell Biology	4
BIOL A252	Principles of Genetics	4
BIOL A271	Principles of Ecology	4
BIOL A308	Principles of Evolution	3
BIOL A310	Principles of Physiology	4
	or	
BIOL A316	Introduction to Plant Physiology	3
BIOL A340	General Microbiology	5
BIOL A492	Undergraduate Seminar	1

4. Complete 11-12 credits of upper division program

electives from the following list: 11-12

a. Recommended electives in cellular and molecular biology:

Cellular-Molecular

BIOL A451	Applied Microbiology (3)
BIOL A452	Human Genome (3)
BIOL A461	Molecular Biology (3)
BIOL A461L	Molecular Biology Laboratory (1)
BIOL A462	Virology (3)
BIOL/	
CHEM A471	Immunochemistry (4)
BIOL A488	Developmental Biology (4)

Zoology

BIOL A415	Comparative Animal Physiology (3)
BIOL A487	Comparative Anatomy of Vertebrates (4)

Techniques

BIOL A403	Microtechnique (4)
BIOL A495	Instructional Practicum: Laboratory (1)

b. Recommended elective courses in organismal, ecology and evolutionary biology:

Botany

BIOL A316	Introduction to Plant Physiology (3)
BIOL A331	Systematic Botany (4)
BIOL A333	Biology of Non-Vascular Plants (4)
BIOL A334	Biology of Vascular Plants (4)
BIOL A479	Physiological Plant Ecology (3)

Zoology

BIOL A415	Comparative Animal Physiology (3)
BIOL A423	Ichthyology (4)
BIOL A425	Mammalogy (3)
BIOL A426	Ornithology (4)
BIOL A427	Invertebrate Zoology (4)
BIOL A487	Comparative Anatomy of Vertebrates (4)

Ecology-Systems

BIOL A309	Biogeography (3)
BIOL A373	Conservation Biology (3)
BIOL A378	Marine Biology (3)
BIOL A430	Marine Mammal Biology (4)
BIOL A441	Animal Behavior (4)
BIOL A445	Plant-Herbivore Ecology (4)
BIOL A450	Microbial Ecology (3)
BIOL A477	Tundra and Taiga Ecosystems (3)
BIOL A478	Biological Oceanography (4)
BIOL A479	Physiological Plant Ecology (3)
BIOL A489	Population Genetics and Evolutionary Processes (3)

Marine Biology

BIOL A378	Marine Biology (3)
BIOL A423	Ichthyology (4)
BIOL A427	Invertebrate Zoology (4)
BIOL A430	Marine Mammal Biology (4)
BIOL A478	Biological Oceanography (4)

Techniques

BIOL A403	Microtechnique (4)
BIOL A495	Instructional Practicum: Laboratory (1)

- c. Special topics, independent study, individual research, other (credits vary):

ASTR/

BIOL A365	Astrobiology (3)

BIOL/CHEM/

PHYS A456	Nonlinear Dynamics and Chaos (3)

BIOL A490	Selected Lecture Topics in Biology (1-3)

BIOL A490L	Selected Laboratory Topics in Biology (1-3)

BIOL A497	Independent Study in Biology (1-12)

BIOL A498	Individual Research (1-6)

BIOL A499	Senior Thesis (3)

CHEM A441	Principles of Biochemistry I (3)

CHEM A442	Principles of Biochemistry II (3)

CHEM A443	Biochemistry Laboratory (2)

5. A total of 122-125 credits is required for the degree, 42 credits of which must be upper division.

Bachelor of Science, Natural Sciences

The Department of Biological Sciences also oversees the Bachelor of Science in Natural Sciences. This curriculum emphasizes the interrelationships among the sciences. A program of study in the Natural Sciences requires that students select an option within the degree, and complete all courses required within the option, as well as sufficient science elective courses to meet minimum unit requirements for graduation. Students accepted into this flexible degree program select one of three options: the General Sciences Option is designed for students who are interested in understanding the interrelationships among various scientific fields, or in teaching science at the secondary level. The Pre-Health Professions Option is designed to meet the admission requirements of specific professional schools in medicine, dentistry, and veterinary medicine. The Environmental Sciences Option is designed to prepare students for graduate school or for employment in the private or public sector.

For a complete program description see the Natural Sciences section of this chapter.

Minor, Biological Sciences

Students majoring in another subject who wish to minor in Biological Sciences must complete the following requirements. A total of 28 credits is required for the minor, 12 of which must be upper division.

BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
BIOL A242	Fundamentals of Cell Biology	4
BIOL A252	Principles of Genetics	4
Upper division Biological Sciences electives		12

FACULTY

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Marilyn Barker, Affl. Associate Professor, AFMHB@uaa.alaska.edu
Loren Buck, Professor, loren@uaa.alaska.edu
Jason Burkhead, Assistant Professor, AFJLB7@uaa.alaska.edu
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Matt Carlson, Associate Professor, AFMLC2@uaa.alaska.edu
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Andy Kliskey, Professor, AFADK@uaa.alaska.edu
Jocelyn Krebs, Professor, AFCEK@uaa.alaska.edu
Jerry Kudenov, Professor, AFJDK@uaa.alaska.edu
Richard Kullberg, Professor Emeritus, AFRWK@uaa.alaska.edu
Kristine Mann, Professor Emeritus, AFKEM@uaa.alaska.edu
Dean Milligan, Professor Emeritus, AFDEM1@uaa.alaska.edu
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BIOLOGICAL SCIENCES

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~~The WWAMI/Biomedical program may be found at~~
~~<http://biomed.uaa.alaska.edu>.~~

Biology is the science concerned with the study of living organisms. It encompasses a vast range of biological disciplines, from the study of microbes and molecular biology to the study of plants, animals and the environment. The undergraduate program in the Biological Sciences includes courses that provide students with a broad understanding of both traditional and modern biological sciences. These courses are suitable as preparation for professional degrees, teaching, or careers in government or industry. Both the Bachelor of Arts and the Bachelor of Science degrees are available for undergraduates. A Master of Science degree program in Biological Sciences as well as a joint UAA-UAF Doctor of Science degree program is available for students already holding a baccalaureate degree.

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The Bachelor of Arts and the Bachelor of Science degree programs require a total of 124-125 credits for graduation and can be completed in four years by students who have had adequate high school preparation in math and sciences. Refer to the beginning of this chapter for recommended high school courses.

Program Objectives and Expected Outcomes

Objectives

~~The curriculum of the UAA Biological Sciences program is designed to produce graduates who have:~~

- ~~1. A basic knowledge of the principles relating to the biological sciences with an emphasis in either molecular or organismal biology.~~
- ~~2. The ability to think critically, dissect problems, and offer solutions.~~
- ~~3. Developed written and oral communications skills consistent with a career in biological sciences.~~
- ~~4. Developed sufficient competency in knowledge and skills to obtain employment as an entry level biologist and be able to progress professionally within the discipline.~~
- ~~5. Developed a mental attitude that learning is a lifetime occupation to maintain relevancy in the biological profession.~~

Student Learning Outcomes

~~In keeping with the objectives,~~ it is expected that graduates of the Biological Sciences program will have the ability to:

- ~~1. Apply their knowledge of general biology to the workplace or higher education pursuits.~~
12. Accept challenges and think through problems until solutions are derived and effectively communicate the solutions to supervisors.
23. Design and conduct projects that include fieldwork, laboratory analyses, and interpretation in the discipline.
- ~~4. Recognize that education does not stop at graduation, but looks to continuing education as a professional responsibility.~~

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Community Service Courses

The department offers a wide range of community service courses as a service to the people in the Anchorage area and extended campuses who wish to become more knowledgeable about the science of biology and how it relates to them. Unless noted otherwise in the course description, community service courses do not satisfy either core requirements or elective credit towards any degree programs in the biological sciences. All are offered as demand warrants.

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Departmental Honors in Biology

Undergraduate Biological Science majors may be recognized for exceptional performance by earning departmental honors in Biology. In order to receive honors in biology, a student must meet each of the following requirements:

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3. Earn a grade point average of 3.50 or above in the major requirements.
4. During the senior year of their academic program, the student must gain faculty approval for and complete, with a grade of B or better, a senior thesis research project, with enrollment in BIOL A499 Senior Thesis. Biological Science faculty members must approve the project proposal and final written report.

Bachelor of Arts, Biological Sciences

Admission Requirements

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Academic Progress

To graduate with a BA in Biological Sciences, the student must complete all courses covered under Major Requirements for a BA in Biological Sciences with a grade of C or better. All prerequisites for Biology courses must be completed with a grade of C or better.

Students who audit a course in Biology or who are unable to earn a grade of C or better in the course may repeat the course.

Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Biological Sciences (BIOL) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Department of Biological Sciences may repeat the course two additional times on a space available basis. Students repeating a course in the Department of Biological Sciences are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated. Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. Major Requirements

1. Complete these required core courses (35-36):

BIOL A115/L Fundamentals of Biology I 4
~~with Laboratory~~ 4

BIOL A116/L Fundamentals of Biology II 4
~~with Laboratory~~ 4

BIOL A242/L Fundamentals of Cell Biology 4
~~with Laboratory~~ 4

BIOL A252/L Principles of Genetics ~~with Laboratory~~ 4

BIOL A310/L Principles of Physiology with 3-4
~~Laboratory (4)~~

~~or~~

BIOL A316 Introduction to Plant Physiology (2)

~~or~~

BIOL A415 Comparative Animal Physiology (3)

BIOL A271/L Principles of Ecology with Laboratory 4

BIOL A308 Principles of Evolution 3

BIOL A492 Undergraduate Seminar 1

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

STAT A252 Elementary Statistics (3) 3-4

~~or~~

STAT A253 Applied Statistics for the Sciences (4)

~~or~~

STAT A307 Probability and Statistics (4)

2. Complete at least 15-17 credits of upper division program
electives from the following 4 areas. At least one course
must come from each area.*:

Cellular-Molecular

BIOL A340 General Microbiology (5~~2~~)

BIOL A403 Microtechnique (4)

BIOL A451 Applied Microbiology (3)

BIOL A452 Human Genome ~~(integrative capstone)~~ (3)

BIOL A461 Molecular Biology (3)

BIOL A461L Molecular Biology Laboratory (1~~3~~)

BIOL/

CHEM A471 Immunochemistry (4)

BIOL A488 Developmental Biology (4)

Ecology-Evolution

BIOL A309 Biogeography (3)

BIOL A373 Conservation Biology (3)

BIOL A378 Marine Biology ~~(integrative capstone)~~ (3)

BIOL A430 Marine Mammal Biology (4)

BIOL A441 Animal Behavior (4)

BIOL A445 Plant-Herbivore Ecology (4)

BIOL A450 Microbial Ecology (3)

<u>BIOL A477</u>	<u>Tundra and Taiga Ecosystems (3)</u>
<u>BIOL A478</u>	<u>Biological Oceanography (4)</u>
<u>BIOL A479</u>	<u>Physiological Plant Ecology (3)</u>
<u>BIOL A489</u>	<u>Population Genetics and Evolutionary Processes (~~integrative capstone~~) (3)</u>

Organismal

<u>BIOL A331</u>	<u>Systematic Botany (4)</u>
<u>BIOL A333</u>	<u>Biology of Non-Vascular Plants (4)</u>
<u>BIOL A334</u>	<u>Biology of Vascular Plants (4)</u>
<u>BIOL A340</u>	<u>General Microbiology (5)</u>
<u>BIOL A423</u>	<u>Ichthyology (4)</u>
<u>BIOL A425</u>	<u>Mammalogy (3)</u>
<u>BIOL A426</u>	<u>Ornithology (4)</u>
<u>BIOL A427</u>	<u>Invertebrate Zoology (4)</u>
<u>BIOL A430</u>	<u>Marine Mammal Biology (4)</u>

Physiology

<u>BIOL A310</u>	<u>Principles of Physiology (4)</u>
<u>BIOL A316</u>	<u>Introduction to Plant Physiology (3)</u>
<u>BIOL A415</u>	<u>Comparative Animal Physiology (3)</u>
<u>BIOL A479</u>	<u>Physiological Plant Ecology (3)</u>
<u>BIOL A487</u>	<u>Comparative Anatomy of Vertebrates (4)</u>

**Several courses are listed under more than one area. Each course can only count toward the credit requirement in one area.*

3. The following may be taken for upper division elective credit in addition to the 15-17 credits required as stated in 2 above.

<u>ASTR/</u>	
<u>BIOL A365</u>	<u>Astrobiology (~~integrative capstone~~) (3)</u>
<u>BIOL/CHEM</u>	
<u>PHYS A456</u>	<u>Nonlinear Dynamics and Chaos (~~integrative capstone~~) (3)</u>
<u>BIOL A490</u>	<u>Selected Lecture Topics in Biology (1-3)</u>
<u>BIOL A490L</u>	<u>Selected Laboratory Topics in Biology (1-3)</u>
<u>BIOL A495</u>	<u>Instructional Practicum: Laboratory (1)</u>
<u>BIOL A497</u>	<u>Independent Study in Biology (1-12)</u>
<u>BIOL A498</u>	<u>Individual Research (1-6)</u>
<u>BIOL A499</u>	<u>Senior Thesis (3)</u>

4. It is recommended that students complete 8 credits from the following:

8

GEOL A111	Physical Geology (4)
GEOL A221	Historical Geology (4)
	or
PHYS A123	Basic Physics I (3)
	and
PHYS A123L	Basic Physics I Laboratory (1)
PHYS A124	Basic Physics II (3)
	and
PHYS A124L	Basic Physics II Laboratory (1)

or
 PHYS A211 General Physics I (3)
 and
 PHYS A211L General Physics I Laboratory (1)
 PHYS A212 General Physics II (3)
 and
 PHYS A212L General Physics II Laboratory (1)

~~3. Complete 15-17 credits of upper division program~~
 electives from the following areas:

Ecology	3-4
Microbiology	4-5
Biology electives	8

~~45. Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.~~

56. A total of 124 credits is required for the degree, of which 42 credits of which must be upper division.

Bachelor of Science, Biological Sciences

The Bachelor of Science degree includes a single core program of coursework with two areas of study. Completing courses from the cellular and molecular biology area prepares students for professional careers in areas such as medicine, dentistry and veterinary science. Completing courses from the organismal, ecology, and evolutionary area prepares students for careers in environmental, organismal, and evolutionary biology. A wide selection of electives is available to all students, including courses offered under BIOL A394 and BIOL A490, which are selected topics courses. It is imperative that students consult their academic advisors within the Department of Biological Sciences to determine which electives are most appropriate to their career interests. Some of these elective courses are offered periodically, depending on demand. Refer to course descriptions to identify these courses.

Admission Requirements

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

Academic Progress

To graduate with a BS in Biological Sciences, the student must complete all courses covered under Major Requirements for a BS in Biological Sciences with a grade of C or better. All prerequisites for Biology courses must be completed with a grade of C or better. Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Biological Sciences (BIOL) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Department of Biological Sciences may repeat the course one to two additional times on a space available basis. Students who audit a course in Biology or who are unable to earn a grade of C or better in the course may repeat the course. Students repeating a course in the Department of Biological Sciences are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated. Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. Major Requirements

- Some major requirements may also be used to satisfy the College of Arts and Sciences BS requirements.
- Complete these required support courses (39 credits):

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 A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Laboratory	2
MATH A200	Calculus I	4
MATH A201	Calculus II	4
PHYS A123	Basic Physics I (3)	8
PHYS A123L	Basic Physics I Laboratory (1)	
	and	
PHYS A124	Basic Physics II (3)	
PHYS A124L	Basic Physics II Laboratory (1)	
	or	
PHYS A211	General Physics I (3)	
PHYS A211L	General Physics I Laboratory (1)	
	and	
PHYS A212	General Physics II (3)	
PHYS A212L	General Physics II Laboratory (1)	
STAT A253	Applied Statistics for the Sciences (4)	4
	or	
STAT A307	Probability and Statistics (4)	
STAT A308	Intermediate Statistics for the Sciences (<i>integrative capstone</i>)*	3
	or	
	3 upper division biological sciences credits	

*It is recommended that STAT A308 be taken. Students may substitute STAT A308 with 3 upper division Biological Sciences credits. ~~STAT A308 is an integrated capstone course.~~

- Complete Biological Sciences core courses (32-33 credits):

BIOL A115/L	Fundamentals of Biology I with	4
	Laboratory	4
BIOL A116/L	Fundamentals of Biology II	4
	with Laboratory	4
BIOL A242/L	Fundamentals of Cell Biology	4
	with Laboratory	4
BIOL A252/L	Principles of Genetics with Laboratory	4
BIOL A271/L	Principles of Ecology with Laboratory	4
BIOL A308	Principles of Evolution	3
BIOL A310/L	Principles of Physiology with	4
	Laboratory (4)	3-4

- or
- | | | |
|----------------------|--|---|
| BIOL A316 | Introduction to Plant Physiology ~~(3)~~ <u>3</u> | |
| or | | |
| ~~BIOL A415~~ | ~~Comparative Animal Physiology (3)~~ | |
| BIOL A340 | General Microbiology | 5 |
| BIOL A492 | Undergraduate Seminar | 1 |
4. Complete 11-12 credits of upper division program electives from the following list: 11-12
- ~~Note: Preprofessional students may substitute CHEM A441-A442 Principles of Biochemistry and CHEM A443 Biochemistry Laboratory for 8 upper division biology credits.~~
- a. Recommended electives in cellular and molecular biology:
- Cellular-Molecular**
- | | |
|------------|--|
| BIOL A451 | Applied Microbiology (3) |
| BIOL A452 | Human Genome ~~(integrative capstone)~~ (3) |
| BIOL A461 | Molecular Biology (3) |
| BIOL A461L | Molecular Biology Laboratory (1) |
| BIOL A462 | Virology (3) |
| BIOL/ | |
| CHEM A471 | Immunochemistry (4) |
| BIOL A488 | Developmental Biology (4) |
- Zoology**
- | | |
|-----------|--|
| BIOL A415 | Comparative Animal Physiology (3) |
| BIOL A487 | Comparative Anatomy of Vertebrates (4) |
- Techniques**
- | | |
|-----------|---|
| BIOL A403 | Microtechnique (4) |
| BIOL A495 | Instructional Practicum: Laboratory (1) |
- b. Recommended elective courses in organismal, ecology and evolutionary biology:
- Botany**
- | | |
|-----------|--------------------------------------|
| BIOL A316 | Introduction to Plant Physiology (3) |
| BIOL A331 | Systematic Botany (4) |
| BIOL A333 | Biology of Non-Vascular Plants (4) |
| BIOL A334 | Biology of Vascular Plants (4) |
| BIOL A479 | Physiological Plant Ecology (3) |
- Zoology**
- | | |
|-----------|--|
| BIOL A415 | Comparative Animal Physiology (3) |
| BIOL A423 | Ichthyology (4) |
| BIOL A425 | Mammalogy (3) |
| BIOL A426 | Ornithology (4) |
| BIOL A427 | Invertebrate Zoology (4) |
| BIOL A487 | Comparative Anatomy of Vertebrates (4) |
- Ecology-Systems**
- | | |
|-----------|--|
| BIOL A309 | Biogeography (3) |
| BIOL A373 | Conservation Biology (3) |
| BIOL A378 | Marine Biology ~~(integrative capstone)~~ (3) |

BIOL A430	Marine Mammal Biology (4)
BIOL A441	Animal Behavior (4)
BIOL A445	Plant-Herbivore Ecology (4)
BIOL A450	Microbial Ecology (3)
BIOL A477	Tundra and Taiga Ecosystems (3)
BIOL A478	Biological Oceanography (4)
BIOL A479	Physiological Plant Ecology (3)
BIOL A489	Population Genetics and Evolutionary Processes, ~~*(integrative capstone)~~ (3)

Marine Biology

BIOL A378	Marine Biology ~~*(integrative capstone)~~ (3)
BIOL A423	Ichthyology (4)
BIOL A427	Invertebrate Zoology (4)
BIOL A430	Marine Mammal Biology (4)
BIOL A478	Biological Oceanography (4)

Techniques

BIOL A403	Microtechnique (4)
BIOL A495	Instructional Practicum: Laboratory (1)

- c. Special topics, independent study, ~~and~~ individual research, other (credits vary):

ASTR/

BIOL A365 Astrobiology ~~*(integrative capstone)~~ (3)

BIOL/CHEM/

PHYS A456 Nonlinear Dynamics and Chaos ~~*(integrative capstone)~~ (3)

BIOL A490 Selected Lecture Topics in Biology (1-3)

BIOL A490L Selected Laboratory Topics in Biology (1-3)

BIOL A497 Independent Study in Biology (1-12)

BIOL A498 Individual Research (1-6)

BIOL A499 Senior Thesis (3)

CHEM A441 Principles of Biochemistry I ~~*(integrative capstone)~~ (3)

CHEM A442 Principles of Biochemistry II (3)

CHEM A443 Biochemistry Laboratory (2)

*Integrative capstone courses

5. — Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.

56. — A total of 122-125 credits is required for the degree, of which 42 credits of which must be upper division.

Bachelor of Science, Natural Sciences

The Department of Biological Sciences also oversees the Bachelor of Science in Natural Sciences. This curriculum emphasizes the interrelationships among the sciences. A program of study in the Natural Sciences requires that students select an option within the degree, and complete all courses required within the option, as well as sufficient science elective courses to meet minimum unit requirements for graduation. Students accepted into this flexible degree program select one of three options: the General Sciences Option is designed for students who are interested in understanding the interrelationships among various scientific fields, or in teaching science at the secondary level. The Pre-Health Professions Option is designed to meet the admission requirements of specific professional schools in medicine, dentistry, and veterinary medicine. The Environmental Sciences Option is designed to prepare students for graduate school or for employment in the private or public sector.

For a complete program description see the Natural Sciences section of this chapter.

Minor, Biological Sciences

Students majoring in another subject who wish to minor in Biological Sciences must complete the following requirements. A total of 28 credits is required for the minor, 12 of which must be upper division.

BIOL A115	Fundamentals of Biology I	~~with Laboratory~~	4
BIOL A116	Fundamentals of Biology II	~~with Laboratory~~	4
BIOL A242	Fundamentals of Cell Biology	~~with Laboratory~~	4
			4
BIOL A252	Principles of Genetics	~~with Laboratory~~	4
	Upper division Biological Sciences electives		12

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1a. School or College AS CAS	1b. Division AMSC Division of Math Science	1c. Department BIOL		
2. Complete Program Title/Prefix Bachelor of Science, Natural Sciences				
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 PREFIX ☐ Add ☐ Add ☒ Change ☐ Change ☐ Delete ☐ Inactivate				
5. Implementation Date (semester/year) From: Fall/2012 To: Fall/9999				
6a. Coordination with Affected Units Department, School, or College: UAA Faculty Listserve Initiator Name (typed): Khrys Duddleston Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 21Dec11				
6c. Coordination with Library Liaison Date: 21DEC11				
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function				
8. Justification for Action We are implementing the following two policies (1, students who do not attend BIOL labs the first week of the semester may be administratively dropped and 2, students may attempt to earn a C or better in 100 and 200 level BIOL courses 3 times and 300 and 400 level courses (BIOL) 2 times) in order to maximize availability of space in courses and encourage reasonable progress through our degree programs. We are also adding our assessment objectives and outcomes to the catalog copy.				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Initiator (faculty only) _____ Date _____ Sarah Gerken Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date _____ </td> <td style="width: 50%; border: none;"> _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date _____ ☐ Approved ☐ Disapproved Provost or Designee Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ Sarah Gerken Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date _____	_____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date _____ ☐ Approved ☐ Disapproved Provost or Designee Date _____
Initiator (faculty only) _____ Date _____ Sarah Gerken Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date _____	_____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date _____ ☐ Approved ☐ Disapproved Provost or Designee Date _____			

Bachelor of Science, Natural Sciences

Admission Requirements

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Declare the major (see Major Requirements) and select one of 3 options: General Sciences, Pre-Health Professions or Environmental Sciences.

Student Learning Outcomes

It is expected that graduates of the Natural Sciences program will :

1. Demonstrate their knowledge of central conceptual models used in the major thematic areas of natural sciences.
2. Identify problems, devise solutions and communicate solutions effectively.

Academic Progress

To graduate with a BS in Natural Sciences, the student must complete all courses covered under Major Requirements for a BS in Natural Sciences with a grade of C or better. All prerequisites for courses used to meet the Natural Sciences degree requirements must be completed with a grade of C or better. Students who audit a course intended to meet the Natural Sciences degree requirements or who are unable to earn a grade of C or better in the course may repeat the course. Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Biological Sciences (BIOL) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Department of Biological Sciences may repeat the course one additional time on a space available basis. Students repeating a course in the Department of Biological Sciences are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated. Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for all Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees (GERs) listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences (CAS) Requirements listed at the beginning of the CAS section. It is recommended that MATH A200 or MATH A272, STAT A253 or STAT A307, and the computer programming requirements be completed in the first two years of study.

D. Major Requirements

1. To declare the Bachelor of Science in Natural Sciences as their major, students must meet with an advisor and then apply to be accepted into the major. To schedule your advising session, contact the Department of Biological Sciences. At the advising session students are required to:
 - a. choose one of the three options and
 - b. file a preliminary program of study with the Department of Biological Sciences.
2. It is strongly recommended that any changes to the preliminary program be reviewed by an advisor to ensure that the final program of study will meet all requirements for graduation.
3. Students must submit a final Program of Study-Natural Sciences Degree form signed by their advisor to both the Office of the Registrar and the Department of Biological Sciences during the semester prior to the semester in which they plan to

graduate. All courses listed in the Program of Study-Natural Sciences Degree form must be approved by the formal advisor before submitting the form to the Office of the Registrar and the Department of Biological Sciences.

4. No more than 6 credits may come from courses designated as A495, A498 and A499 combined, with no more than 2 credits from A495.
5. No more than 4 credits may be A492, with no more than 2 from the same discipline.
6. Courses not listed as approved for the Natural Sciences degree may be considered by petition, which should be signed by an advisor.
7. A total of 120-124 credits is required for the degree, of which 42 credits must be upper division.

Note 1: It is suggested that the required science sequences for any option be completed in the first two years of study.

Note 2: Students are encouraged to pay careful attention to prerequisite requirements when designing their program of study.

Note 3: Some courses meet more than one of the requirements (GER, CAS, Major). Consult the beginning of this chapter for information about GERs and the beginning of the CAS section for information about CAS requirements.

Environmental Sciences Option (80 credits)

1. Complete the following required courses (30 credits):

BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
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
GEOL A111	Physical Geology	4
GEOL A221	Historical	4
ENVI A211	Environmental Science: Systems and Processes	3
ENVI A212	Living on Earth: People and the Environment	3

2. Complete an additional 50 credits of degree electives from the approved course lists for the Environmental Sciences Option.

- a. A minimum of 32 credits must be upper division.
- b. A minimum of 20 credits must come from the following Natural and Physical Sciences Course List for the Environmental Sciences Option: 20

ASTR/	
BIOL A365	Astrobiology (3)
BIOL/	
GEOL A178	Fundamentals of Oceanography (3)
BIOL/	
GEOL A179	Fundamentals of Oceanography Laboratory (1)
BIOL/	
CPLX A200	Introduction to Complexity (3)
BIOL A242	Fundamentals of Cell Biology (4)
BIOL A252	Principles of Genetics (4)
BIOL A271	Principles of Ecology (4)

BIOL A308	Principles of Evolution (3)
BIOL A309	Biogeography (3)
BIOL A310	Principles of Physiology (4)
BIOL A316	Introduction to Plant Physiology (3)
BIOL A331	Systematic Botany (4)
BIOL A333	Biology of Non-Vascular Plants (4)
BIOL A334	Biology of Vascular Plants (4)
BIOL A340	General Microbiology (5)
BIOL A373	Conservation Biology (3)
BIOL A378	Marine Biology (3)
BIOL A403	Microtechnique (4)
BIOL A415	Comparative Animal Physiology (3)
BIOL A423	Ichthyology (4)
BIOL A425	Mammalogy (3)
BIOL A426	Ornithology (4)
BIOL A427	Invertebrate Zoology (4)
BIOL A430	Marine Mammal Biology (4)
BIOL A441	Animal Behavior (4)
BIOL A445	Plant-Herbivore Ecology (4)
BIOL A450	Microbial Ecology (3)
BIOL A451	Applied Microbiology (3)
BIOL/CHEM/	
PHYS A456	Nonlinear Dynamics and Chaos (3)
BIOL A477	Tundra and Taiga Ecosystems (3)
BIOL A478	Biological Oceanography (4)
BIOL A479	Physiological Plant Ecology (3)
BIOL A487	Comparative Anatomy of Vertebrates (4)
BIOL A489	Population Genetics and Evolutionary Processes (3)
BIOL A490	Selected Lecture Topics in Biology (1-3)
BIOL A490L	Selected Laboratory Topics in Biology (1-3)
BIOL A492	Undergraduate Seminar (1)
BIOL A495A	Internship in the Biological Sciences (3)
BIOL A498	Individual Research (1-6)
BIOL A499	Senior Thesis (3)
CHEM A212	Quantitative Analysis (5)
CHEM A253	Principles of Inorganic Chemistry (3)
CHEM A311	Physical Chemistry: A Biological Orientation (3)
CHEM A321	Organic Chemistry I (3)
CHEM A322	Organic Chemistry II (3)
CHEM A323L	Organic Chemistry Laboratory (2)
CHEM A331	Physical Chemistry I (3)
CHEM A332	Physical Chemistry II (3)
CHEM A333L	Physical Chemistry Lab (2)
CHEM A434	Instrumental Methods (4)

CHEM A441	Principles of Biochemistry I (3)
CHEM A442	Principles of Biochemistry II (3)
CHEM A443	Biochemistry Laboratory (2)
CHEM A450	Environmental Chemistry (3)
CHEM A453	Advanced Inorganic Chemistry (5)
CHEM A460	Chemical Ecotoxicology (3)
CHEM A492	Undergraduate Seminar (1)
CHEM A498	Individual Research (3)
GEOL A115	Environmental Geology (3)
GEOL A115L	Environmental Geology Laboratory (1)
GEOL A190	Introductory Topics in Geology (1-3)
GEOL A320	Volcanology (3)
GEOL A321	Mineralogy (4)
GEOL A322	Igneous and Metamorphic Petrology (4)
GEOL A325	Geology of Ore Deposits (3)
GEOL A335	Structural Geology (4)
GEOL A340	Hydrogeology (3)
GEOL A350	Geomorphology (4)
GEOL A360	Geochemistry (3)
GEOL A380	Anchorage Field Studies (3)
GEOL A381	Kenai Peninsula Field Studies (3)
GEOL A382	Geological Field Studies (3)
GEOL A421	Invertebrate Paleontology (4)
GEOL A450	Paleoclimatology and Global Change (3)
GEOL A452	Sedimentology and Stratigraphy (4)
GEOL A454	Glacial and Quaternary Geology (3)
GEOL A455	Permafrost (3)
GEOL A456	Geoarchaeology (3)
GEOL A457	Soil Genesis and Classification (4)
GEOL A460	Environmental Geochemistry (3)
GEOL A475	Environmental Geophysics (3)
GEOL A480	Geological Field Methods (3)
GEOL A481	Alaskan Field Investigations (3)
GEOL A482	Geological Field Investigations (3)
GEOL A490	Advanced Topics in Geology (1-4)
GEOL A492	Geology Seminar (1)
GEOL A495	Geology Internship (1-3)
GEOL A498	Student Research (1-3)
GEOL A499	Senior Thesis (3)
LSIS A201	Life on Earth (5)
LSIS A202	Concepts and Processes: Natural Sciences (5)
PHYS A123	Basic Physics I* (3)
PHYS A123L	Basic Physics I Laboratory* (1)
PHYS A124	Basic Physics II* (3)
PHYS A124L	Basic Physics II Laboratory* (1)

PHYS A211	General Physics I* (3)
PHYS A211L	General Physics I Laboratory* (1)
PHYS A212	General Physics II* (3)
PHYS A212L	General Physics II Laboratory* (1)
PHYS A303	Modern Physics (3)

**Students cannot get credit for both PHYS 123/L and PHYS 211/L or PHYS 124/L and 212/L*

- c. A minimum of 15 credits must come from the following Math and Computational Skills Course List for the Environmental Sciences Option: 15

CS A109	Computer Programming (Languages Vary) (3)
	or
CS A110	Java Programming (3)
	or
CS A111	Visual Basic .NET Programming (3)
	or
CS A201	Programming Concepts I (3)
CS A202	Programming Concepts II (3)
CS A304	Object-Oriented Analysis and Modeling (3)
CS A330	Algorithms and Data Structures (3)
CS A351	Automata, Algorithms, and Complexity (3)
CS A360	Database Systems (3)
CS A385	Computer Graphics (3)
CS A405	Artificial Intelligence (3)
CS A407	Evolutionary Computing (3)
GEO A157	Analytical and Digital Cartography (3)
GEO A167	Remote Sensing and Image Analysis (4)
GEO A248	Digital Terrain Cartography (3)
GEO A257	Elements of Photogrammetry (3)
GEO A359	Geodesy and Map Projections (3)
GEO A459	Geodetic Geomatics (3)
GEO A467	Analytical and Digital Photogrammetry (3)
GIS A268	Elements of Geographic Information Systems (GIS) (4)
GIS A295	Internship in Geographic Information Systems I (3)
GIS A366	Spatial Information Analysis and Modeling (3)
GIS A367	GIS and Remote Sensing (3)
GIS A370	GIS and Remote Sensing for Natural Resources (3)
GIS A433	Coastal Mapping (3)
GIS A458	Design and Management of Spatial Information (3)
GIS A468	Integration of Geomatics Technologies (3)

GIS A495	Internship in Geographic Information Systems II (3)
MATH A200	Calculus I (4)
	or
MATH A272	Applied Calculus (3)
MATH A201	Calculus II (4)
MATH A202	Calculus III (4)
MATH A215	Introduction to Mathematical Proofs (3)
MATH A231	Introduction to Discrete Mathematics (3)
MATH A302	Ordinary Differential Equations (3)
MATH A303	Introduction to Modern Algebra (3)
MATH A305	Introduction to Geometries (3)
MATH A306	Discrete Methods (3)
MATH A314	Linear Algebra (3)
MATH A321	Analysis of Several Variables (3)
MATH A324	Advanced Calculus (3)
MATH A371	Stochastic Processes (3)
MATH A407	Mathematical Statistics I (3)
MATH A408	Mathematical Statistics II (3)
MATH A410	Introduction to Complex Analysis (3)
MATH A422	Partial Differential Equations (3)
STAT A253	Applied Statistics for the Sciences (4)
	or
STAT A307	Probability and Statistics (4)
STAT A308	Intermediate Statistics for the Sciences (3)
STAT A402	Scientific Sampling (3)
STAT A403	Regression Analysis (3)
STAT A404	Analysis of Variance (3)
STAT A405	Nonparametric Statistics (3)
STAT A407	Time Series Analysis (3)
STAT A408	Multivariate Statistics (3)
STAT A490	Selected Topics in Statistics (1-3)
- d. A minimum of 9 credits must come from the following Social Sciences Course List for the Environmental Sciences Option:
- | | |
|-----------|---|
| ANTH A101 | Introduction to Anthropology (3) |
| ANTH A202 | Cultural Anthropology (3) |
| ANTH A205 | Biological Anthropology (3) |
| ANTH A335 | Native North Americans (3) |
| ANTH A354 | Culture and Ecology (3) |
| ANTH A415 | Applied Anthropology (3) |
| ANTH A445 | Evolution of Humans and Disease (3) |
| CEL A292 | Introduction to Civic Engagement (3) |
| CEL A390 | Selected Topics in Civic Engagement (1-3) |
| ECON A201 | Principles of Macroeconomics (3) |
| ECON A202 | Principles of Microeconomics (3) |
| ECON A210 | Environmental Economics and Policy (3) |

ECON A300	The Economy of Alaska (3)
ECON A321	Intermediate Microeconomics (3)
ECON A324	Intermediate Macroeconomics (3)
ECON A435	Natural Resource Economics (3)
ENVI/	
PHIL A303	Environmental Ethics (3)
ENVI A470	Environmental Planning and Problem Solving (4)
ENVI A490	Topics in Environment and Society (3)
GEOG A101	Local Places/Global Regions: An Introduction to Geography (3)
LSSS A311	People, Places and Ecosystems (3)
SOC A101	Introduction to Sociology (3)
SOC A404	Environmental Sociology (3)

Pre-Health Professions Option (80 credits)

1. Complete the following required courses (24 credits):

BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
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
PHYS A123	Basic Physics I	3
PHYS A123L	Basic Physics I Laboratory	1
PHYS A124	Basic Physics II	3
PHYS A124L	Basic Physics II Laboratory	1

2. Complete an additional 56 credits of degree electives from the approved course lists for the Pre-Health Professions Option.

- a. A minimum of 32 credits must be upper division.

- b. A minimum of 24 credits must come from the following Natural Sciences Course List for the Pre-Health Professions Option: 24

BIOL A111	Human Anatomy and Physiology I (4)
BIOL A112	Human Anatomy and Physiology II (4)
BIOL/	
CPLX A200	Introduction to Complexity (3)
BIOL A240	Introductory Microbiology for Health Sciences (4)
	or
BIOL A340	General Microbiology (5)
BIOL A242	Fundamentals of Cell Biology (4)
BIOL A252	Principles of Genetics (4)
BIOL A310	Principles of Physiology (4)
BIOL A403	Microtechnique (4)

BIOL A415	Comparative Animal Physiology (3)
BIOL A425	Mammalogy (3)
BIOL A451	Applied Microbiology (3)
BIOL A452	Human Genome (3)
BIOL/CHEM/	
PHYS A456	Nonlinear Dynamics and Chaos* (3)
BIOL A461	Molecular Biology (3)
BIOL A461L	Molecular Biology Laboratory (1)
BIOL A462	Virology (3)
BIOL/	
CHEM A471	Immunochemistry (4)
BIOL A487	Comparative Anatomy of Vertebrates (4)
BIOL A488	Developmental Biology (4)
BIOL A489	Population Genetics and Evolutionary Processes (3)
BIOL A490	Selected Lecture Topics in Biology (1-3)
BIOL A490L	Selected Laboratory Topics in Biology (1-3)
BIOL A492	Undergraduate Seminar (1)
BIOL A495A	Internship in the Biological Sciences (3)
BIOL A498	Individual Research (1-6)
CHEM A212	Quantitative Analysis (5)
CHEM A311	Physical Chemistry: A Biological Orientation (3)
CHEM A321	Organic Chemistry I (3)
CHEM A322	Organic Chemistry II (3)
CHEM A323L	Organic Chemistry Laboratory (2)
CHEM A434	Instrumental Methods (4)
CHEM A441	Principles of Biochemistry I (3)
CHEM A442	Principles of Biochemistry II (3)
CHEM A443	Biochemistry Laboratory (2)
CHEM A460	Chemical Ecotoxicology (3)
CHEM A492	Undergraduate Seminar (1)
CHEM A498	Individual Research (3)
c. A minimum of (15) credits must come from the following Social Sciences Course List for the Pre-Health Professions Option:	
	15
ANTH A101	Introduction to Anthropology (3)
ANTH A205	Biological Anthropology (3)
ANTH A324	Psychological Anthropology (3)
ANTH A365	Modern Human Biological Diversity (3)
ANTH A445	Evolution of Humans and Disease (3)
ANTH A455	Medical Anthropology (3)
ANTH A457	Food and Nutrition: An Anthropological Perspective (3)
ANTH A485	Human Osteology (4)

ANTH A486	Applied Human Osteology (3)
ANTH A490	Selected Topics in Anthropology (1-3)
ECON A201	Principles of Macroeconomics (3)
ECON A202	Principles of Microeconomics (3)
HS A220	Core Concepts in the Health Sciences (3)
HS A210	Introduction to Environmental Health (3)
HS A230	Introduction to Global Health (3)
HS A326	Introduction to Epidemiology (3)
HS A492	Senior Seminar: Contemporary Health Policy (3)
PHIL A302	Biomedical Ethics (3)
PSY A111	General Psychology (3)
PSY A143	Death and Dying (3)
PSY A150	Lifespan Development (3)
PSY A260	Statistics for Psychology (3)
PSY A260L	Statistics for Psychology Lab (1)
PSY A261	Research Methods in Psychology (4)
PSY A345	Abnormal Psychology (3)
PSY A355	Learning and Cognition (4)
PSY A366	Perception (3)
PSY A368	Personality (3)
PSY A370	Behavioral Neuroscience (3)
PSY A412	Foundations of Modern Psychology (3)
PSY A420	Conducting Research in Psychology (3)
PSY A425	Clinical Psychology (3)
PSY A428	Evolutionary Psychology (3)
PSY A450	Adult Development and Aging (3)
PSY A455	Mental Health Services in Alaska (3)
PSY A485	Health Psychology (3)
PSY A498	Individual Research (3)

- d. A minimum of 9 credits must come from the following Math and Computational Skills Course List for the Pre-Health Professions Option: 9

MATH A200	Calculus I (4)
	or
MATH A272	Applied Calculus (3)
MATH A201	Calculus II (4)
MATH A202	Calculus III (4)
MATH A215	Introduction to Mathematical Proofs (3)
MATH A231	Introduction to Discrete Mathematics (3)
MATH A302	Ordinary Differential Equations (3)
MATH A303	Introduction to Modern Algebra (3)
MATH A305	Introduction to Geometries (3)
MATH A306	Discrete Methods (3)
MATH A314	Linear Algebra (3)
MATH A321	Analysis of Several Variables (3)
MATH A324	Advanced Calculus (3)

MATH A371	Stochastic Processes (3)
MATH A407	Mathematical Statistics I (3)
MATH A408	Mathematical Statistics II (3)
MATH A410	Introduction to Complex Analysis (3)
MATH A422	Partial Differential Equations (3)
MATH A490A	Selected Topics in Pure Mathematics (1-3)
MATH A490B	Selected Topics in Applied Mathematics (1-3)
MATH A498	Individual Research (1-3)
STAT A253	Applied Statistics for the Sciences (4)
	or
STAT A307	Probability and Statistics (4)
STAT A308	Intermediate Statistics for the Sciences (3)
STAT A402	Scientific Sampling (3)
STAT A403	Regression Analysis (3)
STAT A404	Analysis of Variance (3)
STAT A405	Nonparametric Statistics (3)
STAT A407	Time Series Analysis (3)
STAT A408	Multivariate Statistics (3)
STAT A490	Selected Topics in Statistics (1-3)

General Sciences Option (80 credits)

- Complete the following required courses (32 credits):

BIOL A115/L	Fundamentals of Biology I	4
BIOL A116/L	Fundamentals of Biology II	4
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
GEOL A111/L	Physical Geology	4
GEOL A221/L	Historical Geology	4
PHYS A123	Basic Physics I (3)	8
PHYS A123L	Basic Physics I Laboratory (1)	
	and	
PHYS A124	Basic Physics II (3)	
PHYS A124L	Basic Physics II Laboratory (1)	
	or	
PHYS A211	General Physics I (3)	
PHYS A211L	General Physics I Laboratory (1)	
	and	
PHYS A212	General Physics II (3)	
PHYS A212L	General Physics II Laboratory (1)	

- Complete an additional 48 credits of degree electives. 48
 - The credits may come from the following course lists:
 - Environmental Sciences Option Course Lists (above)

- ii. Pre-Health Professions Course Lists (above)
- iii. General Sciences Additional Course List
 - ASTR A103 Solar System Astronomy (3)
 - ASTR A103L Solar System Astronomy
Laboratory (1)
 - ASTR A104 Stars, Galaxies and Cosmology (3)
 - ASTR A104L Stars, Galaxies and Cosmology
Laboratory (1)
 - PHYS A311 Intermediate Classical
Mechanics (3)
 - PHYS/EE A314 Electromagnetics (3)
 - PHYS A320 Simulation of Physical Systems (3)
 - PHYS/EE A324 Electromagnetics II (3)
 - PHYS A403 Quantum Mechanics (3)
 - PHYS A413 Statistical and Thermal
Mechanics (3)
 - PHYS A498 Individual Research (1-6)
- b. At least 2 of the following disciplines must be represented at the upper division level: Astronomy, Biology, Chemistry, Geology, Mathematics, Physics, Statistics.

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Bachelor of Science, Natural Sciences

Admission Requirements

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Declare the major (see Major Requirements) and select one of 3 options: General Sciences, Pre-Health Professions or Environmental Sciences.

Program Objectives and Expected Outcomes

Objectives

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

1. A basic knowledge of the vocabulary and principles relating to the natural sciences.
2. The ability to think critically, dissect problems, and offer solutions.
3. Developed written and oral communications skills.

Student Learning Outcomes

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

1. Demonstrate their knowledge of central conceptual models used in the major thematic areas of natural sciences.
2. Understand vocabulary specific to major thematic areas of the natural sciences.
23. Identify problems, devise solutions and communicate solutions effectively. Have the ability to accept challenges and think through problems until solutions are derived and effectively communicate those solutions.

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Academic Progress

To graduate with a BS in Natural Sciences, the student must complete all courses covered under Major Requirements for a BS in Natural Sciences with a grade of C or better. All prerequisites for courses used to meet the Natural Sciences degree requirements must be completed with a grade of C or better. Students who audit a course intended to meet the Natural Sciences degree requirements or who are unable to earn a grade of C or better in the course may repeat the course. Students who audit, or are unable to earn a grade of C or better in, a lower-division (100 or 200 level) course in the Department of Biological Sciences (BIOL) may repeat the course two additional times on a space available basis. Students who audit, or are unable to earn a grade of C or better in, an upper-division (300 or 400 level) course in the Department of Biological Sciences may repeat the course one two additional times on a space available basis. Students repeating a course in the Department of Biological Sciences are required to complete all components of that course during the semester in which the course is retaken. When repeating a course with a lecture and laboratory component, both components must be repeated. Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for all Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees (GERs) listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences (CAS) Requirements listed at the beginning of the CAS section. It is recommended that MATH A200 or MATH A272, STAT A253 or STAT A307, and the computer programming requirements be completed in the first two years of study.

D. Major Requirements

1. To declare the Bachelor of Science in Natural Sciences as their major, students must meet with an advisor and then apply to be accepted into the major. To schedule your advising session, contact the Department of Biological Sciences. At the advising session students are required to:
 - a. choose one of the three options and
 - b. file a preliminary program of study with the Department of Biological Sciences.
2. It is strongly recommended that any changes to the preliminary program be reviewed by an advisor to ensure that the final program of study will meet all requirements for graduation.
3. Students must submit a final Program of Study-Natural Sciences Degree form signed by their advisor to both the Office of the Registrar and the Department of Biological Sciences during the semester prior to the semester in which they plan to graduate. All courses listed in the Program of Study-Natural Sciences Degree form must be approved by the formal advisor before submitting the form to the Office of the Registrar and the Department of Biological Sciences.
4. No more than 6 credits may come from courses designated as A495, A498⁹ and A498⁸ combined, with no more than 2 credits from A495.
5. No more than 4 credits may be A492, with no more than 2 from the same discipline.
6. Courses not listed as approved for the Natural Sciences degree may be considered by petition, which should be signed by an advisor.
7. ~~Students enrolled in a laboratory in the Department of Biological Sciences must attend lab the first week of class or they may be administratively dropped.~~
- 7⁸. A total of 120-124 credits is required for the degree, of which 42 credits must be upper division.

Note 1: It is suggested that the required science sequences for any option be completed in the first two years of study.

Note 2: Students are encouraged to pay careful attention to prerequisite requirements when designing their program of study.

Note 3: Some courses meet more than one of the requirements (GER, CAS, Major). Consult the beginning of this chapter for information about GERs and the beginning of the CAS section for information about CAS requirements.

Environmental Sciences Option (80 credits)

1. Complete the following required courses (30 credits):

BIOL A115 ~~/L~~	Fundamentals of Biology I	<u>4</u>
	~~with Laboratory~~	<u>4</u>
BIOL A116 ~~/L~~	Fundamentals of Biology II	<u>4</u>
	~~with Laboratory~~	<u>4</u>
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
GEOL A111 ~~/L~~	Physical Geology ~~with Laboratory~~	4
GEOL A221 ~~/L~~	Historical ~~Geology with Laboratory~~	4
ENVI A211	Environmental Science: Systems and Processes	3
ENVI A212	Living on Earth: People and the Environment	3
2. Complete an additional 50 credits of degree electives from the approved course lists for the Environmental Sciences Option.
 - a. A minimum of 32 credits must be upper division.

- b. A minimum of 20 credits must come from the following Natural and Physical Sciences Course List for the Environmental Sciences Option: 20

ASTR/	
BIOL A365	Astrobiology (<i>integrative capstone</i>) (3)
BIOL/	
GEOL A178	Fundamentals of Oceanography (3)
BIOL/	
GEOL A179	Fundamentals of Oceanography Laboratory (1)
BIOL/	
CPLX A200	Introduction to Complexity (3)
BIOL A242	Fundamentals of Cell Biology (4)
BIOL A252	Principles of Genetics (4)
BIOL A271	Principles of Ecology (4)
BIOL A308	Principles of Evolution (3)
BIOL A309	Biogeography (3)
BIOL A310	Principles of Physiology (4)
BIOL A316	Introduction to Plant Physiology (3)
BIOL A331	Systematic Botany <i>with Laboratory</i> (4)
BIOL A333	Biology of Non-Vascular Plants (4)
BIOL A334	Biology of Vascular Plants (4)
BIOL A340	General Microbiology (5)
BIOL A373	Conservation Biology (3)
BIOL A378	Marine Biology (<i>integrative capstone</i>) (3)
BIOL A403	Microtechnique (4)
BIOL A415	Comparative Animal Physiology (3)
BIOL A423	Ichthyology (4)
BIOL A425	Mammalogy (3)
BIOL A426	Ornithology (4)
BIOL A427	Invertebrate Zoology (4)
BIOL A430	Marine Mammal Biology (4)
BIOL A441	Animal Behavior (4)
BIOL A445	Plant-Herbivore Ecology (4)
BIOL A450	Microbial Ecology (3)
BIOL A451	Applied Microbiology (3)
BIOL/CHEM/	
PHYS A456	Nonlinear Dynamics and Chaos (<i>integrative capstone</i>) (3)
BIOL A477	Tundra and Taiga Ecosystems (3)
BIOL A478	Biological Oceanography (4)
BIOL A479	Physiological Plant Ecology (3)
BIOL A487	Comparative Anatomy of Vertebrates (4)
BIOL A489	Population Genetics and Evolutionary Processes (<i>integrative capstone</i>) (3)
BIOL A490	Selected Lecture Topics in Biology (1-3)
BIOL A490L	Selected Laboratory Topics in Biology (1-3)

BIOL A492 Undergraduate Seminar (1)
 BIOL A495A Internship in the Biological Sciences (3)
 BIOL A498 Individual Research (1-6)
 BIOL A499 Senior Thesis (3)
 CHEM A212 Quantitative Analysis (5)
 CHEM A253 Principles of Inorganic Chemistry (3)
 CHEM A311 Physical Chemistry: A Biological
 Orientation (3)
 CHEM A321 Organic Chemistry I (3)
 CHEM A322 Organic Chemistry II (3)
 CHEM A323L Organic Chemistry Laboratory (2)
 CHEM A331 Physical Chemistry I (3)
 CHEM A332 Physical Chemistry II (3)
 CHEM A333L Physical Chemistry Lab (2)
 CHEM A434 Instrumental Methods (4)
 CHEM A441 Principles of Biochemistry I
(integrative capstone) (3)
 CHEM A442 Principles of Biochemistry II (3)
 CHEM A443 Biochemistry Laboratory (2)
 CHEM A450 Environmental Chemistry (3)
 CHEM A453 Advanced Inorganic Chemistry (5)
 CHEM A460 Chemical Ecotoxicology (3)
 CHEM A492 Undergraduate Seminar (1)
 CHEM A498 Individual Research (3)
 GEOL A115 Environmental Geology (3)
 GEOL A115L Environmental Geology Laboratory (1)
 GEOL A190 Introductory Topics in Geology (1-3)
 GEOL A320 Volcanology (3)
 GEOL A321 Mineralogy (4)
 GEOL A322 Igneous and Metamorphic Petrology (4)
 GEOL A325 Geology of Ore Deposits (3)
 GEOL A335 Structural Geology (4)
 GEOL A340 Hydrogeology (3)
 GEOL A350 Geomorphology (4)
 GEOL A360 Geochemistry (3)
 GEOL A380 Anchorage Field Studies (3)
 GEOL A381 Kenai Peninsula Field Studies (3)
 GEOL A382 Geological Field Studies (3)
 GEOL A421 Invertebrate Paleontology (4)
 GEOL A450 Paleoclimatology and Global Change (3)
 GEOL A452 Sedimentology and Stratigraphy (4)
 GEOL A454 Glacial and Quaternary Geology (3)
 GEOL A455 Permafrost (3)
 GEOL A456 Geoarchaeology
(integrative capstone) (3)
 GEOL A457 Soil Genesis and Classification (4)
 GEOL A460 Environmental Geochemistry (3)
 GEOL A475 Environmental Geophysics (3)

GEOL A480	Geological Field Methods (3)
GEOL A481	Alaskan Field Investigations (3)
GEOL A482	Geological Field Investigations (3)
GEOL A490	Advanced Topics in Geology (1-4)
GEOL A492	Geology Seminar (1)
GEOL A495	Geology Internship (1-3)
GEOL A498	Student Research (1-3)
GEOL A499	Senior Thesis (3)
LSIS A201	Life on Earth (5)
LSIS A202	Concepts and Processes: Natural Sciences (5)
PHYS A123	Basic Physics I* (3)
PHYS A123L	Basic Physics I Laboratory* (1)
PHYS A124	Basic Physics II* (3)
PHYS A124L	Basic Physics II Laboratory* (1)
PHYS A211	General Physics I* (3)
PHYS A211L	General Physics I Laboratory* (1)
PHYS A212	General Physics II* (3)
PHYS A212L	General Physics II Laboratory* (1)
PHYS A303	Modern Physics (3)

*Students cannot get credit for both PHYS 123/L and PHYS 211/L or PHYS 124/L and 212/L

- c. A minimum of 15 credits must come from the following Math and Computational Skills Course List for the Environmental Sciences Option: 15

CS A109	Computer Programming (Languages Vary) (3)
	or
CS A110	Java Programming (3)
	or
CS A111	Visual Basic .NET Programming (3)
	or
CS A201	Programming Concepts I (3)
CS A202	Programming Concepts II (3)
CS A304	Object-Oriented Analysis and Modeling (3)
CS A330	Algorithms and Data Structures (3)
CS A351	Automata, Algorithms, and Complexity (3)
CS A360	Database Systems (3)
CS A385	Computer Graphics (3)
CS A405	Artificial Intelligence (3)
CS A407	Evolutionary Computing (3)
GEO A157	Analytical and Digital Cartography (3)
GEO A167	Remote Sensing and Image Analysis (4 ³)
GEO A248	Digital Terrain Cartography (3)
GEO A257	Elements of Photogrammetry (3)
GEO A359	Geodesy and Map Projections (3)
GEO A459	Geodetic Geomatics (3)

GEO A467	Analytical and Digital Photogrammetry (3)
GIS A268	Elements of Geographic Information Systems (GIS) (4)
GIS A295	Internship in Geographic Information Systems I (3)
GIS A366	Spatial Information Analysis and Modeling (3)
GIS A367	GIS and Remote Sensing (3)
GIS A370	GIS and Remote Sensing for the Natural Resources (3)
GIS A433	Coastal Mapping (3)
GIS A458	Design and Management of Spatial Information (3)
GIS A468	Integration of Geomatics Technologies (3)
GIS A495	Internship in Geographic Information Systems II (3)
MATH A200	Calculus I (4) or
MATH A272	Applied Calculus (3)
MATH A201	Calculus II (4)
MATH A202	Calculus III (4)
MATH A215	Introduction to Mathematical Proofs (3)
MATH A231	Introduction to Discrete Mathematics (3)
MATH A302	Ordinary Differential Equations (3)
MATH A303	Introduction to Modern Algebra (3)
MATH A305	Introduction to Geometries (3)
MATH A306	Discrete Methods (3)
MATH A314	Linear Algebra (3)
MATH A321	Analysis of Several Variables (3)
MATH A324	Advanced Calculus (3)
MATH A371	Stochastic Processes (3)
MATH A407	Mathematical Statistics I (3)
MATH A408	Mathematical Statistics II (3)
MATH A410	Introduction to Complex Analysis (3)
MATH A422	Partial Differential Equations (3)
STAT A253	Applied Statistics for the Sciences (4) or
STAT A307	Probability and Statistics (4)
STAT A308	Intermediate Statistics for the Sciences (integrative capstone) (3)
STAT A402	Scientific Sampling (3)
STAT A403	Regression Analysis (3)
STAT A404	Analysis of Variance (3)
STAT A405	Nonparametric Statistics (3)
STAT A407	Time Series Analysis (3)
STAT A408	Multivariate Statistics (3)
STAT A490	Selected Topics in Statistics (1-3)

- d. A minimum of 9 credits must come from the following Social Sciences Course List for the Environmental Sciences Option: 9

ANTH A101	Introduction to Anthropology (3)	
ANTH A202	Cultural Anthropology (3)	
ANTH A205	Biological Anthropology (3)	
ANTH A335	Native North Americans (3)	
ANTH A354	Culture and Ecology (3)	
ANTH A415	Applied Anthropology (3)	
ANTH A445	Evolution of Humans and Disease (3)	
CEL A292	Introduction to Civic Engagement (3)	
CEL A390	Selected Topics in Civic Engagement (1-3)	
ECON A201	Principles of Macroeconomics (3)	
ECON A202	Principles of Microeconomics (3)	
ECON A210	Environmental Economics and Policy (3)	
ECON A300	The Economy of Alaska (3)	
ECON A321	Intermediate Microeconomics (3)	
ECON A324	Intermediate Macroeconomics (3)	
ECON A435	Natural Resource Economics (3)	
ENVI/		
PHIL A303	Environmental Ethics (3)	
ENVI A470	Environmental Planning and Problem Solving (4)	
ENVI A490	Topics in Environment and Society (3)	
GEOG A101	Local Places/Global Regions: An Introduction to Geography (3)	
LSSS A311	People, Places and Ecosystems (3)	
SOC A101	Introduction to Sociology (3)	
SOC A404	Environmental Sociology (3)	

Pre-Health Professions Option (80 credits)

1. Complete the following required courses (24 credits):

BIOL A115/L	Fundamentals of Biology I	4
	with Laboratory	4
BIOL A116/L	Fundamentals of Biology II	4
	with Laboratory	4
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
PHYS A123	Basic Physics I	3
PHYS A123L	Basic Physics I Laboratory	1
PHYS A124	Basic Physics II	3
PHYS A124L	Basic Physics II Laboratory	1

2. Complete an additional 56 credits of degree electives from the approved course lists for the Pre-Health Professions Option.

- a. A minimum of 32 credits must be upper division.

- b. A minimum of 24 credits must come from the following Natural Sciences Course List for the Pre-Health Professions

Option: 24

BIOL A111/L Human Anatomy and Physiology I (4)
with Laboratory (4)

BIOL A112/L Human Anatomy and Physiology II (4)
with Laboratory (4)

BIOL/

CPLX A200 Introduction to Complexity (3)

BIOL A240 Introductory Microbiology for Health
Sciences (4)

or

BIOL A340 General Microbiology (5)

BIOL A242 Fundamentals of Cell Biology (4)

BIOL A252 Principles of Genetics (4)

BIOL A310 Principles of Physiology (4)

BIOL A403 Microtechnique (4)

BIOL A415 Comparative Animal Physiology (3)

BIOL A425 Mammalogy (3)

BIOL A451 Applied Microbiology (3)

BIOL A452 Human Genome (integrative capstone) (3)

BIOL/CHEM/

PHYS A456 Nonlinear Dynamics and Chaos* (3)

BIOL A461 Molecular Biology (3)

BIOL A461L Molecular Biology Laboratory (1)

BIOL A462 Virology (3)

BIOL/

CHEM A471 Immunochemistry (4)

BIOL A487 Comparative Anatomy of Vertebrates (4)

BIOL A488 Developmental Biology (4)

BIOL A489 Population Genetics and Evolutionary
Processes (integrative capstone) (3)

BIOL A490 Selected Lecture Topics in Biology (1-3)

BIOL A490L Selected Laboratory Topics
in Biology (1-3)

BIOL A492 Undergraduate Seminar (1)

BIOL A495A Internship in the Biological Sciences (3)

BIOL A498 Individual Research (1-6)

CHEM A212 Quantitative Analysis (5)

CHEM A311 Physical Chemistry: A Biological
Orientation (3)

CHEM A321 Organic Chemistry I (3)

CHEM A322 Organic Chemistry II (3)

CHEM A323L Organic Chemistry Laboratory (2)

CHEM A434 Instrumental Methods (4)

CHEM A441 Principles of Biochemistry I
(integrative capstone) (3)

CHEM A442 Principles of Biochemistry II (3)

CHEM A443 Biochemistry Laboratory (2)

CHEM A460 Chemical Ecotoxicology (3)

- CHEM A492 Undergraduate Seminar (1)
CHEM A498 Individual Research (3)
- c. A minimum of (15) credits must come from the following Social Sciences Course List for the Pre-Health Professions Option: 15
- ANTH A101 Introduction to Anthropology (3)
ANTH A205 Biological Anthropology (3)
ANTH A324 Psychological Anthropology (3)
ANTH A365 Modern Human Biological Diversity (3)
ANTH A445 Evolution of Humans and Disease (3)
ANTH A455 Medical Anthropology (3)
ANTH A457 Food and Nutrition: An Anthropological Perspective (3)
ANTH A485 Human Osteology (4)
ANTH A486 Applied Human Osteology (3)
ANTH A490 Selected Topics in Anthropology (1-3)
ECON A201 Principles of Macroeconomics (3)
ECON A202 Principles of Microeconomics (3)
HS A220 Core Concepts in the Health Sciences (3)
HS A210 Introduction to Environmental Health (3)
HS A230 Introduction to Global Health (3)
HS A326 Introduction to Epidemiology (3)
HS A492 Senior Seminar: Contemporary Health Policy (~~integrative capstone~~) (3)
PHIL A302 Biomedical Ethics (3)
PSY A111 General Psychology (3)
PSY A143 Death and Dying (3)
PSY A150 Lifespan Development (3)
~~PSY A245 Child Development (3)~~
~~PSY A245L Child Development Laboratory (1)~~
PSY A260 Statistics for Psychology (3)
PSY A260L Statistics for Psychology Lab (1)
PSY A261 Research Methods in Psychology (4)
PSY A345 Abnormal Psychology (3)
PSY A355 Learning and Cognition (4)
PSY A366 Perception (3)
PSY A368 Personality (3)
PSY A370 Behavioral Neuroscience (3)~~Biological Psychology (integrative capstone) (3)~~
PSY A412 Foundations of Modern Psychology (3)
PSY A420 Conducting Research in Psychology (3)
PSY A425 Clinical Psychology (3)
PSY A428 Evolutionary Psychology (3)
PSY A450 Adult Development and Aging (3)
~~PSY A453 Application of Statistics to the Social Sciences (4)~~

PSY A455 Mental Health Services in Alaska (3)
 PSY A485 Health Psychology (3)
 PSY A498 Individual Research (3)

- d. A minimum of 9 credits must come from the following Math and Computational Skills Course List for the Pre-Health Professions Option: 9

MATH A200 Calculus I (4)
 or
 MATH A272 Applied Calculus (3)
 MATH A201 Calculus II (4)
 MATH A202 Calculus III (4)
 MATH A215 Introduction to Mathematical Proofs (3)
 MATH A231 Introduction to Discrete Mathematics (3)
 MATH A302 Ordinary Differential Equations (3)
 MATH A303 Introduction to Modern Algebra (3)
 MATH A305 Introduction to Geometries (3)
 MATH A306 Discrete Methods (3)
 MATH A314 Linear Algebra (3)
 MATH A321 Analysis of Several Variables (3)
 MATH A324 Advanced Calculus (3)
 MATH A371 Stochastic Processes (3)
 MATH A407 Mathematical Statistics I (3)
 MATH A408 Mathematical Statistics II (3)
 MATH A410 Introduction to Complex Analysis (3)
 MATH A422 Partial Differential Equations (3)
 MATH A490A Selected Topics in Pure Mathematics (1-3)
 MATH A490B Selected Topics in Applied Mathematics (1-3)
 MATH A498 Individual Research (1-3)
 STAT A253 Applied Statistics for the Sciences (4)
 or
 STAT A307 Probability and Statistics (4)
 STAT A308 Intermediate Statistics for the Sciences (3)
(integrative capstone) (3)
 STAT A402 Scientific Sampling (3)
 STAT A403 Regression Analysis (3)
 STAT A404 Analysis of Variance (3)
 STAT A405 Nonparametric Statistics (3)
 STAT A407 Time Series Analysis (3)
 STAT A408 Multivariate Statistics (3)
 STAT A490 Selected Topics in Statistics (1-3)

General Sciences Option (80 credits)

1. Complete the following required courses (32 credits):

BIOL A115/L Fundamentals of Biology I 4
with Laboratory 4
 BIOL A116/L Fundamentals of Biology II 4
with Laboratory 4
 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
GEOL A111/L	Physical Geology-with Laboratory	4
GEOL A221/L	Historical Geology-with Laboratory	4
PHYS A123	Basic Physics I (3)	8
PHYS A123L	Basic Physics I Laboratory (1)	
	and	
PHYS A124	Basic Physics II (3)	
PHYS A124L	Basic Physics II Laboratory (1)	
	or	
PHYS A211	General Physics I (3)	
PHYS A211L	General Physics I Laboratory (1)	
	and	
PHYS A212	General Physics II (3)	
PHYS A212L	General Physics II Laboratory (1)	
2. Complete an additional 48 credits of degree electives. 48
- a. The credits may come from the following course lists:
- Environmental Sciences Option Course Lists (above)
 - Pre-Health Professions Course Lists (above)
 - General Sciences Additional Course List

ASTR A103	Solar System Astronomy (3)
ASTR A103L	Solar System Astronomy Laboratory (1)
ASTR A104	Stars, Galaxies and Cosmology (3)
ASTR A104L	Stars, Galaxies and Cosmology Laboratory (1)
PHYS A311	Intermediate Classical Mechanics (3)
PHYS/EE A314	Electromagnetics (3)
PHYS A320	Simulation of Physical Systems (3)
PHYS/EE A324	Electromagnetics II (3)
PHYS A403	Quantum Mechanics (3)
PHYS A413	Statistical and Thermal Mechanics (3)
PHYS A498	Individual Research (1-6)
- b. At least 2 of the following disciplines must be represented at the upper division level: Astronomy, Biology, Chemistry, Geology, Mathematics, Physics, Statistics.
- ~~e. Students wishing to meet the National Science Teachers Association Standards for Science Teacher Preparation will need to meet the following credit requirements within the 48 degree elective credits:~~
- ~~Twenty of the 48 credits must come from the following (4 credits each):~~
 - ~~Biology (BIOL)~~
 - ~~Chemistry (CHEM)~~
 - ~~Geology (GEOL)~~
 - ~~Astronomy (ASTR)~~
 - ~~Physics or Astronomy (PHYS or ASTR) (4)~~

- ii. In addition to the credits listed above (i), at least 17 additional credits must come from one of the following disciplines such that a minimum of 21 elective credits are taken in a single science discipline.
 - 1. Biology (BIOL) (17)
 - or
 - 2. Chemistry (CHEM) (17)
 - or
 - 3. Geology (GEOL) (17)
 - or
 - 4. Physics/Astronomy (PHYS and/or ASTR) (17)
- d. Students wishing to meet the National Science Teachers Association Standards for Science Teacher Preparation with an emphasis in Physics will be unable to do so while earning a degree in 120-125 credits. Options are to earn a degree with greater than 125 credits, or develop a degree plan that meets the majority of the standards' requirements and complete the remainder as a post Baccalaureate student.
- e. A minimum of 32 credits must be upper division.

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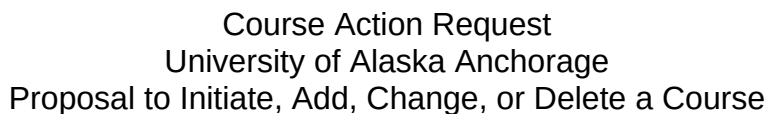
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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 2012

II. Course Information

- A. College/School: School of Engineering
- B. Course Title: MATLAB for Electrical Engineers
- C. Course Subject/Number: EE A261
- D. Credit Hours: 1.0 Credits
- E. Contact Time: 1+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introduces MATLAB programming skills to students to solve problems in various electrical engineering focus areas including circuit analysis, signal analysis, and communication.
- H. Status of course relative to degree or certificate program: Required for BSE students seeking the electrical engineering specialization.
- I. Lab Fees: No
- J. Coordination: SOE and Faculty Listserv
- K. Course Prerequisites: [CSE A205 and MATH A200] with a minimum grade of C
- L. Registration Restrictions: None

III. Evaluation

Grading is A-F. Grades are based on satisfactory completion of the programming projects.

IV. Course Level Justification

This course builds on knowledge and skills gained in entry level programming courses.

V. Outline of Topics Covered in the Course

Apply problem solving skills in MATLAB for:

- a. Solving sets of equations derived from Kirchoff's current and voltage laws.
- b. Plotting the time responses derived from RLC circuits. (Under, over, critically damped.)
- c. Constructing a square wave from sine waves.
- d. Generating Bode plots for lowpass, highpass, and bandpass filters.
- e. Using the difference equation to calculate the output of a discrete time system.
- f. Calculating the electrical field strength from a distribution of point charges.
- g. Using the Fast Fourier Transform.
- h. Plotting the radiation pattern of an antenna.

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The Instructor will:

1. Present computer specific considerations in the use of MATLAB to solve electrical engineering problems building upon basic programming skills learned in early programming courses.
2. Introduce students to a number of specific electrical engineering problems in which the use of MATLAB is ideally suited to their solution.
3. Guide students to the successful completion of their programming projects.

B. Student Learning Outcomes and Assessment Methods:

Student Learning Outcomes: Upon completion of the course, students will be able to:	Assessment Methods
Demonstrate competency with MATLAB programming syntax.	Recitation and assignment computer programming projects.
Use MATLAB to set up and solve electrical engineering problems.	Recitation and assignment computer programming projects.
Demonstrate a familiarity with a number of problem areas in electrical engineering in which MATLAB is applicable.	Recitation and assignment computer programming projects.
Setup and solve mathematical equations using MATLAB. Use MATLAB to visualize complex problem solutions.	Recitation and assignment computer programming projects.

VII. Suggested Text

MATLAB for Engineers, Holly Moore, Third Edition, Prentice Hall, 2012.

VIII. Bibliography and Resources

Mastering MATLAB, Duane Hanselman and Bruce Littlefield, Prentice Hall, 2012.

MATLAB Programming with Applications for Engineers, Stephen J. Chapman, First Edition, Cengage Learning, 2013.



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department Civil Engineering
2. Complete Program Title/Prefix Minor, Civil Engineering		
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Minor Minor CHOOSE ONE		
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate		
5. Implementation Date (semester/year) From: Fall/2012 To: 99/9999		
6a. Coordination with Affected Units Department, School, or College: CE/ME/EE/CSE/SOE Initiator Name (typed): Utpal Dutta Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/17/2012		
6c. Coordination with Library Liaison Date: 03/17/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action For better visibility of the course offerings under the Civil Engineering program, Minor in Civil Engineering has been moved under the Civil Engineering section from "Minors in the School of Engineering" section. The course requirements have been modified with updated course curriculum.		
Initiator (faculty only) _____ Date _____ Utpal Dutta Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____		



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department Civil Engineering		
2. Complete Program Title/Prefix BS, Civil Engineering				
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/2012 To: 99/9999				
6a. Coordination with Affected Units Department, School, or College: CE/ME/EE/CSE Initiator Name (typed): Utpal Dutta Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/16/2012				
6c. Coordination with Library Liaison Date: 03/16/2012				
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function				
8. Justification for Action Civil Engineering Graduation Requirements has been updated with the introduction of new courses and deletion of old courses to enhance student success and to satisfy the ABET accreditation criteria.				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Initiator (faculty only) _____ Date _____ Utpal Dutta Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved _____ Curriculum Committee Chairperson _____ Date _____ </td> <td style="width: 50%; border: none;"> ☐ Approved ☐ Disapproved _____ Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved _____ Provost or Designee _____ Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ Utpal Dutta Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved _____ Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved _____ Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved _____ Provost or Designee _____ Date _____
Initiator (faculty only) _____ Date _____ Utpal Dutta Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved _____ Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved _____ Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved _____ Provost or Designee _____ Date _____			

CIVIL ENGINEERING

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

www.uaa.alaska.edu/schoolofengineering

Civil engineering is a professional discipline recognized by licensure in each of the 50 states and many other countries. Civil engineering is a broad branch of engineering dedicated to providing civilization with essential infrastructure and services including bridges, buildings, ports, water resource development, waste disposal, dams, water power, irrigation and drainage works, roads, airports, railways, construction and management services; surveying; and providing city management and developmental planning. Civil Engineering students are introduced to principles of mathematics, chemistry, and physics during their first two years of study. The third year of study is largely devoted to courses in applied extensions of the basic sciences to form the foundation for more advanced engineering analysis and design. Students draw upon previous learning in their senior year to focus their studies on sophisticated analyses and creative designs.

Throughout the four-year engineering program students take courses in communication, humanities, social sciences, and fine arts to improve their communication skills and to become more aware of their roles and responsibilities in modern society. The UAA Civil Engineering program emphasizes northern region design considerations and provides specialized training appropriate for an engineering career in Alaska and other cold regions of the world.

Civil Engineering Department Mission

The mission of the Civil Engineering Department, through its undergraduate and graduate education programs, its professional development programs, its research, and its service is to advance the civil engineering profession in Alaska and elsewhere for building a sustainable civilization with utmost respect for the well-being of its peoples and the environment.

Bachelor of Science, Civil Engineering

The Department of Civil Engineering offers an undergraduate curriculum leading to a Bachelor of Science in Civil Engineering. The first two years of the program have application to most other branches of engineering.

Program Objectives

The curriculum of the UAA CE program is designed to produce graduates who, within five years of graduation, will:

1. Practice with “responsible charge” in the civil engineering sub-disciplines of water resources, geotechnical, structural, transportation, and environmental engineering; with emphasis on cold region issues. “Responsible charge” is as defined by the Alaska Professional Engineering licensing regulations.
2. Make contributions in project planning, preparation, implementation, design, and presentation in a team environment in sub-discipline areas.
3. Demonstrate and update their competency via professional registration, continuing education, graduate study, and professional service to their communities.
4. Exemplify the ethical standards of the profession.

Student Learning Outcomes

In keeping with the above objectives, it is expected that graduates of the UAA Civil Engineering program will have:

1. An ability to apply knowledge of mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry;
2. An ability to apply knowledge in a minimum of four recognized major civil engineering areas;
3. An ability to design and conduct experiments, as well as to analyze and interpret data, in more than one of the recognized major civil engineering areas;

4. An ability to design a civil engineering system, component, or process to meet desired needs;
5. An ability to function on multidisciplinary teams;
6. An ability to identify, formulate, and solve engineering problems;
7. An understanding of professional and ethical responsibility;
8. An ability to communicate effectively;
9. The broad education necessary to understand the impact of engineering solutions in a global and societal context;
10. A recognition of the need for, and an ability to engage in, lifelong learning;
11. A knowledge of contemporary issues in professional practice; and
12. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Honors in Civil Engineering

Undergraduate Civil Engineering students may be recognized for exceptional performance by earning Departmental Honors in Civil Engineering. In order to receive honors in Civil Engineering, a student must meet each of the following requirements:

1. Complete all requirements for a BS degree in Civil Engineering. A minimum of 30 credits applicable to the Civil Engineering degree must be completed at UAA.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the civil engineering profession.
3. Have a GPA of 3.30 or higher in courses applicable to the Bachelor of Science in Civil Engineering degree.
4. Gain approval for a departmental honors design or research project prior to applying for graduation. Present an oral presentation and written report of project results eight weeks prior to scheduled graduation. The project proposal and final written report must be approved by the student's academic advisor and the chair of Civil Engineering Department.
5. Pass the Fundamentals of Engineering Examination in or prior to the fall semester of the senior year.
6. Document a minimum of eight weeks work experience in an engineering or engineering-related position.

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

Algebra	2 years
Chemistry	1 year
English	3 years
Physics	1 year
Trigonometry	1/2 year

Students successfully completing the above courses will be prepared to enroll in the first year of courses that count towards the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of the first year of courses that count towards the engineering degree. Students are encouraged to work with their faculty advisors for developing a course plan.

Admission Requirements

Complete the Admission to Baccalaureate Degree Program requirements described in Chapter 7 of this catalog.

Admission to the Bachelor of Science in Engineering program is to one of two levels: Pre- Engineering or Engineering. Students admitted to either of the two levels are considered to be degree-seeking civil engineering students.

Pre-Engineering Level

Applicants for admission who have completed only the general Baccalaureate Programs requirements in Chapter 7 of this catalog are admitted to the Civil Engineering program at the Pre-Engineering level.

Civil Engineering Level

Applicants for admission who, in addition to the general Baccalaureate Programs requirements, have completed the high school Preparation courses listed above (or their university equivalents) with grades of C or better will be admitted to the Civil Engineering program at the Civil Engineering level.

Advancement

Pre-Engineering to Civil Engineering

Pre-Engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the Civil Engineering level. Once the Pre-Engineering coursework outlined in the student's course plan is completed, students must meet with their advisor to apply for advancement to the Civil Engineering level.

Advising

All undergraduate students as a part of the mandatory advising plan of the department must meet with their faculty advisor at least once in an academic year to review their academic progress, future course plan and to advance within the program. It is particularly important for students to meet with their faculty advisor whenever academic difficulties arise.

Academic Progress

Any given CE or ES course may only be taken when prerequisites for the course are met with a grade of C or higher. A student who is unable to earn a grade of C or better in a CE or ES prerequisite course may attempt to earn a satisfactory grade one additional time, on a space-available basis. Failure to earn a grade of C or better on the second attempt may result in removal from the Civil Engineering program.

A student who has a semester GPA in engineering courses below 2.00 will be placed on academic warning by the School of Engineering. A student on academic warning that receives a semester GPA in engineering courses of at least 2.00 will be removed from academic warning status by the school. Otherwise, he or she will be removed from the Civil Engineering program and will not be permitted to enroll in CE and ES courses.

Graduation Requirements

In order to receive the Bachelor of Science degree in Civil Engineering, students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees (GER) listed at the beginning of this chapter.

C. Civil Engineering Requirements

1. Satisfactorily complete these courses with a GPA of 2.00. Courses with an asterisk (*) must be completed with a grade of C or better (102 credits):

CE A152	Introduction to Civil Engineering	1
CE A334*	Properties of Materials	3
CE A344	Water Resources Engineering	3
CE A405	Transportation Engineering I	3
CE A406	Transportation Engineering II	3
CE A403	Arctic Engineering	3
CE A422	Foundation Engineering	3
CE A431*	Structural Analysis	4
CE A432	Steel Design (3)	3

	or			
CE A433	Reinforced Concrete Design (3)			
CE A435*	Soil Mechanics	3		
CE A437	Project Planning	1		
CE A438	Design of Civil Engineering Systems	3		
CE A441*	Fundamentals of Environmental Engineering and Applied Environmental Science	3		
CE A442	Environmental Systems Design	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		
ENGL A212	Technical Writing	3		
ENGR A151*	Introduction to Engineering	1		
ENGR A161*	Engineering Practices II	3		
ES A103	Engineering Graphics	3		
ES A209*	Engineering Statics	3		
ES A210*	Engineering Dynamics	3		
ES A302 *	Engineering Data Analysis	3	ES A331* Mechanics of Materials	3
ES A341*	Fluid Mechanics	3		
ES A341L	Fluid Mechanics Laboratory	1	ESM A450 Economic Analysis and Operations	3
GEO A155*	Fundamentals of Surveying	3		
MATH A200*	Calculus I	4		
MATH A201*	Calculus II	4		
MATH A202*	Calculus III	4		
MATH A302*	Ordinary Differential Equations	3		
PHYS A211*	General Physics I	3		
PHYS A211L*	General Physics I Laboratory	1		
PHYS A212*	General Physics II	3		
PHYS A212L*	General Physics II Laboratory	1		
2. A basic science elective (minimum 3 credits) must be taken from the following list:				
BIOL A115	Fundamentals of Biology I with Laboratory (4)			
BIOL/				
GEOL A178	Fundamentals of Oceanography (3)			
BIOL A271	Principles of Ecology with Laboratory (4)			
GEOL A111	Physical Geology (4)			
GEOL A115	Environmental Geology (3)	3.	Six credits of technical elective courses are	

required for graduation. The technical elective must be chosen from the following list of courses or as approved by the academic advisor and the department chair. These electives are intended to improve students' knowledge and skills relating to site characterization, problem identification, criteria development, and project design in the civil engineering sub-disciplines of water resources, geotechnical, structural, transportation, and environmental engineering. Graduate courses may not be applied to both a baccalaureate and master's degree.

6

[Note: Students are encouraged to take 6 credits from a single sub discipline]

Water Resources Engineering

CE A462	Surface Water Dynamics (3)
CE A475	Design of Ports and Harbors (3)
CE A476	Coastal Engineering (3)
CE A479	Sediment Transport and Coastal Processes (3)
CE A674	Waves, Tides, and Ocean Process for Engineers (3)

Geotechnical Engineering

CE A414	Soil Strength and Slope Stability (3)
CE A611	Geotechnical Earthquake Engineering (3)
CE A612	Advanced Foundation Design (3)
CE A681	Frozen Ground Engineering (3)

Structural Engineering

CE A432	Steel Design (3) or
CE A433	Reinforced Concrete Design (3)

Either CE A432 or CE A433 may be chosen as a technical elective, if not applied to satisfy the Civil Engineering requirements described above.

CE A452	Advanced Steel Design (3)
CE A454	Timber Design (3)
CE A631	Structural Finite Elements (3)
CE A639	Loads on Structures (3)

Transportation Engineering

CE A423	Traffic Engineering (3)
CE A424	Pavement Design (3)
CE A425	Highway Engineering (3)
CE A675	Design of Ports and Harbors (3)

Environmental Engineering

AEST A601	Aquatic Process Chemistry (3)
CE A445	Chemical and Physical Water and Wastewater Treatment Processes (3)
CE A446	Biological Treatment Processes (3)
CE A447	Advanced Unit Processes (3)

4. A total of 132 credits is required for the degree, of which 42 credits must be upper division (300-, 400-, or 600-level).
5. All Civil Engineering students are strongly encouraged to take the Fundamentals of Engineering Examination in their senior year as an initial step toward professional registration. Civil Engineering students are also encouraged to consider minors in Mathematics or Physics or Chemistry and graduation with departmental honors.

Minor, Civil Engineering

Students majoring in non-Civil Engineering baccalaureate degree can enroll in Minor, Civil Engineering. Students must satisfy all prerequisite requirements for the courses required for the Minors. A Minor of Civil Engineering consists of a

minimum of 18 credits. At least 6 credits must be from upper division. Student must earn a cumulative GPA of at least 2.0 in the minor. For general information about the minor requirements, see the minors section at the beginning of this chapter.

A minimum of 18 credits must be selected from:	18
(Note: An “*” indicates a recommended set of courses for the minor)	
CE A334 *	Properties of Materials (3)
CE A344 *	Water Resources Engineering (3)
CE A405	Transportation Engineering I (3)
CE A422 *	Foundation Engineering (3)
CE A425	Highway Engineering (3)
CE A431	Structural Analysis (4)
CE A432 *	Steel Design (3)
CE A433 *	Reinforced Concrete Design (3)
CE A435	Soil Mechanics (3)
CE A441 *	Fundamentals of Environmental Engineering and Applied Environmental Science (3)
CE A442	Environmental Systems Design (3)
CE A454	Timber Design (3)

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CIVIL ENGINEERING

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www.uaa.alaska.edu/schoolofengineering

Civil engineering is a professional discipline recognized by licensure in each of the 50 states and many other countries. Civil engineering is a broad branch of engineering dedicated to providing civilization with essential infrastructure and services including bridges, buildings, ports, water resource development, waste disposal, dams, water power, irrigation and drainage works, roads, airports, railways, construction and management services; surveying; and providing city management and developmental planning. Civil Engineering students are introduced to principles of mathematics, chemistry, and physics during their first two years of study. The third year of study is largely devoted to courses in applied extensions of the basic sciences to form the foundation for more advanced engineering analysis and design. Students draw upon previous learning in their senior year to focus their studies on sophisticated analyses and creative designs. Throughout the four-year engineering program students take courses in communication, humanities, social sciences, and fine arts to improve their communication skills and to become more aware of their roles and responsibilities in modern society. The UAA Civil Engineering program emphasizes northern region design considerations and provides specialized training appropriate for an engineering career in Alaska and other cold regions of the world.

Civil Engineering Department Mission

The mission of the Civil Engineering Department, through its undergraduate and graduate education programs, its professional development programs, its research, and its service is to advance the civil engineering profession in Alaska and elsewhere for building a sustainable civilization with utmost respect for the well-being of its peoples and the environment.

Bachelor of Science, Civil Engineering

The Department of Civil Engineering offers an undergraduate curriculum leading to a Bachelor of Science in Civil Engineering. The first two years of the program have application to most other branches of engineering.

Program Objectives and Expected Outcomes

The curriculum of the UAA CE program is designed to produce graduates who, within five years of graduation, will:

1. Practice with “responsible charge” in the civil engineering sub-disciplines of water resources, geotechnical, structural, transportation, and environmental engineering; with emphasis on cold region issues. “Responsible charge” is as defined by the Alaska Professional Engineering licensing regulations.
2. Make contributions in project planning, preparation, implementation, design, and presentation in a team environment in sub-discipline areas.
3. Demonstrate and update their competency via professional registration, continuing education, graduate study, and professional service to their communities.
4. Exemplify the ethical standards of the profession.

Student Learning Outcomes

In keeping with the [above](#) objectives, it is expected that graduates of the UAA Civil Engineering program will have:

1. An ability to apply knowledge of mathematics through differential equations, probability and statistics, calculus-based physics, and general chemistry;
2. An ability to apply knowledge in a minimum of four recognized major civil engineering areas;
3. An ability to design and conduct experiments, as well as to analyze and interpret data, in more than one of the recognized major civil engineering areas;

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4. An ability to design a civil engineering system, component, or process to meet desired needs;
5. An ability to function on multidisciplinary teams;
6. An ability to identify, formulate, and solve engineering problems;
7. An understanding of professional and ethical responsibility;
8. An ability to communicate effectively;
9. The broad education necessary to understand the impact of engineering solutions in a global and societal context;
10. A recognition of the need for, and an ability to engage in, lifelong learning;
11. A knowledge of contemporary issues in professional practice; and
12. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Honors in Civil Engineering

Undergraduate Civil Engineering students may be recognized for exceptional performance by earning Departmental Honors in Civil Engineering. In order to receive honors in Civil Engineering, a student must meet each of the following requirements:

1. Complete all requirements for a BS degree in Civil Engineering. A minimum of 30 credits applicable to the Civil Engineering degree must be completed at UAA.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the civil engineering profession.
3. Have a GPA of 3.30 or higher in courses applicable to the Bachelor of Science in Civil Engineering degree.
4. Gain approval for a departmental honors design or research project prior to applying for graduation. Present an oral presentation and written report of project results eight weeks prior to scheduled graduation. The project proposal and final written report must be approved by the student's academic advisor and the chair of Civil Engineering Department.
5. Pass the Fundamentals of Engineering Examination in or prior to the fall semester of the senior year.
6. Document a minimum of eight weeks work experience in an engineering or engineering-related position.

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

Algebra	2 years
Chemistry	1 year
English	3 years
Physics	1 year
Trigonometry	1/2 year

Students successfully completing the above courses will be prepared to enroll in the first year of courses that count towards the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of the first year of courses that count towards the engineering degree. Students are encouraged to work with their faculty advisors for developing a course plan.

Admission Requirements

Complete the Admission to Baccalaureate Degree Program requirements described in Chapter 7 of this catalog.

Admission to the Bachelor of Science in Engineering program is to one of two levels: Pre- Engineering or Engineering. Students admitted to either of the two levels are considered to be degree-seeking civil engineering students.

Pre-Engineering Level

Applicants for admission who have completed only the general Baccalaureate Programs requirements in Chapter 7 of this catalog are admitted to the Civil Engineering program at the Pre-Engineering level.

Civil Engineering Level

Applicants for admission who, in addition to the general Baccalaureate Programs requirements, have completed the high school Preparation courses listed above (or their university equivalents) with grades of C or better will be admitted to the Civil Engineering program at the Civil Engineering level.

Advancement

Pre-Engineering to Civil Engineering

Pre-Engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the Civil Engineering level. Once the Pre-Engineering coursework outlined in the student's course plan is completed, students must meet with their advisor to apply for advancement to the Civil Engineering level.

Advising

All undergraduate students ~~as a part of the mandatory advising plan of the department are strongly encouraged to must~~ meet with their faculty advisor at least once in an academic year each semester for the purpose of to reviewing their academic progress, ~~and planning future course plans and to advance within the program. All civil engineering students are required to meet with their faculty advisors to be advanced within the program and to apply for graduation.~~ It is particularly important for students to meet with their faculty advisor whenever academic difficulties arise.

Academic Progress

Any given CE or ES course may only be taken when ~~all~~ prerequisites for the course are met with a grade of C or higher. A student who is unable to earn a grade of C or better in a CE or ES prerequisite course may attempt to earn a satisfactory grade one additional time, on a space-available basis. Failure to earn a grade of C or better on the second attempt may result in removal from the Civil Engineering program.

A student who has a semester GPA in engineering courses below 2.00 will be placed on academic warning by the School of Engineering. A student on academic warning that receives a semester GPA in engineering courses of at least 2.00 will be removed from academic warning status by the school. Otherwise, he or she will be removed from the Civil Engineering program and will not be permitted to enroll in CE and ES courses.

Graduation Requirements

In order to receive the Bachelor of Science degree in Civil Engineering, students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for ~~All~~ Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees (GER) listed at the beginning of this chapter, ~~with the additional requirement that one of the following criteria are met within the courses taken to meet the social sciences, humanities, and fine arts GER requirements:~~

~~1. Six credits are from courses that are at the 200 level or above.~~

~~2. Three credits are from courses that are at the 200 level or above and 6 credits are from a sequence of courses at the 100 level. For example, HIST A101 and HIST A102 is considered to be a 6 credit course sequence.~~

C. Civil Engineering Requirements

1. Satisfactorily complete these courses with a GPA of 2.00. Courses with an asterisk (*) must be completed with a grade of C or better (10~~28~~ credits):

CE A152 Introduction to Civil Engineering 1

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CE A334*	Properties of Materials	3
CE A344	Water Resources Engineering	3
CE A405	Transportation Engineering I	3
~~CE A406~~	~~Transportation Engineering II~~	~~3~~
CE A403	Arctic Engineering	3
CE A422	Foundation Engineering	3
CE A431*	Structural Analysis	4
CE A432	Steel Design (3)	3
	or	
CE A433	Reinforced Concrete Design (3)	
CE A435*	Soil Mechanics	3
~~CE A437~~	~~Project Planning~~	~~1~~
CE A438	Design of Civil Engineering Systems	3
CE A441*	~~Introduction to Environmental~~	
	~~Engineering Fundamentals of Environmental~~	
	~~Engineering and Applied~~	
	~~Environmental Science~~	~~3~~
~~CE A442~~	~~Environmental Systems Design~~	~~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
~~COMM A111~~	~~Fundamentals of Oral~~	
	~~Communication (3)~~	~~3~~
	or	
~~COMM A235~~	~~Small Group Communication (2)~~	
	or	
~~COMM A237~~	~~Interpersonal Communication (3)~~	
	or	
~~COMM A241~~	~~Public Speaking (3)~~	
~~ENGL A111*~~	~~Methods of Written~~	
	~~Communication~~	~~3~~
ENGL A212	Technical Writing	3
ENGR A151*	~~Introduction to Engineering~~ ~~Engineering Practices I~~	~~3~~ ~~1~~
ENGR A161*	Engineering Practices II	3
ES A103	Engineering Graphics	3
ES A209*	Engineering Statics	3
ES A210*	Engineering Dynamics	3
ES A302 *	Engineering Data Analysis	3
~~ES A309~~	~~Elements of Electrical Engineering~~	~~3~~
ES A331*	Mechanics of Materials	3
ES A341*	Fluid Mechanics	3
ES A341L	Fluid Mechanics Laboratory	1
~~ES A346~~	~~Basic Thermodynamics~~	~~3~~
ESM A450	Economic Analysis and Operations	3
GEO A155*	Fundamentals of Surveying	3

MATH A200*	Calculus I	4
MATH A201*	Calculus II	4
MATH A202*	Calculus III	4
MATH A302*	Ordinary Differential Equations	3
PHYS A211*	General Physics I	3
PHYS A211L*	General Physics I Laboratory	1
PHYS A212*	General Physics II	3
PHYS A212L*	General Physics II Laboratory	1

2. A ~~basic natural~~ science elective (minimum 3 credits) ~~must be~~
~~taken in addition to the 7 credit natural science General Education Requirement and may must be~~
~~taken selected~~ from the following list: 3

BIOL A115/L Fundamentals of Biology I with
Laboratory (4)

~~BIOL/~~

~~GEOL A178~~ Fundamentals of Oceanography (3)

BIOL A271/L Principles of Ecology with
Laboratory (4)

~~CHEM A450~~ Environmental Chemistry (3)

~~CHEM A456~~ Nonlinear Dynamics and Chaos (2)

~~EE A309~~ Elements of Electrical Engineering 3

~~EE A346~~ Basic Thermodynamics 3

GEOL A111 Physical Geology (4)

~~GEOL/~~

~~GEOL A115~~ Environmental Geology (3) ~~BIOL A178~~ Fundamentals of Oceanography (3)

~~PHYS A303~~ Modern Physics (3)

~~PHYS/EE A314~~ Electromagnetics (3)

~~PHYS A320~~ Simulation of Physical Systems (3)

~~PHYS/BIOL/~~

~~CHEM A456~~ Nonlinear Dynamics and Chaos (2)

~~Note: GEOL A111 is the recommended course.~~

3. Six credits of technical elective courses are required for graduation, that The technical elective
must be chosen from the following list of courses or as approved by the your academic advisor and the
~~department chair~~. These electives are intended to improve students' knowledge
and skills relating to site characterization, problem identification, criteria development, and project design
in the civil engineering sub-disciplines of water r
esources, geotechnical, structural, transportation, and environmental engineering. Graduate courses may not
be applied to both a baccalaureate and master's degree. 6

[Note: Students are encouraged to take 6 credits from a single sub discipline]

Water Resources Engineering

~~CE A462~~ Surface Water Dynamics (3)

~~CE A475~~ Design of Ports and Harbors (3)

~~CE A476~~ Coastal Engineering (3)

~~CE A479~~ Sediment Transport and

~~Coastal Processes (3)~~

~~CE A663~~ Ground Water Dynamics (3)

Comment [AD1]: Removed overall recommendation as this may not hold true for each track any longer.

- CE A674 Waves, Tides, and Ocean Process
for Engineers (3)
- ~~CE A682~~ ~~Ice Engineering (3)~~
- ~~CE A683~~ ~~Arctic Hydrology and Hydraulic
Engineering (3)~~
- ~~CE A684~~ ~~Arctic Utility Distribution (3)~~

Geotechnical Engineering

- ~~CE A414~~ ~~Soil Strength and
Slope Stability (3)~~
- CE A611 Geotechnical Earthquake
Engineering (3)
- CE A612 Advanced Foundation Design (3)
- ~~CE A676~~ ~~Coastal Engineering (3)~~
- CE A681 Frozen Ground Engineering (3)

Structural Engineering

- CE A432 Steel Design (3)
or
CE A433 Reinforced Concrete Design (3)

Either CE A432 or CE A433 may be chosen as a technical elective, if not applied to satisfy the Civil Engineering Professional requirements described above.

- ~~CE A452~~ ~~Advanced Steel Design (3)~~
- ~~CE A453~~ ~~Timber Design (3)~~
- ~~CE A610~~ ~~Engineering Seismology (3)~~
- CE A631 Structural Finite Elements (3)
- ~~CE A633~~ ~~Structural Dynamics (3)~~
- ~~CE A634~~ ~~Structural Earthquake
Engineering (3)~~
- ~~CE A636~~ ~~Multi-Story Building Structural
Design (3)~~
- ~~CE A637~~ ~~Earthquake Resistant Structural
Design (3)~~
- CE A639 Loads on Structures (3)

Transportation Engineering

- CE A423 Traffic Engineering (3)
- CE A424 Pavement Design (3)
- CE A425 Highway Engineering (3)
- CE A675 Design of Ports and Harbors (3)
- ~~CE A456~~ ~~Geomatics and Civil Design (3)~~

Environmental Engineering

- AEST A601 Aquatic Process Chemistry (3)
- ~~CE A442~~ ~~Environmental Systems Design (3)~~
- ~~CE A464~~ ~~Chemical and Physical Water and
Wastewater Treatment Processes (3)~~
- ~~CE A464~~ ~~Biological Treatment Processes (3)~~
- ~~CE A447~~ ~~Advanced Unit Processes (3)~~

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4. A total of 132 credits is required for the degree, of which 42 credits must be upper division (300-, 400-, or 600-level).
5. All Civil Engineering students are strongly encouraged to take the Fundamentals of Engineering Examination in their senior year as an initial step toward professional registration. Civil Engineering students are also encouraged to consider minors in Mathematics or Physics or Chemistry and graduation with departmental honors.

Minor, Civil Engineering

Students majoring in non-Civil Engineering baccalaureate degree can enroll in Minor, Civil Engineering. Students must satisfy all prerequisite requirements for the courses required for the Minors. A Minor of Civil Engineering consists of a minimum of 18 credits. At least 6 credits must be from upper division. Student must earn a cumulative GPA of at least 2.0 in the minor. For general information about the minor requirements, see the minors section at the beginning of this chapter.

A minimum of 18 credits must be selected from: 18
 (Note: An "*" indicates a recommended set of courses for the minor)

CE A334 *	Properties of Materials (3)
CE A344 *	Water Resources Engineering (3)
CE A405	Transportation Engineering I (3)
CE A422 *	Foundation Engineering (3)
CE A425	Highway Engineering (3)
CE A431	Structural Analysis (4)
CE A432 *	Steel Design (3)
CE A433 *	Reinforced Concrete Design (3)
CE A435	Soil Mechanics (3)
CE A441 *	Fundamentals of Environmental Engineering and Applied Environmental Science (3)
CE A442	Environmental Systems Design (3)
CE A454	Timber Design (3)

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Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division AAVI Division of Aviation		1c. Department ATP																	
2. Course Prefix ATP	3. Course Number A100	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Private Pilot Ground School 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☒ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Spring/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 . <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See Attached Addendum</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See Attached Addendum				2.				3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. See Attached Addendum																					
2.																					
3.																					
Initiator Name (typed): <u>Mark E. Madden</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>01/09/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>01/09/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Prepares students for FAA Private Pilot Knowledge Test. Includes basic aerodynamics, aircraft engine operation and flight instruments, navigation, weather information and dissemination services. Covers FAA regulations, the Aeronautical Information Manual, radio communication, and navigation. Special Note: Two hours in flight training device required.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) See attachment.		16b. Test Score(s) See attachment.		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English test will waive the ENGL A109 or PRPE A108 prerequisite. Appropriate test score on Mathematics Placement Test will waive the MATH A054 prerequisite.																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Course requires reading, understanding, and interpreting complex Federal Aviation Administration laws and regulations, and basic math skills to perform navigation and flight computer computations. Faculty have identified better completion rates with grades of "C" or better for students having prior English placement scores indicated above.																					

☐ Approved		☐ Disapproved	
Initiator (faculty only) Mark E. Madden		Dean/Director of School/College	
Initiator (TYPE NAME)		Date	
☐ Approved		☐ Approved	
☐ Disapproved		Undergraduate/Graduate Academic Board Chairperson	
Department Chairperson		Date	
☐ Approved		☐ Approved	
☐ Disapproved		Provost or Designee	
Curriculum Committee Chairperson		Date	

Course Being Changed:

[illegible]

Prerequisites for ATP A100, Private Pilot Ground School

ENGLISH:

ENGL A109 with a minimum grade of C, or
PRPE A108 with a minimum grade of C, or
ENGL A111 or
ENGL A211 or
ENGL A212 or
ENGL A213 or
ENGL A214 or
EAEN 22 or
ACTE 22, or
AO1 22, or
SATC 530, or
SATV 530, or
SO1 530

MATHEMATICS:

MATH A054 with a minimum grade of C, or
MATH A055 or
MATH A105 or
MATH A107 or
MATH A108 or
MATH A109 or
MATH A172 or
MATH A200 or
MATH A201 or
MATH A202 or
MATH A272

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: ATP

Course Title: Private Pilot Ground School

Course Number: ATP A100

Date: Spring 2012

Credits: 3 cr.

I. Course Description:

Prepares students for Federal Aviation Administration (FAA) Private Pilot Knowledge Test. Includes basic aerodynamics, aircraft engine operation and flight instruments, navigation, weather information and dissemination services. Covers FAA Regulations, the Aeronautical Information Manual, radio communication and navigation.

Special Note: Two hours in flight training device required.

II. Course Design:

- A. The beginning pilot ground school with emphasis on providing the necessary knowledge a pilot needs to fly as a Private Pilot in the National Airspace System.
- B. Credits: 3
- C. Total student involvement time: 135 hours.
45 hours will be in a classroom setting.
90 hours of outside activity will be expected.
- D. This is a required course for the AAS degrees in Professional Piloting, Air Traffic Control, and Aviation Administration, and the BSAT degree, all concentrations.
- E. Lab fees are associated with this course.
- F. This course may be taught in any time frame, but not less than one credit per week.
- G. This is an existing course.
- H. Coordinated with faculty listserv.
- I. Course justification: This is a 100 level course, providing basic knowledge of the U.S. National Airspace System.

III. Course Activities:

This course will be conducted by lecture, practical exercises, and the use of an occasional guest speaker.

IV. Course Prerequisites:

ENGL A109 with a minimum grade of C, or PRPE A108 with a minimum grade of C, or ENGL A111 or ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214, or EAEN 22 or ACTE 22, or AO1 22 or SATC 530, or SATV 530, or SO1 530, and MATH A054 with a minimum grade of C, or MATH A055, or MATH A105, or MATH A107, or MATH A108, or MATH A109, or MATH A172, or MATH A200, or MATH A201, or MATH A202, or MATH A272.

V. Registration Restrictions:

Appropriate test score on English Placement Test, SAT Verbal Section, or ACT English test will waive the ENGL A109 or PRPE A108 prerequisite. Appropriate score on Mathematics Placement test will waive the MATH A054 prerequisite.

VI. Course Evaluation:

- A. Grading basis: A-F
- B. Grades are based on objective testing, attendance, and successful completion of each assigned exercise.

VII. Outline:

- 1.0 Safety
 - 1.1 General rules
 - 1.2 Class conduct
 - 1.3 Building exit
- 2.0 How Airplanes Fly
 - 2.1 Four forces acting on an airplane in flight
 - 2.1.1 Lift
 - 2.1.2 Thrust
 - 2.1.3 Weight/gravity
 - 2.1.4 Drag
 - 2.2 Principles of lift
 - 2.2.1 Bernoulli's Principle
 - 2.2.2 Newton's Third Law (action/reaction)
 - 2.2.3 Airfoils
 - 2.2.4 Relative wind
 - 2.2.5 Factors affecting stall speed
 - 2.2.6 The stall and its cause (angle of attack)
 - 2.2.7 Situations leading to stalls
 - 2.2.8 Stall recovery
 - 2.2.9 Spins
 - 2.3 Flight control systems
 - 2.4 Secondary flight controls

- 2.5 Three axes of rotation
 - 2.5.1 Yaw (vertical)
 - 2.5.2 Pitch (lateral)
 - 2.5.3 Roll (longitudinal)
 - 2.6 Left-turning tendency
- 3.0 Airplane Powerplant and Systems
 - 3.1 The reciprocating engine
 - 3.2 Fuel systems
 - 3.3 Engine cooling
 - 3.4 Engine lubrication system
 - 3.5 Ignition system
 - 3.6 Propellers
 - 3.7 Electrical system
 - 3.8 Utility systems
- 4.0 Flight Instruments
 - 4.1 Magnetic compass
 - 4.2 Pressure instruments (pitot-static system)
 - 4.2.1 Airspeed
 - 4.2.2 Altimeter
 - 4.2.3 Vertical velocity
 - 4.3 Gyroscopic
 - 4.3.1 Attitude indicator
 - 4.3.2 Heading indicator
 - 4.3.3 Rate-of-turn
 - 4.4 Slip/Skid indicator
- 5.0 Weight and Balance
 - 5.1 Terms
 - 5.2 Change of weight
 - 5.3 Weight and its effect on performance
 - 5.4 Balance and its effect on stability and control
 - 5.5 Weight and Balance calculation methods
- 6.0 Airplane Performance
 - 6.1 Take-off calculations
 - 6.2 Climb airspeeds
 - 6.3 Cruise performance
 - 6.4 Landing performance
 - 6.5 Other

- 7.0 Primary Navigation
 - 7.1 Types of navigation
 - 7.1.1 Pilotage
 - 7.1.2 Dead reckoning
 - 7.1.3 Radio navigation
 - 7.2 VFR type charts
 - 7.2.1 Sectional aeronautical charts
 - 7.2.2 World aeronautical charts
 - 7.2.3 VFR terminal area charts
 - 7.3 Cartographies
 - 7.4 Basics of navigation
 - 7.5 Airspace considerations
- 8.0 The Flight Computer
 - 8.1 Calculator side
 - 8.2 Wind-face side
- 9.0 The National Airspace System
 - 9.1 Classification of airspace
 - 9.2 Special use airspace
 - 9.3 Other airspace areas
 - 9.4 Airport lighting and marking
 - 9.5 Runway markings
 - 9.6 Wind direction/landing runway indicators
 - 9.7 Airport operations
- 10.0 Using the Aircraft Communication Radio
- 11.0 Electronic Navigation Aids
 - 11.1 ADF
 - 11.2 VOR
- 12.0 Basic Weather Theory
 - 12.1 The earth's atmosphere
 - 12.2 Temperature
 - 12.3 Pressure and the altimeter
 - 12.4 Wind and circulation
 - 12.5 Moisture, cloud formation, and precipitation
 - 12.6 Stability
 - 12.7 Clouds

- 13.0 Problem Weather
 - 13.1 Fronts
 - 13.1.1 Cold
 - 13.1.2 Warm
 - 13.1.3 Occluded
 - 13.1.4 Stationary
 - 13.2 Turbulence
 - 13.2.1 Mountain wave
 - 13.2.2 Other
 - 13.3 Fog
 - 13.4 Icing
 - 13.5 Thunderstorm
- 14.0 Gathering Weather Information
 - 14.1 Surface analysis chart
 - 14.2 Weather depiction chart
 - 14.3 Low level significant weather prognostic
 - 14.4 Radar summary chart
 - 14.5 Aviation weather reports
 - 14.6 Aviation weather forecasts
- 15.0 Federal Aviation Regulations (FAR's)
 - 15.1 Part 1 - Definitions and abbreviations
 - 15.2 Part 61 - Certification: Pilots and Flight Instructors
 - 15.3 Part 91
 - 15.4 NTSB 830
- 16.0 Flight Publications
 - 16.1 Aeronautical Information Manual (AIM)
 - 16.2 Advisory Circulars (AC)
 - 16.3 Airworthiness Directives (AD)
 - 16.4 Notices to Airmen (NOTAM)
 - 16.5 Airport/Facility Directory
 - 16.6 Alaska Supplement
- 17.0 Medical Facts for Pilots

VIII. Instructional Goals, Student Learning Outcomes, and Assessment Procedures:

The goal of the course is for students to acquire the knowledge and understanding needed to safely operate as a private pilot in the National Airspace System.

Upon successful completion of this course, students will be able to:	Assessment Procedures
Identify and discuss the Federal Aviation Regulations applicable to the operation of aircraft in the National Airspace System.	Written assignments Oral discussions Written tests
Describe the systems and appliances found on a typical general aviation airplane.	Written assignments Oral discussions Written tests
Plan a cross-country flight taking into consideration airspace and regulatory requirements, weather, and airplane performance.	Written assignments Oral discussions Written tests

IX. Suggested Texts:

Willits, P. (2006). *Guided flight discovery: private pilot handbook*. Englewood, CO: Jeppesen-Sanderson.

X. Bibliography:

Code of Federal Regulations, Title 14, Part 61. (2011). *Certification: pilots, flight instructors, and ground instructors*. Washington, DC: Government Printing Office.

Federal Aviation Administration, Flight Standards Service. (2002). *Private pilot practical test standards, FAA-S-8081-14A*. Washington, DC: Government Printing Office.

Youngers, H. (2010). *Private pilot ground school training course outline*. Unpublished manuscript. University of Alaska Anchorage.

Youngers, H. (2011). *Flight school policy and safety procedures handbook*. Unpublished manuscript. University of Alaska Anchorage.



1a. School or College CT CTC	1b. Division AAVI Division of Aviation	1c. Department N/A
2. Complete Program Title/Prefix Associate of Applied Science in Professional Piloting		
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Associate of Applied Science or Graduate: CHOOSE ONE		
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate		
5. Implementation Date (semester/year) From: Spring/2013 To: /9999		
6a. Coordination with Affected Units Department, School, or College: LISTSERV Initiator Name (typed): Mark E. Madden Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/09/2012		
6c. Coordination with Library Liaison Date: 01/09/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☐ Catalog Copy in Word using the track changes function		
8. Justification for Action Remove ATA A132 as a required course for the degree. Add ATA A134 as a required course for the degree. Add PHIL A201 and PHIL A301 as alternative course selections for the degree. Remove PHYS A123 and PHYS A123L as required courses, and add a Natural Science Selective and Natural Science Selective Lab as required courses. Add requirement for registration for a flying course within three semesters.		
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Dean/Director of School/College Undergraduate/Graduate Academic Board Chairperson Provost or Designee Initiator (faculty only) Mark E. Madden Initiator (TYPE NAME) Department Chairperson Curriculum Committee Chairperson Date 		

Associate of Applied Science, Professional Piloting

Program Description and Outcomes

Professional pilots need knowledge of aerodynamics, aircraft engine and system operation, aircraft operating limitations and performance, weather and atmospheric processes, as well as navigation and communication methods. This degree program prepares graduates for careers in professional flying. At the completion of this program, students will be able to:

1. Demonstrate proficiency in instrument pilot and commercial pilot knowledge and flight skills.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of aviation weather and of aviation weather services.

Admission Requirements

Satisfy Undergraduate Certificate and Associate's Degree Admission Requirements found in Chapter 7, Academic Standards and Regulations.

Special Considerations

The following applies for those students desiring to pursue a professional piloting degree:

1. Flight training costs are not included in university tuition and fees. Students must meet with the aviation academic advisor to obtain departmental approval to register for all flight courses. Flight training costs are based on hourly rates established for each aircraft type flown. Students will be provided with current hourly flight costs and program cost estimates when they meet with the department's academic advisor.
2. Students must pass an FAA Class II medical examination before beginning any flight training.
3. U.S. Citizens must present verification of U.S. citizenship before beginning any flight or airplane simulator training. The following three methods are acceptable: an unexpired U.S. passport, an original or raised seal official copy of birth certificate, or an original or raised seal official copy of Certificate of Naturalization. Non-U.S. citizens must register and receive approval from the Transportation Security Administration before beginning any flight or simulator training. Please contact the Aviation Technology Division (ATD) office for information.
4. Once formally admitted to an AAS degree in Professional Piloting or a BS degree in Aviation Technology, or registered for Aviation classes at UAA, all subsequent required flight training must be completed in residence at UAA. Enrolled students who receive flight training outside UAA under specific curricula will not receive credit for the corresponding UAA courses.
5. All students are required to complete a minimum of the FAA Instrument Airplane Pilot rating and the FAA Commercial Airplane Single-engine Land Pilot certificate while in residence at UAA.
6. Military pilots may petition to have appropriate curriculum requirements awarded based on FAA pilot certificates on a case-by-case basis.

Advising

All students must meet with an ATD academic advisor prior to beginning any program of study and are encouraged to meet each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Degree check sheets are available in the (ATD) Office, and students may also access UAA Degree Works for verification of degree requirements.

See the Aviation Technology Division advisor for appropriate sequence of courses.

Academic Progress Requirements

1. In order to progress within the AAS Professional Piloting program, students must register for a flying course within three semesters of admittance. Students who have not registered for a flying course by this time will be removed from the program.
2. Once enrolled in any flight training course, students are expected to complete the course requirements within twelve months from the date of registration. Failure to do so will be considered unsatisfactory progress and will result in a failing (F) grade.

General University Requirements

Complete the General University Requirements for Associate of Applied Science Degrees located at the beginning of this chapter.

General Course Requirements

Complete the General Course Requirements for AAS degrees located at the beginning of this chapter.

Major Requirements

1. Complete the following required courses:

ATA A102	Introduction to Aviation Technology	3
ATA A132	History of Aviation	3
ATA A133	Aviation Law and Regulations	3
ATA A233	Aviation Safety	3
ATA A337	Airline Operations	3
ATP A100	Private Pilot Ground School	3
ATP A101	Pre-Professional Flying	2 **
ATP A116	Instrument Ground School	3
ATP A126	Instrument Flying	2
ATP A200	Commercial Ground School	3
ATP A218	Commercial Flying I	1.5 **
ATP A219	Commercial Flying II	1.5 **
ATP A220	Commercial Flying III	2 **
ATP A231	Search, Survival, and Rescue	3
ATP A235	Elements of Weather	3
CIS A110	Computer Concepts in Business	3
ENGL A212	Technical Writing (<i>Note: prerequisite</i>)	3 *
PHIL A101	Introduction to Logic	3 *

or

PHIL A201	Introduction to Philosophy (3) *

or

PHIL A301	Ethics (3) *

Natural Science	Selective Course with Lab	4 *

MATH A105	Intermediate Algebra	3 *

or any MATH course for which
MATH A107 is a prerequisite.

**Courses may be used to fulfill the Associate of Applied Science, General Degree Requirements.*

***All flying courses require special documentation and departmental approval before registration.*

2. A total of 61 credits is required for the degree.

Associate of Applied Science, Professional Piloting

Program Description and Outcomes

Professional pilots need knowledge of aerodynamics, aircraft engine and system operation, aircraft operating limitations and performance, weather and atmospheric processes, as well as navigation and communication methods. This degree program prepares graduates for careers in professional flying. At the completion of this program, students will be able to:

1. Demonstrate proficiency in instrument pilot and commercial pilot knowledge and flight skills.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of aviation weather and of aviation weather services.

Admission Requirements

Satisfy Undergraduate Certificate and Associate's Degree Admission Requirements found in Chapter 7, Academic Standards and Regulations.

Special Considerations

The following applies for those students desiring to pursue a professional piloting degree:

1. Flight training costs are not included in university tuition and fees. Students must meet with the aviation academic advisor to obtain departmental approval to register for all flight courses. Flight training costs are based on hourly rates established for each aircraft type flown. Students will be provided with current hourly flight costs and program cost estimates when they meet with the department's academic advisor.
2. Students must pass an FAA Class II medical examination before beginning any flight training.
3. Students U.S. Citizens must present verification of U.S. citizenship before beginning any flight or airplane simulator training. The following three methods are acceptable: an unexpired U.S. passport, an original or raised seal official copy of birth certificate, or an original or raised seal official copy of Certificate of Naturalization. Non-U.S. citizens must register and receive approval from the Transportation Security Agency-Administration before beginning any flight or simulator training; Please contact the Aviation Technology Division (ATD) office for information.
4. Once formally registered for aviation classes admitted to an AAS degree in Professional Piloting or a BS degree in Aviation Technology, or registered for Aviation classes at UAA, all subsequent required flight training must be completed in residence at UAA. Flight training through other programs while enrolled at UAA is not permitted. Enrolled students who receive flight training outside UAA that is required under specific curricula will not receive credit for the corresponding UAA courses.
5. Under certain circumstances, academic credit may be granted for pilot certificates/ratings earned prior to enrolling at UAA. Contact a faculty advisor for determination. All students are required to complete a minimum of the FAA Instrument Airplane Pilot rating and the FAA Commercial Airplane Single-engine Land Pilot certificate while in residence at UAA.
6. Military pilots currently, or within the preceding 12 months, on active flight status may petition to have appropriate curriculum requirements awarded based on FAA pilot certificates without a proficiency check on a case-by-case basis.

Advising

All students must meet with an ATD academic advisor prior to beginning any program of study and are encouraged to meet each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Degree check sheets are available in the Aviation Technology Division (ATD) Office, and students may also access UAA Degree Works for verification of degree requirements.

See the Aviation Technology Division advisor for appropriate sequence of courses.

Academic Progress Requirements

1. In order to progress within the AAS Professional Piloting program, students must register for a flying course within three semesters of admittance. Students who have not registered for a flying course by this time will be removed from the program.

2. Once enrolled in any flight training course, students are expected to complete the course requirements within ~~the equivalent of two semesters~~ twelve months from the date of registration. Failure to do so will be considered unsatisfactory progress and will result in a failing (F) grade.

General University Requirements

Complete the General University Requirements for Associate of Applied Science Degrees located at the beginning of this chapter.

General Course Requirements

Complete the General Course Requirements for AAS degrees located at the beginning of this chapter.

Major Requirements

1. Complete the following required courses:

ATA A102	Introduction to Aviation Technology	3
ATA A132	History of Aviation	3
ATA A133	Aviation Law and Regulations	3
ATA A233	Aviation Safety	3
ATA A337	Airline Operations	3
ATP A100	Private Pilot Ground School	3
ATP A101	Pre-Professional Flying	2 **
ATP A116	Instrument Ground School	3
ATP A126	Instrument Flying	2
ATP A200	Commercial Ground School	3
ATP A218	Commercial Flying I	1.5 **
ATP A219	Commercial Flying II	1.5 **
ATP A220	Commercial Flying III	2 **
ATP A231	Search, Survival, and Rescue	3
ATP A235	Elements of Weather	3
CIS A110	Computer Concepts in Business	3
*ENGL A212	Technical Writing (<i>Note: prerequisite</i>)	3 *
*PHIL A101	Introduction to Logic	3 *
~~*PHYS A123~~	~~Basic Physics I (<i>Note: prerequisite</i>)~~	~~3~~
~~*PHYS A123L~~	~~Basic Physics I Laboratory (<i>Note: prerequisite</i>)~~	~~1~~
~~*One of the following:~~	<del></del>	~~3 4~~
~~MATH A105~~	~~Intermediate Algebra (3) (<i>Note: prerequisite</i>)~~	
~~MATH A107~~	~~College Algebra (4) (<i>Note: prerequisite</i>)~~	
~~MATH A172~~	~~Applied Finite Mathematics (3)~~	
~~(<i>Note: prerequisite</i>)~~	<del></del>	
~~MATH A272~~	~~Applied Calculus (3) (<i>Note: prerequisite</i>)~~	
~~or~~	<del></del>	
~~PHIL A201~~	~~Introduction to Philosophy (3) *~~	
~~or~~	<del></del>	
~~PHIL A301~~	~~Ethics (3) *~~	
~~Natural Science Selective Course with Lab~~	<del></del>	~~4 *~~
~~MATH A105~~	~~Intermediate Algebra~~	~~3 *~~
~~or any MATH course for which~~	<del></del>	
~~MATH A107 is a prerequisite.~~	<del></del>	

*Courses may be used to fulfill the Associate of Applied Science, General Degree Requirements.

***All flying courses require special documentation and departmental approval before registration.*

2. A total of ~~63~~65~~61~~ credits is required for the degree.

~~3. Students are required to complete a minimum of one pilot certification or rating course in residence.~~



1a. School or College CT CTC	1b. Division AAVI Division of Aviation	1c. Department N/A	
2. Complete Program Title/Prefix Bachelor of Science in Aviation Technology			
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: Spring/2013 To: /9999			
6a. Coordination with Affected Units Department, School, or College: LISTSERV Initiator Name (typed): Mark E. Madden Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/09/2012			
6c. Coordination with Library Liaison Date: 01/09/2012			
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☐ Catalog Copy in Word using the track changes function			
8. Justification for Action Require documentation of placement into MATH A107 or MATH A172, and ENGL A111 or higher, for admission into the degree. Propose a new course, ATP A320, Flight Dynamics. Add advisor approved electives.			
<table style="width: 100%; border: none;"><tr><td style="width: 50%; border: none;"> Initiator (faculty only) _____ Date _____ Mark E. Madden Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____ </td></tr></table>			Initiator (faculty only) _____ Date _____ Mark E. Madden Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____
Initiator (faculty only) _____ Date _____ Mark E. Madden Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____			

Bachelor of Science, Aviation Technology

Program Description

The Bachelor of Science in Aviation Technology prepares individuals for professional positions within the aviation industry. Related career opportunities are found with airlines, airports, general aviation, government organizations, education, and the aerospace industry.

Within the degree there are three emphasis areas: Aviation Management, Air Traffic Control, and Professional Piloting, each having a discrete program description and outcomes. The specific interests and career goals of each student determine the emphasis area to pursue. The degree includes university General Education Requirements, a common set of core courses, and courses relative to each individual emphasis.

Admission Requirements

1. Satisfy Baccalaureate Degree Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Satisfy additional admission requirements for emphasis areas of Air Traffic Control, Aviation Management, and Professional Piloting described below.
3. Satisfy any certification requirements established by applicable government agencies described in emphasis areas of Air Traffic Control, Aviation Management, and Professional Piloting outlined below.
4. Document placement into the MATH A107 or MATH A172 entry level or higher. For testing schedule, contact Advising and Testing at (907) 786-4500.
5. Document placement into the ENGL A111 entry level or higher. For testing schedule, contact Advising and Testing at (907) 786-7205.

Advising

All students must meet with an Aviation Technology Division (ATD) academic advisor prior to beginning any program of study and are encouraged to meet each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Degree check sheets are available in the Aviation Technology Division office, and students may also access UAA Degree Works for verification of degree requirements.

See the Aviation Technology Division (ATD) advisor for appropriate sequence of courses. A strong background in science, math, and reading skills is highly recommended.

Academic Progress

1. A minimum grade of C in each Aviation Technology course is required to graduate with this degree.
2. Once enrolled in any flight training course at UAA, students are required to complete the course requirements within twelve months from the date of registration. Failure to do so will be considered unsatisfactory progress and will result in a failing (F) grade.

Degree Requirements

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements (GER) for Baccalaureate Degrees at the beginning of this chapter.
3. Complete required Emphasis Courses and Major Degree Requirements.

Major Requirements

1. Complete the following required core courses (54-55 credits):

ATA A102	Introduction to Aviation Technology	3
ATA A133	Aviation Law and Regulations	3

ATA A233	Aviation Safety	3
ATA A331	Human Factors in Aviation	3
ATA A415	Company Resource Management	3
ATA A425	Civil Aviation Security	3
ATA A492	Air Transportation System Seminar	3
ATP A100	Private Pilot Ground School	3
ATP A235	Elements of Weather	3
BA A300	Organizational Theory and Behavior	3
BA A361	Human Resource Management	3
BA A461	Negotiation and Conflict Management	3
BA A488	Environment of Business	3
CIS A110	Computer Concepts in Business	3
ECON A201	Principles of Macroeconomics	3*
ENGL A212	Technical Writing	3*
MATH A200	Calculus	4 *
	or	
*MATH A272	Applied Calculus (3) *	
PHIL A101	Introduction to Logic	3*
	or	
PHIL A201	Introduction to Philosophy (3)*	
	or	
PHIL A301	Ethics (3)*	

**Courses may be used to fulfill the Bachelor of Science, General Education Requirements.*

2. Select one of the three following BSAT emphasis areas and complete the listed required courses.

Aviation Management Emphasis

Emphasis Description and Outcomes

The BSAT with the Aviation Management emphasis is designed to prepare graduates for management positions in all aspects of the aviation industry. The BSAT provides students not only with the organizational, human relations, and managerial skills required in aviation management, but also with the appropriate technical background. At the completion of this program, students will be able to:

1. Demonstrate technical knowledge of aircraft operating limitations and performance.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of basic business management skills and supervisory techniques.
5. Demonstrate a broad knowledge of the aviation industry.
6. Demonstrate a broad knowledge of aviation management functions and techniques.

Required Emphasis Courses

1. Complete the following required emphasis courses (33 credits):

ACCT A201	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
ATA A132	History of Aviation	3
ATA A134	Principles of Aviation Administration	3
ATA A335	Airport Operations	3
ATA A336	Air Service Operations	3
ATA A337	Airline Operations	3

ATA A431	Aircraft Accident Investigation	3
*BA A151	Introduction to Business	3
BA A343	Principles of Marketing	3
*ECON A202	Principles of Microeconomics	3

**Courses may be used to fulfill the Bachelor of Applied Science, General Education Requirements.*

- Choose a minimum of 12 credits of advisor-approved electives, 3 of which must be upper division. The following are Recommended Elective Support Courses (refer to the current UAA Catalog for prerequisites): 12

ATA A490	Advanced Topics in Aviation Technology (3)
ATC A325	Tools for Weather Briefing (3)
ATC A440	Facility Operation and Administration (3)
BA A381	Consumer Behavior (3)
BA A447	International Marketing (3)
BA A460	Marketing Management (3)
CIS A280	Managerial Communications (3)
CIS A326	Information Age Literacy (3)
CIS A376	Management Information Systems (3)
ENGL A312	Advanced Technical Writing (3)
ENGL A313	Professional Writing (3)
PER A100	Fitness for Life (2)
PER Elective	See Catalog for Listing (1-2)
<i>(Maximum of two PER elective credits allowed)</i>	
PSY A380	Psychology of Stress and Coping (3)

- A minimum of 121-122 credits is required for the Aviation Management emphasis, of which a minimum of 42 credits must be upper division.

Air Traffic Control (ATC) Emphasis

Emphasis Description and Outcomes

ATC professionals utilize knowledge of aircraft operating limitations and performance, weather and atmospheric processes, radar theory and radar systems, federal regulations, the US air traffic control system, as well as navigation methods within the National Airspace System. The BSAT prepares students not only for the technical requirements of air traffic control, but also for the organizational, human relations, and managerial demands. The Federal Aviation Administration Recommendation for Employment and Special Considerations contained in the Associate of Applied Science, Air Traffic Control apply to this emphasis. At the completion of this program, students will be able to:

- Demonstrate knowledge of the theory of aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System.
- Demonstrate knowledge of weather and atmospheric processes, and how each affect the air traffic control system.
- Demonstrate knowledge of Federal Regulations and the U.S. air traffic control system interactions, including FAA publications.
- Demonstrate knowledge of fundamentals of aircraft separation in radar, nonradar, and terminal environments, as well as operating techniques of ATC facilities in visual and instrument conditions.
- Demonstrate awareness of ATC industry trends, future developments, global implications, and current management practices and techniques.
- Demonstrate broad knowledge of the aviation industry.

Required Emphasis Courses

1. Complete the following required emphasis courses (36 credits):

ATA A132	History of Aviation	3
ATC A143	ATC Regulations	3
ATC A144	ATC Flight Procedures	3
ATC A147	Pilot/Controller Techniques	3
ATC A241	Control Tower Operations	3
ATC A241L	Control Tower Operations Lab	1
ATC A242	ATC Terminal Radar Procedures	3
ATC A242L	ATC Terminal Radar Procedures Lab	1
ATC A243	ATC Enroute Procedures	3
ATC A243L	ATC Enroute Procedures Lab	1
ATC A250	Comprehensive Air Traffic Control Overview	2
ATC A325	Tools for Weather Briefing	3
ATC A355	Integrated Radar Techniques	3
ATC A440	Facility Operation and Administration	3

2. Choose a minimum of 12 credits of advisor-approved electives, 9 of which must be upper division. The following are Recommended Elective Support Courses (refer to the current UAA Catalog for prerequisites): 12

ATA A490	Advanced Topics in Aviation Technology (3)
ATC A325	Tools for Weather Briefing (3)
BA A381	Consumer Behavior (3)
BA A447	International Marketing (3)
BA A460	Marketing Management (3)
CIS A280	Managerial Communications (3)
CIS A326	Information Age Literacy (3)
CIS A376	Management Information Systems (3)
ENGL A312	Advanced Technical Writing (3)
ENGL A313	Professional Writing (3)
PER A100	Fitness for Life (2)
PER Elective	See Catalog for Listing (1-2)
<i>(Maximum of two PER elective credits allowed)</i>	
PSY A380	Psychology of Stress and Coping (3)

3. A minimum of 121-122 credits is required for the Air Traffic Control emphasis, of which a minimum of 42 credits must be upper division.

Professional Piloting Emphasis

Emphasis Description and Outcomes

Professional pilots need knowledge of aerodynamics, aircraft engine and system operation, aircraft operating limitations and performance, weather and atmospheric processes, as well as navigation and communication methods. This degree program prepares graduates for careers in professional flying and management. The Special Considerations and Academic Progress Requirements contained in the Associate of Applied Science, Professional Piloting also apply to this emphasis area. At the completion of this program, students will be able to:

1. Demonstrate proficiency in instrument pilot and commercial pilot knowledge and flight skills.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.

3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of aviation weather and of aviation weather services.
5. Demonstrate a broad knowledge of the aviation industry.

Special Considerations

The following applies for those students desiring to pursue a Professional Piloting emphasis:

1. Flight Training costs are not included in university tuition and fees. Students must meet with the aviation academic advisor to obtain departmental approval to register for all flight courses. Flight training costs are based on hourly rates established for each aircraft type flown. Students will be provided with current hourly flight costs and program cost estimates when they meet with the department's academic advisor.
2. Students must pass an FAA Class II medical examination before beginning any flight training.
3. U.S. citizens must present verification of U.S. citizenship before beginning any flight or airplane simulator training. The following three methods are acceptable: an unexpired U.S. passport, an original or raised seal official copy of birth certificate, or an original or raised seal official copy of Certificate of Naturalization. Non-U.S. citizens must register and receive approval from the Transportation Security Agency before beginning any flight or simulator training. Please contact the Aviation Technology (ATD) office for information.
4. Once formally admitted to an AAS degree in Professional Piloting or a BS degree in Aviation Technology, or registered for Aviation classes at UAA, all subsequent required flight training must be completed in residence at UAA. Enrolled students who receive flight training outside UAA under specific curricula will not receive credit for the corresponding UAA courses.
5. All students are required to complete a minimum of the FAA Instrument Airplane Pilot rating, the FAA Commercial Airplane Single-engine Land Pilot certificate, and the FAA Multi-engine Land Rating while in residence at UAA.
6. Military pilots may petition to have appropriate curriculum requirements awarded based on FAA pilot certificates held on a case-by-case basis.

Required Emphasis Courses

1. Complete the following required emphasis courses:

ACCT A201	Principles of Financial Accounting	3
ATA A337	Airline Operations	3
ATA A431	Aircraft Accident Investigation	3
ATC A325	Tools for Weather Briefing	3
ATP A101	Pre-Professional Flying	2
ATP A116	Instrument Ground School	3
ATP A126	Instrument Flying	2
ATP A200	Commercial Ground School	3
ATP A218	Commercial Flying I	1.5
ATP A219	Commercial Flying II	1.5
ATP A220	Commercial Flying III	2
ATP A232	Advanced Aviation Navigation	3
ATP A305	Airplane Multi-engine Land Rating	2**
ATP A320	Flight Dynamics	3
ATP A332	Transport Aircraft Systems	3

2. Choose a minimum of 6 credits of advisor approved electives, 2-3 of which must be upper division. The following are Recommended Elective Support Courses (refer to current UAA catalog for prerequisites):

ATP A104	Alaska Bush Flying	3
ATA A134	Principles of Aviation Administration	3
ATA A231	Search, Survival and Rescue	3
ATA A335	Airport Operations	3

ATA A336	Air Service Operations	3
ATA A490	Selected Topics in Aviation	3
ATP A300	CFI Ground School	3
ATP A301	CFI Flying	2 **
ATP A405	CFII Flying	2**
PER A100	Fitness for Life	2
PER	Elective Course	1-2 *
PSY A380	Stress and Coping	3

*Must be combined with PER A100

**All flying courses require special documentation and departmental approval before registration.

3. A minimum of 120-121 credits is required for the professional piloting emphasis, of which a minimum of 43 credits must be upper division.

Bachelor of Science, Aviation Technology

Program Description

The Bachelor of Science in Aviation Technology prepares individuals for professional positions within the aviation industry. Related career opportunities are found with airlines, airports, general aviation, government organizations, education, and the aerospace industry.

Within the degree there are three emphasis areas: Aviation Management, Air Traffic Control, and Professional Piloting, each having a discrete program description and outcomes. The specific interests and career goals of each student determine the emphasis area to pursue. The degree includes university General Education Requirements, a common set of core courses, and courses relative to each individual emphasis.

Admission Requirements

1. Satisfy Baccalaureate Degree Admission Requirements in Chapter 7, Academic Standards and Regulations.
2. Satisfy additional admission requirements ~~or considerations~~ for emphasis areas of Air Traffic Control, Aviation Management, and Professional Piloting described below.
3. Satisfy any certification requirements established by applicable government agencies described in emphasis areas of Air Traffic Control, Aviation Management, and Professional Piloting outlined below.
4. Document placement into the MATH A107 or MATH A172 entry level or higher. For testing schedule, contact Advising and Testing at (907) 786-4500.
5. Document placement into the ENGL A111 entry level or higher. For testing schedule, contact Advising and Testing at (907) 786-7205.

Advising

All students must meet with an Aviation Technology Division (ATD) academic advisor prior to beginning any program of study and are encouraged to meet each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise. Degree check sheets are available in the Aviation Technology Division ~~ATD~~ office, and students may also access UAA Degree Works for verification of degree requirements.

See the Aviation Technology Division (ATD) advisor for appropriate sequence of courses. A strong background in science, math, and reading skills is highly recommended.

Academic Progress

1. A minimum grade of C in each Aviation Technology course is required to graduate with this degree.
2. Once enrolled in any flight training course at UAA, students are required to complete the course requirements within twelve months from the date of registration. Failure to do so will be considered unsatisfactory progress and will result in a failing (F) grade.

Degree Requirements

1. Complete the General University Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
2. Complete the General Education Requirements (GER) for Baccalaureate Degrees at the beginning of this chapter.
3. Complete required Emphasis Courses and Major Degree Requirements.

Major Requirements

1. Complete the following required core courses (54-55 credits):

ATA A102	Introduction to Aviation Technology	3
ATA A133	Aviation Law and Regulations	3

ATA A233	Aviation Safety	3
ATA A331	Human Factors in Aviation	3
ATA A415	Company Resource Management	3
ATA A425	Civil Aviation Security	3
ATA A492	Air Transportation System Seminar	3
ATP A100	Private Pilot Ground School	3
ATP A235	Elements of Weather	3
BA A300	Organizational Theory and Behavior	3
BA A361	Human Resource Management	3
BA A461	Negotiation and Conflict Management	3
BA A488	Environment of Business	3
CIS A110	Computer Concepts in Business	3
ECON A201	Principles of Macroeconomics	3
ENGL A212	Technical Writing	3
~~*MATH A272~~	~~Applied Calculus~~	~~3 4~~
~~or~~		
*MATH A200	Calculus (4)	4 *
~~or~~		
~~*MATH A272~~	~~Applied Calculus (3) *~~	
PHIL A101	Introduction to Logic	3
or		
PHIL A201	Introduction to Philosophy (3)	
or		
PHIL A301	Ethics (3)	

**Courses may be used to fulfill the Bachelor of Science, General Education Requirements.*

2. Select one of the three following BSAT emphasis areas and complete the listed required courses.

Aviation Management Emphasis

Emphasis Description and Outcomes

The BSAT with the Aviation Management emphasis is designed to prepare graduates for management positions in all aspects of the aviation industry. The BSAT provides students not only with the organizational, human relations, and managerial skills required in aviation management, but also with the appropriate technical background. At the completion of this program, students will be able to:

1. Demonstrate technical knowledge of aircraft operating limitations and performance.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of basic business management skills and supervisory techniques.
5. Demonstrate a broad knowledge of the aviation industry.
6. Demonstrate a broad knowledge of aviation management functions and techniques.

Required Emphasis Courses

1. Complete the following required emphasis courses (33 credits):

ACCT A201	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
ATA A132	History of Aviation	3
ATA A134	Principles of Aviation Administration	3
ATA A335	Airport Operations	3

ATA A336	Air Service Operations	3
ATA A337	Airline Operations	3
ATA A431	Aircraft Accident Investigation	3
*BA A151	Introduction to Business	3
BA A343	Principles of Marketing	3
*ECON A202	Principles of Microeconomics	3

**Courses may be used to fulfill the Bachelor of Applied Science, General Education Requirements.*

- Choose a minimum of 12 credits of advisor-approved electives, 3 of which must be upper division. The following are Recommended Elective Support Courses (refer to the current UAA Catalog for prerequisites): 12

ATA A490	Advanced Topics in Aviation Technology (3)
ATC A325	Tools for Weather Briefing (3)
ATC A440	Facility Operation and Administration (3)
BA A381	Consumer Behavior (3)
BA A447	International Marketing (3)
BA A460	Marketing Management (3)
CIS A280	Managerial Communications (3)
CIS A326	Information Age Literacy (3)
CIS A376	Management Information Systems (3)
ENGL A312	Advanced Technical Writing (3)
ENGL A313	Professional Writing (3)
PER A100	Fitness for Life (2)
PER Elective	See Catalog for Listing (1-2)
<i>(Maximum of two PER elective credits allowed)</i>	
PSY A380	Psychology of Stress and Coping (3)

- A minimum of 121-122 credits is required for the Aviation Management emphasis, of which a minimum of 42 credits must be upper division.

Air Traffic Control (ATC) Emphasis

Emphasis Description and Outcomes

ATC professionals utilize knowledge of aircraft operating limitations and performance, weather and atmospheric processes, radar theory and radar systems, federal regulations, the US air traffic control system, as well as navigation methods within the National Airspace System. The BSAT prepares students not only for the technical requirements of air traffic control, but also for the organizational, human relations, and managerial demands. The Federal Aviation Administration Recommendation for Employment and Special Considerations contained in the Associate of Applied Science, Air Traffic Control apply to this emphasis. At the completion of this program, students will be able to:

- Demonstrate knowledge of the theory of aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System.
- Demonstrate knowledge of weather and atmospheric processes, and how each affect the air traffic control system.
- Demonstrate knowledge of Federal Regulations and the U.S. air traffic control system interactions, including FAA publications.
- Demonstrate knowledge of fundamentals of aircraft separation in radar, nonradar, and terminal environments, as well as operating techniques of ATC facilities in visual and instrument conditions.
- Demonstrate awareness of ATC industry trends, future developments, global implications, and current management practices and techniques.
- Demonstrate broad knowledge of the aviation industry.

Required Emphasis Courses

1. Complete the following required emphasis courses (36 credits):

ATA A132	History of Aviation	3
ATC A143	ATC Regulations	3
ATC A144	ATC Flight Procedures	3
ATC A147	Pilot/Controller Techniques	3
ATC A241	Control Tower Operations	3
ATC A241L	Control Tower Operations Lab	1
ATC A242	ATC Terminal Radar Procedures	3
ATC A242L	ATC Terminal Radar Procedures Lab	1
ATC A243	ATC Enroute Procedures	3
ATC A243L	ATC Enroute Procedures Lab	1
ATC A250	Comprehensive Air Traffic Control Overview	2
ATC A325	Tools for Weather Briefing	3
ATC A355	Integrated Radar Techniques	3
ATC A440	Facility Operation and Administration	3

2. Choose a minimum of 12 credits of advisor-approved electives, 9 of which must be upper division. The following are Recommended Elective Support Courses (refer to the current UAA Catalog for prerequisites): 12

ATA A490	Advanced Topics in Aviation Technology (3)
ATC A325	Tools for Weather Briefing (3)
BA A381	Consumer Behavior (3)
BA A447	International Marketing (3)
BA A460	Marketing Management (3)
CIS A280	Managerial Communications (3)
CIS A326	Information Age Literacy (3)
CIS A376	Management Information Systems (3)
ENGL A312	Advanced Technical Writing (3)
ENGL A313	Professional Writing (3)
PER A100	Fitness for Life (2)
PER Elective	See Catalog for Listing (1-2)
<i>(Maximum of two PER elective credits allowed)</i>	
PSY A380	Psychology of Stress and Coping (3)

3. A minimum of 121-122 credits is required for the Air Traffic Control emphasis, of which a minimum of 42 credits must be upper division.

Professional Piloting Emphasis

Emphasis Description and Outcomes

Professional pilots need knowledge of aerodynamics, aircraft engine and system operation, aircraft operating limitations and performance, weather and atmospheric processes, as well as navigation and communication methods. This degree program prepares graduates for careers in professional flying and management. The Special Considerations and Academic Progress Requirements contained in the Associate of Applied Science, Professional Piloting also apply to this emphasis area. At the completion of this program, students will be able to:

1. Demonstrate proficiency in instrument pilot and commercial pilot knowledge and flight skills.
2. Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.

3. Demonstrate knowledge of the issues affecting aviation safety and safety management.
4. Demonstrate knowledge of aviation weather and of aviation weather services.
5. Demonstrate a broad knowledge of the aviation industry.
6. ~~Demonstrate a broad knowledge of flight instructing techniques and procedures.~~

Special Considerations

The following applies for those students desiring to pursue a Professional Piloting emphasis:

1. Flight Training costs are not included in university tuition and fees. Students must meet with the aviation academic advisor to obtain departmental approval to register for all flight courses. Flight training costs are based on hourly rates established for each aircraft type flown. Students will be provided with current hourly flight costs and program cost estimates when they meet with the department's academic advisor.
2. Students must pass an FAA Class II medical examination before beginning any flight training.
3. ~~Students~~U.S. citizens must present verification of U.S. citizenship before beginning any flight or airplane simulator training. The following three methods are acceptable: an unexpired U.S. passport, an original or raised seal official copy of birth certificate, or an original or raised seal official copy of Certificate of Naturalization. Non-U.S. citizens must register and receive approval from the Transportation Security Agency before beginning any flight or simulator training. ~~P~~please contact the Aviation Technology (ATD) office for information.
4. Once formally ~~registered for Aviation classes~~ admitted to an AAS degree in Professional Piloting or a BS degree in Aviation Technology, or registered for Aviation classes at UAA, all subsequent required flight training must be completed in residence at UAA. ~~Flight training through other programs while enrolled at UAA is not permitted.~~ Enrolled students who receive flight training outside UAA ~~that is required~~ under specific curricula will not receive credit for the corresponding UAA courses.
5. ~~Under certain circumstances, academic credit may be granted for pilot certificates/ ratings earned prior to enrolling at UAA. Contact a faculty advisor for determination.~~ All students are required to complete a minimum of the FAA Instrument Airplane Pilot rating, the FAA Commercial Airplane Single-engine Land Pilot certificate, and the FAA Multi-engine Land Rating while in residence at UAA.
6. Military pilots ~~currently, or within the preceding 12 months, on active flight status~~ may petition to have appropriate curriculum requirements awarded based on FAA pilot certificates held on a case-by-case basis ~~without a proficiency check.~~

Required Emphasis Courses

1. Complete the following required emphasis courses:

ACCT A201	Principles of Financial Accounting	3
ATA A337	Airline Operations	3
ATA A431	Aircraft Accident Investigation	3
ATC A325	Tools for Weather Briefing	3
ATP A101	Pre-Professional Flying	2
ATP A116	Instrument Ground School	3
ATP A126	Instrument Flying	2
ATP A200	Commercial Ground School	3
ATP A218	Commercial Flying I	1.5
ATP A219	Commercial Flying II	1.5
ATP A220	Commercial Flying III	2
ATP A232	Advanced Aviation Navigation	3
~~ATP A300~~	~~CFI Ground School~~	~~3~~
~~ATP A301~~	~~CFI Flying~~	~~2~~
~~ATP A305~~	~~Additional Aircraft Rating~~	~~2~~
	<u>Airplane Multi-engine Land Rating</u>	<u>2**</u>
~~ATP A320~~	~~Flight Dynamics~~	~~3~~
ATP A332	Transport Aircraft Systems	3

~~Advisor approved upper division elective~~ ~~3~~

~~2. All students are required to complete a minimum of two advanced flight courses (300-400) in residence to meet graduation requirements.~~

~~2. Choose a minimum of 6 credits of advisor approved electives, 2-3 of which must be upper division. The following are Recommended Elective Support Courses (refer to current UAA catalog for prerequisites):~~

~~ATP A104~~	~~Alaska Bush Flying~~	~~3~~
~~ATA A134~~	~~Principles of Aviation Administration~~	~~3~~
~~ATA A231~~	~~Search, Survival and Rescue~~	~~3~~
~~ATA A335~~	~~Airport Operations~~	~~3~~
~~ATA A336~~	~~Air Service Operations~~	~~3~~
~~ATA A490~~	~~Selected Topics in Aviation~~	~~3~~
~~ATP A300~~	~~CFI Ground School~~	~~3~~
~~ATP A301~~	~~CFI Flying~~	~~2 **~~
~~ATP A405~~	~~CFII Flying~~	~~2**~~
~~PER A100~~	~~Fitness for Life~~	~~2~~
~~PER~~	~~Elective Course~~	~~1-2 *~~
~~PSY A380~~	~~Stress and Coping~~	~~3~~

~~*Must be combined with PER A100~~

~~**All flying courses require special documentation and departmental approval before registration.~~

~~3. A minimum of ~~422~~120-121 credits is required for the professional piloting emphasis, of which a minimum of ~~424~~3 credits must be upper division.~~



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

1a. School or College AS CAS	1b. Division AHUM Division of Humanities	1c. Department History
2. Complete Program Title/Prefix HIST		
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: spring/9999		
6a. Coordination with Affected Units Department, School, or College: CAS Initiator Name (typed): Paul E. Dunscomb Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 2/13/12		
6c. Coordination with Library Liaison Date: _____		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☐ Catalog Copy in Word using the track changes function		
8. Justification for Action Compliance with Faculty Senate directives.		
Initiator (faculty only) _____ Date _____ Paul E. Dunscomb Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____		

2/10/12

Paul E. Dunscomb
Professor

Undergraduate Academic Board

Dear Board Members:

As per the decision of the UAA Faculty Senate to require all academic programs to publish their student outcomes as part of the catalog copy, I am submitting the necessary Program Action Request to place the Department of History Student Learning Outcomes in the UAA Catalog. We have made **no changes** in our SLOs, which have been in place and published on the History Department's website for a number of years now. The Department will send out a coordination email to the Faculty Listserv.

Paul E. Dunscomb

Dept. of History
Assessment Coordinator

Student Outcomes: The desired student outcomes for the Department of History are:

- Demonstrate the ability to write clear and precise English
- Demonstrate advanced level historical research skills (proper use of historical citation style, critical use of primary and secondary sources, adequate research base, ability to frame a good historical question)
- Demonstrate advanced historical skills (recognition of significance, cause and effect, continuity v. discontinuity, historiographical conversancy and perspective, critical and integrative thinking)



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 ASWK Division of Social Work		1c. Department BSWK																	
2. Course Prefix SWK	3. Course Number A409	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Introduction to Child Welfare																					
Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Required Update to CCG (>10years) (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats 0 Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Early Childhood Education</td> <td>p. 148</td> <td>2/6/12</td> <td>Hilary Seitz, Coordinator of Early Childhood Programs</td> </tr> <tr> <td>2. Psychology</td> <td>p. 486</td> <td>3/28/12</td> <td>Rosellen Rosich, Chair3</td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Early Childhood Education	p. 148	2/6/12	Hilary Seitz, Coordinator of Early Childhood Programs	2. Psychology	p. 486	3/28/12	Rosellen Rosich, Chair3	3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. Early Childhood Education	p. 148	2/6/12	Hilary Seitz, Coordinator of Early Childhood Programs																		
2. Psychology	p. 486	3/28/12	Rosellen Rosich, Chair3																		
3.																					
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/6/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/6/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Provides an in-depth overview of child welfare policies, public and private social services, and empirically-supported child welfare practices within the context of the social work profession.																					
16a. Course Prerequisite(s) (list prefix and number) PSY A150		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 course as last update was >10 years.																					
Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME) ☐ Approved _____ ☐ Disapproved Department Chairperson Date _____ ☐ Approved _____ ☐ Disapproved Curriculum Committee Chairperson Date _____ ☐ Approved _____ ☐ Disapproved Dean/Director of School/College Date _____ ☐ Approved _____ ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date _____ ☐ Approved _____ ☐ Disapproved Provost or Designee Date _____																					

**University of Alaska Anchorage
College of Health
Course Content Guide**

- I. Date of Initiation:** March 2012
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. School: | College of Health |
| B. Course Subject: | Social Work |
| C. Course Number: | A409 |
| D. Number of Credits: | 3 |
| E. Contact Hours: | 3+0 |
| F. Course Program: | Bachelor of Social Work |
| G. Course Title: | Introduction to Child Welfare |
| H. Grading Basis: | A-F |
| I. Implementation Date: | Fall 2012 |
| J. Cross-listed/Stacked: | N/A |
| K. Course Description: | Provides an in-depth overview of child welfare policies, public and private social services, and empirically-supported child welfare practices within the context of the social work profession. |
| L. Course Prerequisites: | PSY 150 |
| 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 a historical-to-contemporary overview of the role and functions of the child welfare system and its services within the context of the profession of social work.
 2. Review major policies, legislation, and events that have influenced the direction of child welfare.
 3. Place the provision of child welfare services within the framework of the National Association of Social Workers' (NASW) Code of Ethics.
 4. Familiarize students with empirically-supported interventions, and research trends in the field of child welfare, and the major professional associations, journals, and networks through which current information is disseminated.
 5. Summarize and describe the scope of child welfare service delivery systems, including child protective services, adoption, child care, residential care, emergency shelter, foster care, and juvenile justice.
 6. Summarize the role that culture, poverty, racism, gender, oppression, and other related factors have in the need for, and provision of, child welfare services.
 7. Describe the role of the law and the judicial system in structuring the provision of child welfare services.

8. Describe racial disproportionality in child welfare and the advancement of child welfare services in Alaska, including the implementation of the Indian Child Welfare Act of 1978.

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

Outcomes and Assessment Measures	
Outcomes	Measures
1. Describe and differentiate the roles of the social worker in the various child welfare service delivery systems, including child protective services, adoption, child care, residential care, independent living, emergency shelter, foster care, juvenile justice, and counseling services.	Class discussion Student presentation Exam
2. Articulate the roles that culture, poverty, racism, gender, oppression, and other related disparities play in the need for and provision of child welfare services.	Class discussion Written assignment
3. Analyze the social, economic, political, cultural, and familial factors that contribute to child abuse and neglect.	Class discussion Written assignment
4. Examine federal and state laws, policies, and programs that shape child welfare services.	Class discussion Written assignment
5. Analyze empirically-supported models of prevention, engagement, assessment, intervention, and evaluation in child welfare practice.	Class discussion Student presentation Exam
6. Apply the National Association of Social Workers' Code of Ethics to child welfare practice.	Class discussion Written assignments

IV. Course Level Justification

Building upon prior coursework, this elective social work course requires students to critically examine empirically-supported child welfare practices, applying ethical standards from the National Association of Social Workers' Code of Ethics and federal/state policies to meet a variety of serious and complex child, youth, and family needs.

V. Topical Course Outline

1. History and development of child welfare services
 - a. Historical overview of child welfare
 - b. Child welfare laws, policies, and structures
 - i. Indian Child Welfare Act (ICWA) – 1978
 - ii. Adoption Assistance and Child Welfare Act – 1980
 - iii. Multi-Ethnic Placement Act -1994
 - iv. The Personal Responsibility and Work Opportunity Act – 1996
 - v. Adoption and Safe Families Act (ASFA) – 1997
 - vi. Child and Family Services Review (CFSR) – 2007
 - vii. Hague Adoption Convention – 2008
2. Impact of family and societal problems on children and families
 - a. Family functioning
 - b. Generational trauma
 - c. Family violence
 - d. Child abuse and neglect
 - e. Runaway youth
 - f. Homelessness
 - g. Poverty
 - h. Disabilities
 - i. Racism and disproportionality
 - j. Substance abuse
3. Current child welfare service delivery systems, current empirically-supported, interventions/models, and ethical challenges in social work practice
 - a. Family preservation/prevention services
 - b. Child care
 - c. Child protective services
 - d. Foster and kinship care
 - e. Adoption
 - f. Emergency shelter
 - g. Independent living
 - h. Counseling services
 - i. Residential care
 - j. Juvenile justice
4. Court interventions with children, youth, and families
 - a. Historical perspective
 - b. Rights of families and children
 - c. The role of the social worker and the court

VI. Suggested Text

Downs, S. W., Moore, E., & McFadden, E. J. (2009). *Child welfare and family services: Policies and practice* (8th ed.). Boston, MA: Allyn & Bacon.

VII. Bibliography

Berrick, J. D. (2009). *Take me home: Protecting America's vulnerable children and families*. New York, NY: Oxford University Press.

Brown, V. A. (2002). *Child welfare*. Boston, MA: Allyn & Bacon.

Cohen, N. A., Tran, T. V., & Rhee, S. Y. (2007). *Multicultural approaches in caring for children, youth and their families*. Boston, MA: Allyn & Bacon.

Cox, S. M., Allen, J. M., Hanser, R. D., & Conrad, J. J. (2011). *Juvenile justice: A guide to theory, policy, and practice* (7th ed.). Thousand Oaks, CA: Sage.

Crossen-Tower, C. (2009). *Exploring child welfare: A practice perspective* (5th ed.). Boston, MA: Allyn & Bacon.

Downs, S. W., Moore, E., & McFadden, E. J. (2009). *Child welfare and family services: Policies and practice* (8th ed.). Boston, MA: Allyn & Bacon.

Fong, R., McRoy, R., & Ortiz-Hendricks, C. (2006). *Intersecting child welfare, substance abuse, and family violence*. Alexandria, VA: Council on Social Work Education.

Johnson, J. L., & Grant Jr., G. (2005). *Foster care*. Boston, MA: Allyn & Bacon.

Kufeldt, K., & McKenzie, B. (2006). *Child welfare: Connecting research, policy, and practice*. Waterloo, Canada: WLU Press.

Lindsey, D. (2008). *Child welfare research: Advances for practice and policy*. New York, NY: Oxford University Press.

Mallon, G. P., & Hess, P. M. (2005). *Child welfare for the twenty-first century: A handbook of practices, policies, and programs*. New York, NY: Columbia University Press.

McClennen, J. (2011). *Social work and family violence: Theories, assessment, and intervention*. New York, NY: Springer.

Meyers, J. E. B. (2011). *The American Professional Society on the Abuse of Children handbook on child maltreatment* (3rd ed.). Thousand Oaks, CA: Sage.

Meyers, J. E. B. (2012). *Child maltreatment: A collection of readings*. Thousand Oaks, CA: Sage.

Miller-Perrin, C., & Perrin, R. (2012). *Child maltreatment: An introduction* (3rd ed.). Thousand Oaks, CA: Sage.

Popple, P., & Vecchiolla, F. (2007). *Child welfare social work: An introduction*. Boston, MA: Pearson/Allyn & Bacon.

Rubin, A. (Ed.). (2011). *Programs and interventions for maltreated children and families at risk: Clinician's guide to evidence-based practice*. Hoboken, NJ: Wiley.

Sherman, F., & Jacobs, F. (2011). *Juvenile justice: Advancing research, policy, and practice*. Hoboken, NJ: Wiley.

Springer, D. W., & Roberts, A. R. (Eds.). (2011). *Juvenile justice and delinquency*. Sudbury, MA: Jones & Bartlett Learning.

Significant Peer Reviewed Related Journals:

- *Child Abuse and Neglect: The International Journal*. Elsevier.
- *Children and Youth Services Review*. Elsevier.
- *Child Welfare*. Child Welfare League of America.

Date: 2/1/2012

To: UAA Curriculum Committees

From: Kenrick Mock, Associate Professor of Computer Science

Regarding: Justification for change in Computer Science program

Dear Curriculum Committee members:

In 2011 the Mathematical Sciences department applied to ABET, Inc. for accreditation of the BS program in Computer Science. Two items requested by ABET include the development of educational objectives (what graduates will be able to do five years after graduation) and an ethics component in our curriculum.

While the educational objectives are not required to be in the catalog we would like to add them since they are related to our student learning outcomes. We are adding the student learning outcomes to the catalog copy as requested by OAA.

The ethics component was developed in consultation with the Philosophy department. CS students will be required to complete one credit of PHIL A305, which is being proposed as a variable credit course. The one credit will include the first four units listed in the PHIL A305 CCG's topical course outline:

- 1) Normative Ethical Theory
 - a) Virtue Theory, Utilitarianism, Deontology, Feminism
- 2) Professional Ethics
 - a) The Nature and Historical Development of the Professions
 - b) Models of the Agent-Principal Relationship
 - c) Professional Ethics vs. Ordinary Morality
 - d) The Normative Foundation of Professional Ethics
 - e) The Role of Codes of Ethics in the Professions
- 3) Ethics in the Workplace
 - a) Fair Treatment of Employees
 - b) Discrimination
 - c) Workplace Hazards and Safety
 - i) Cases and Controversies
- 4) Professional Ethics and Information Technology
 - a) Intellectual Property Rights
 - b) Freedom of Expression
 - c) Computer and Internet Crime

In addition to adding PHIL A305 and the learning outcomes we are also proposing changes to the Computer Science Minor. The first change explicitly requires CS A330, Algorithms and Data Structures. The current structure of the minor implicitly requires this course as it is a

prerequisite to most other upper division CS course. The second change is to allow other CS courses in place of CS A101. This will allow more advanced students to swap CS A101 for a higher level CS course and allow more entry paths for the minor from students that initially take a programming course such as CS A111, Visual Basic .NET. The total number of credits for the minor remains unchanged at 24 credits.

Sincerely,

Kenrick Mock



1a. School or College AS CAS	1b. Division AMSC Division of Math Science	1c. Department Mathematical Sciences						
2. Complete Program Title/Prefix Minor, Computer Science								
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Minor CHOOSE ONE								
4. Type of Action: PROGRAM PREFIX ☐ Add ☐ Add ☒ Change ☐ Change ☐ Delete ☐ Inactivate								
5. Implementation Date (semester/year) From: Fall/2012 To: Fall/9999								
6a. Coordination with Affected Units Department, School, or College: Philosophy Initiator Name (typed): Kenrick Mock, 9/30/2011 Initiator Signed Initials: _____ Date: _____								
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 2/1/2012								
6c. Coordination with Library Liaison Date: 2/1/2012								
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function								
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1a. School or College AS CAS	1b. Division AMSC Division of Math Science	1c. Department Mathematical Sciences
2. Complete Program Title/Prefix BA Computer Science		
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		
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COMPUTER SCIENCE

Social Sciences Building (SSB), Room 154, (907) 786-1744/786-4824

www.math.uaa.alaska.edu

The Department of Mathematical Sciences offers courses covering the major areas of computer science. These courses constitute the basis for an undergraduate major that prepares students for a variety of professional and technical careers in business; industry; and government, or for graduate work leading to advanced degrees. In addition, the department offers courses for students from other fields that will use computer science as a tool in their own areas.

The department offers two degrees in computer science: the Bachelor of Arts in Computer Science, and the Bachelor of Science in Computer Science. The BA degree gives the student the opportunity to obtain a liberal arts background while the BS program gives the student the opportunity to pursue a sciences background. The BS degree is recommended for those seeking to pursue a graduate degree in computer science.

Both degrees prepare the student to pursue a professional career in the computing field and are based on the 2001 computing curriculum guidelines developed by the Association for Computing Machinery (ACM) and the ABET Inc.'s Computing Accreditation Commission (CAC). The core of both degrees emphasizes broad fundamental principles of computer science and teaches the student the necessary skills to develop solutions using current or future technology. The core topics include computer programming, systems organization, software engineering, databases, and theory. Upon completion of the core topics, the student may select electives that explore specific areas of computer science, such as computer graphics, architecture, or intelligent systems.

Student Learning Outcomes

Upon completion of the Bachelor of Arts or Bachelor of Science program in Computer Science, graduates will be able to:

1. Demonstrate oral communications skills consistent with a career in computer science.
2. Demonstrate written communication skills consistent with a career in computer science.
3. Demonstrate abilities in critical thinking, problem solving and analysis skills, and software design.
4. Demonstrate abilities in software development and implementation.
5. Understand and apply core concepts in computer science to the development or analysis of computer systems, including algorithms, data structures, concepts of programming languages, operating systems, and computer organization and architecture.
6. Demonstrate an understanding of theoretical foundations of computer science including discrete mathematics, algorithm analysis, and computability.

Educational Objectives

In keeping with the student learning outcomes, the Computer Science program has adopted the following educational objectives. Within five years of graduating with a Bachelor of Arts or Bachelor of Science degree in Computer Science:

1. Graduates will make contributions to the computing profession and apply computational solutions to solve real-world problems.
2. Graduates will successfully adapt to changes in the field of computer science.
3. Graduates will meet or exceed the expectations of their employers and professional mentors as computer science professionals and advance in their career.
4. Graduates who choose to pursue advanced degrees will be admitted and successfully complete their degree program.
5. Graduates will contribute to the Alaska economy through their professional accomplishments in computing.

Honors in Computer Science

Students majoring in Computer Science are eligible to graduate with departmental honors if they satisfy the following requirements:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7 of this UAA catalog.
2. Meet the requirements for a BA/BS degree in Computer Science.
3. Earn a grade point average of 3.50 or above in the major requirements.
4. Complete a minimum of 12 upper division credits required for the major in residence.

Bachelor of Arts, Computer Science

Admission Requirements

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

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

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

D. Major Requirements

1. Complete the following core courses (33 credits)

CS A201	Programming Concepts I	3
CS A202	Programming Concepts II	3
CS A221	Computer Organization and Assembly Programming	3
CS A320	Operating Systems	3
CS A330	Algorithms and Data Structures	3
CS A331	Programming Language Concepts	3
CS A342	Networks	3
CS A351	Automata, Algorithms, and Complexity	3
CS A360	Database Systems	3
CS A401	Software Engineering	3
CS A470	Applied Software Development Project (3)	3
	or	
CS A495	Internship Project (3)	
2. Complete the following required support courses (14-15 credits):

ENGL A312	Advanced Technical Writing (3)	3
	or	
ENGL A414	Research Writing (3)	
MATH A200	Calculus I (4)	3-4
	or	

MATH A272	Applied Calculus (3)	
MATH A231	Introduction to Discrete Mathematics	3
PHIL A305	Professional Ethics	1
STAT A253	Applied Statistics for the Sciences (4)	4
	or	
STAT A307	Probability and Statistics (4)	
3. Complete an additional 15 upper division credits in Computer Science, Mathematics (excluding MATH A420 and MATH A495), or Statistics. Nine of these credits must be in Computer Science. A maximum of 3 credits of CS A395 may be applied to degree requirements.
 4. A grade of C or higher must be received in all MATH, CS, and STAT courses required to satisfy the above program requirements.
 5. All Computer Science majors must take a standardized test of knowledge of computer science approved by the Computer Science faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
 6. Students are encouraged to develop their program with a Computer Science advisor.
 7. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

Bachelor of Science, Computer Science

Admission Requirements

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

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

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

D. Major Requirements

1. Complete the following core courses (37 credits):

CS A201	Programming Concepts I	3
CS A202	Programming Concepts II	3
CS A221	Computer Organization and Assembly Programming	3
CS/EE A241	Computer Hardware Concepts	4
CS A320	Operating Systems	3
CS A330	Algorithms and Data Structures	3
CS A331	Programming Language Concepts	3
CS A342	Networks	3
CS A351	Automata, Algorithms, and Complexity	3
CS A360	Database Systems	3

CS A401	Software Engineering	3
CS A470	Applied Software Development Project (3)	3
	or	
CS A495	Internship Project (3)	
- Complete the following required support courses (27 credits):

MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A231	Introduction to Discrete Mathematics	3
STAT A307	Probability and Statistics	4
PHIL A305	Professional Ethics	1
PHYS A123/L	Basic Physics I (4)	4
	or	
PHYS A211/L	General Physics I (4)	
PHYS A124/L	Basic Physics II (4)	4
	or	
PHYS A212/L	General Physics II (4)	
ENGL A312	Advanced Technical Writing (3)	3
	or	
ENGL A414	Research Writing (3)	
 - Complete an additional 12 upper division credits in Computer Science, Mathematics (excluding MATH A420 and MATH A495), or Statistics. Nine of these credits must be in Computer Science. A maximum of 3 credits of CS A395 may be applied to degree requirements.
 - A grade of C or higher must be received in all MATH, CS, and STAT courses required to satisfy the above program requirements.
 - All Computer Science majors must take a standardized test of knowledge of computer science approved by the Computer Science faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
 - Students are encouraged to develop their program with a Computer Science advisor.
 - A total of 120 credits is required for the degree, of which 42 credits must be upper division.

Minor, Computer Science

Students majoring in another subject who wish to minor in Computer Science must complete the following requirements:

- Complete the five required courses (15 credits):

CS A201	Programming Concepts I	3
CS A202	Programming Concepts II	3
CS A221	Computer Organization and Assembly Programming	3
CS A330	Algorithms and Data Structures	3
MATH A231	Introduction to Discrete Mathematics	3
- Complete 9 credits of additional Computer Science courses, 3 of which may be lower division.
- A total of 24 credits is required for the minor.

FACULTY

Dean Franklin, Adjunct, jdfranklin4@uaa.alaska.edu

Bilal Gonen, Term Assistant Professor, bgonen@uaa.alaska.edu

John Lund, Cooperating Assistant Professor, jalund@uaa.alaska.edu

Kenrick Mock, Associate Professor, kjmock@uaa.alaska.edu

Frank Moore, Associate Professor, fwmoore@uaa.alaska.edu

Kirk Scott, Associate Professor, kascott@uaa.alaska.edu

COMPUTER SCIENCE

Social Sciences Building (SSB), Room 154, (907) 786-1744/786-4824
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The department offers two degrees in computer science: the Bachelor of Arts in Computer Science, and the Bachelor of Science in Computer Science. The BA degree gives the student the opportunity to obtain a liberal arts background while the BS program gives the student the opportunity to pursue a sciences background. The BS degree is recommended for those seeking to pursue a graduate degree in computer science.

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Upon completion of the Bachelor of Arts or Bachelor of Science program in Computer Science, graduates will be able to:

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3. Demonstrate abilities in critical thinking, problem solving and analysis skills, and software design.
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5. Understand and apply core concepts in computer science to the development or analysis of computer systems, including algorithms, data structures, concepts of programming languages, operating systems, and computer organization and architecture.
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2. Graduates will successfully adapt to changes in the field of computer science.
3. Graduates will meet or exceed the expectations of their employers and professional mentors as computer science professionals and advance in their career.
4. Graduates who choose to pursue advanced degrees will be admitted and successfully complete their degree program.
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4. Complete a minimum of 12 upper division credits required for the major in residence.

Bachelor of Arts, Computer Science

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B. General Education Requirements

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C. College of Arts and Sciences Requirements

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D. Major Requirements

1. Complete the following core courses (33 credits)

CS A201	Programming Concepts I	3
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CS A221	Computer Organization and Assembly Programming	3
CS A320	Operating Systems	3
CS A330	Algorithms and Data Structures	3
CS A331	Programming Language Concepts	3
CS A342	Networks	3
CS A351	Automata, Algorithms, and Complexity	3
CS A360	Database Systems	3
CS A401	Software Engineering	3
CS A470	Applied Software Development Project (3)	3
	or	
CS A495	Internship Project (3)	
2. Complete the following required support courses (~~13-14~~14-15 credits):

ENGL A312	Advanced Technical Writing (3)	3
	or	
ENGL A414	Research Writing (3)	
MATH A200	Calculus I (4)	3-4

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	or	
MATH A272	Applied Calculus (3)	
MATH A231	Introduction to Discrete Mathematics	3
<u>PHIL A305</u>	<u>Professional Ethics</u>	<u>1</u>
STAT A253	Applied Statistics for the Sciences (4)	4
	or	
STAT A307	Probability and Statistics (4)	

3. Complete an additional 15 upper division credits in Computer Science, Mathematics (excluding MATH A420 and MATH A495), or Statistics. Nine of these credits must be in Computer Science. A maximum of 3 credits of CS A395 may be applied to degree requirements.
4. A grade of C or higher must be received in all MATH, CS, and STAT courses required to satisfy the above program requirements.
5. All Computer Science majors must take a standardized test of knowledge of computer science approved by the Computer Science faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
6. Students are encouraged to develop their program with a Computer Science advisor.
7. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

Bachelor of Science, Computer Science

Admission Requirements

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

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

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

D. Major Requirements

1. Complete the following core courses (37 credits):

CS A201	Programming Concepts I	3
CS A202	Programming Concepts II	3
CS A221	Computer Organization and Assembly Programming	3
CS/EE A241	Computer Hardware Concepts	4
CS A320	Operating Systems	3
CS A330	Algorithms and Data Structures	3
CS A331	Programming Language Concepts	3
CS A342	Networks	3
CS A351	Automata, Algorithms, and Complexity	3

CS A360	Database Systems	3
CS A401	Software Engineering	3
CS A470	Applied Software Development Project (3)	3
	or	
CS A495	Internship Project (3)	

2. Complete the following required support courses (~~26-27~~ credits):

MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A231	Introduction to Discrete Mathematics	3
STAT A307	Probability and Statistics	4
~~PHIL A305~~	~~Professional Ethics~~	~~1~~
PHYS A123/L	Basic Physics I (4)	4
	or	
PHYS A211/L	General Physics I (4)	
PHYS A124/L	Basic Physics II (4)	4
	or	
PHYS A212/L	General Physics II (4)	
ENGL A312	Advanced Technical Writing (3)	3
	or	
ENGL A414	Research Writing (3)	

3. Complete an additional 12 upper division credits in Computer Science, Mathematics (excluding MATH A420 and MATH A495), or Statistics. Nine of these credits must be in Computer Science. A maximum of 3 credits of CS A395 may be applied to degree requirements.
4. A grade of C or higher must be received in all MATH, CS, and STAT courses required to satisfy the above program requirements.
5. All Computer Science majors must take a standardized test of knowledge of computer science approved by the Computer Science faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
6. Students are encouraged to develop their program with a Computer Science advisor.
7. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

Minor, Computer Science

Students majoring in another subject who wish to minor in Computer Science must complete the following requirements:

~~1. Complete the five required courses (15 credits):~~		
~~CS A201~~	~~Programming Concepts I~~	~~3~~
~~CS A202~~	~~Programming Concepts II~~	~~3~~
~~CS A221~~	~~Computer Organization and Assembly Programming~~	~~3~~
~~CS A330~~	~~Algorithms and Data Structures~~	~~3~~
~~MATH A231~~	~~Introduction to Discrete Mathematics~~	~~3~~
~~1. Complete the five required courses:~~		
~~CS A101~~	~~Introduction to Computer Science~~	~~3~~
~~CS A201~~	~~Programming Concepts I~~	~~3~~
~~CS A202~~	~~Programming Concepts II~~	~~3~~
~~CS A221~~	~~Computer Organization and Assembly Programming~~	~~3~~

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~~MATH A221 Introduction to Discrete Mathematics~~ ~~3~~

~~2. Complete 9 credits of upper division Computer Science courses.~~ ~~2.~~ Complete 9 credits of additional Computer Science courses, 3 of which may be lower division.

3. A total of 24 credits is required for the minor.

FACULTY

~~Russell Frith~~ Dean Franklin, Adjunct, jdfranklin4@uaa.alaska.edu

Bilal Gonen, Term Assistant Professor, bgonen@uaa.alaska.edu ~~gmail.com~~

John Lund, Cooperating Assistant Professor, jalund@uaa.alaska.edu ~~AFJL1~~

Kenrick Mock, Associate Professor, ~~AFKMA~~ kimock@uaa.alaska.edu

Frank Moore, Associate Professor, ~~AFFWM~~ fmoore@uaa.alaska.edu

Kirk Scott, Associate Professor, ~~AFKAS~~ kascott@uaa.alaska.edu

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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 English	
2. Course Prefix ENGL	3. Course Number A201	4. Previous Course Prefix & Number	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Masterpieces of World Literature I Masterpieces of World Lit I Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Updating CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: 08/2012 To: 9999/9999		
			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.					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. See attached coordination table					
2.					
3.					
Initiator Name (typed): <u>Toby Widdicombe</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/24/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/24/12</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☒ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the early-modern period.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C or SAT Critical Reading Score of 620 or SAT Verbal Score with score of 620 or Enhanced ACT English with score of 30 or Original ACT English with score of 30.		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) N/A			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action To bring the prerequisite into line with the other 200-level literature and/or writing courses. To update the nomenclature. To update the CCG.					

Initiator (faculty only)		Date	☐ Approved		
<u>Toby Widdicombe</u>			☐ Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
☐ Approved			☐ Approved		
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved			☐ Approved		
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee	Date

ENGL A201 Box 13a

Impacted Program or Course		Program Impacts <i>examples:</i> requirement, selective, program credit total	Catalog Page	Type/Dat e of Notificati on	Chair/Coordinator Contacted (not listserve)
		Humanities GER	83		
		CAS requirement BA, Arts and Letters	87		
		CAS Requirement BS, Language/Humanities	87		
BA in English		Major requirement ("Core")	102		Dan Kline
Minor in English, Literature Emphasis		Program requirement	103		Dan Kline
College of Education, Liberal Studies Area	Recommended	Selective	150	email: 02/24/12	Janet Steinhauser
ENGL A305	Prerequisite		396		Dan Kline
ENGL A315	Prerequisite		397		Dan Kline
ENGL A320	Prerequisite		397		Dan Kline
ENGL A325	Prerequisite		397		Dan Kline
ENGL A330	Prerequisite		397		Dan Kline
ENGL A340	Prerequisite		397		Dan Kline
ENGL A343	Prerequisite		397		Dan Kline
ENGL A351	Prerequisite		397		Dan Kline
ENGL A361	Prerequisite		397		Dan Kline
ENGL A363	Prerequisite		397		Dan Kline
ENGL A371	Prerequisite		397		Dan Kline
ENGL A381	Prerequisite		397		Dan Kline
ENGL A424	Prerequisite		397		Dan Kline
ENGL A429	Prerequisite		397		Dan Kline
ENGL A435	Prerequisite		397		Dan Kline
ENGL A440	Prerequisite		398		Dan Kline
ENGL A476	Prerequisite		398		Dan Kline
ENGL A490	Prerequisite		398		Dan Kline

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Revision Date: February 24, 2012

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Masterpieces of World Literature I
- C. Course Subject/Number: ENGL A201
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the early-modern period.
- H. Status of course relative to degree or certificate program: Core course for the BA in English. GER (Humanities). Prerequisite for most upper-division English courses.
- I. Lab Fees: None
- J. Coordination: Yes
- K. Course Prerequisites: ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C or SAT Critical Reading Score of 620 or SAT Verbal Score with score of 620 or Enhanced ACT English with score of 30 or Original ACT English with score of 30.
- L. Registration Restrictions: None

III. Course Activities

Lecture; discussion; group work; literary analysis.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on some or all of the following: class projects, essays, research papers, exams, journals, quizzes, attendance and participation.

V. Course Level Justification

As a course satisfying a Humanities GER and as a gateway to the English major, this course is best suited to the sophomore year (that is, after a student has taken at least one course in academic writing).

VI. Outline

Note: This course proceeds historically from the earliest literary works to literature of the seventeenth century CE. It includes a selection of significant texts from the Middle East, Asia, and Europe. Instructors' specific selections vary from semester to semester. Coverage includes the following possible areas.

A. Cultural Origins

1. *The Epic of Gilgamesh*
2. The Hebrew Bible
3. Homeric Epics
4. *Classic of Poetry (The Book of Songs)*
5. *Ramayana*
6. *Bhagavad Gita*

B. Successor Cultures

1. Greek Tragedy
2. Greek philosophy
3. Chinese philosophy
4. Latin epic and lyric
5. The New Testament

C. Cultural dispersion and development

1. The Middle East
 - a. The Quran
 - b. *The Thousand Nights and the One Night*
2. Asia
 - a. T'ang Poetry
 - b. Japanese poetry and fiction
3. Europe
 - a. *Beowulf*
 - b. Dante
 - c. Montaigne
 - d. Milton
 - e. Shakespeare

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. relate texts to the historical contexts in which they developed and the human problems they address.
2. introduce terminology necessary to discuss these texts with precision.
3. relate older texts to each other thematically and formally and demonstrate their relevance to issues of the present day.

B. Defined Outcomes. Student will be able to:

1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of older texts in their cultures and periods of origin.
2. apply technical terminology appropriately to diverse texts.
3. compare texts from different cultures and "translate" concerns of older texts into contemporary equivalents.

VIII. Suggested Texts

Damrosch, David, and David L. Pike, ed. *The Longman Anthology of World Literature*. 3 vols. Second ed. New York: Longman, 2003.

Lawall, Sarah, and Maynard Mack, ed. *The Norton Anthology of World Literature*. 3 vols. Second ed. New York: Norton, 2002.

IX. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Anderson, William S. and Lorina M. Quratarone, ed. *Approaches to Teaching Virgil's Aeneid*. New York: MLA, 2002.

Armstrong, Karen. *Islam: A Short History*. New York: Modern Library, 2002.

---. *A Short History of Myth*. Edinburgh, Scot.: Canongate, 2005.

Boatwright, Mary T. et al. *The Romans: From Village to Empire*. New York: Oxford UP, 2004.

Dillon, John M. *Morality and Custom in Ancient Greece*. Bloomington: Indiana UP, 2004.

Ehrman, Bart D. *Misquoting Jesus*. San Francisco: Harper, 2005.

Henry, Patrick, ed. *Approaches to Teaching Montaigne's Essays*. New York: MLA, 1994.

Hornblower, Simon, and Antony Spaworth, ed. *The Oxford Companion to Classical Civilization*. New York: Oxford UP, 1998.

Metzger, Bruce M., and Michael D. Coogan, ed. *The Oxford Companion to the Bible*. New York: Oxford UP, 1993.

Mitchell-Boyask, Robin, ed. *Approaches to Teaching the Dramas of Euripides*. New York: MLA, 2002.

Olshen, Barry N., and Yael S. Feldman. *Approaches to Teaching the Hebrew Bible as Literature in Translation*. New York: MLA, 1989.

Pelikan, Jaroslav. *Whose Bible Is It? A History of the Scriptures through the Ages*. New York: Viking, 2005.

Pomeroy, Sarah et al. *Ancient Greece: A Political, Social, and Cultural History*. Oxford: Oxford UP, 1999.

Price, Simon, and Emily Kearns, ed. *The Oxford Dictionary of Classical Myth and Religion*. New York: Oxford UP, 2003.

Shaughnessy, Edward L., ed. *China: Empire and Civilization*. New York: Oxford UP, 2000.



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 English	
2. Course Prefix ENGL	3. Course Number A202	4. Previous Course Prefix & Number	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Masterpieces of World Literature II Masterpieces of World Lit 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 ☐ 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 Update CCG (please specify)			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: 09/2012 To: 9999/9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. See attached coordination table					
2.					
3.					
Initiator Name (typed): <u>Toby Widdicombe</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/24/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/24/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☒ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the early-modern period to the present.					
16a. Course Prerequisite(s) (list prefix and number) ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C or SAT Critical Reading Score of 620 or SAT Verbal Score with score of 620 or Enhanced ACT English with score of 30 or Original ACT English with score of 30.		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 To bring the prerequisite into line with the other 200-level literature and/or writing courses. To update the nomenclature. To update the CCG.					

Initiator (faculty only)		Date	☐ Approved		
<u>Toby Widdicombe</u>			☐ Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
☐ Approved			☐ Approved		
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved			☐ Approved		
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee	Date

ENGL A202 Box 13a

Impacted Program or Course		Program Impacts <i>examples:</i> requirement, selective, program credit total	Catalog Page	Type/Dat e of Notificati on	Chair/Coordinator Contacted (not listerve)
		Humanities GER	83		
		CAS requirement BA, Arts and Letters	87		
		CAS Requirement BS, Language/Humanities	87		
BA in English		Major requirement ("Core")	102		Dan Kline
Minor in English, Literature Emphasis		Program requirement	103		Dan Kline
College of Education, Liberal Studies Area	Recommended	Selective	150	email: 02/24/12	Janet Steinhauser
ENGL A305	Prerequisite		396		Dan Kline
ENGL A315	Prequisite		397		Dan Kline
ENGL A320	Prerequisite		397		Dan Kline
ENGL A325	Prerequisite		397		Dan Kline
ENGL A330	Prerequisite		397		Dan Kline
ENGL A340	Prerequisite		397		Dan Kline
ENGL A343	Prerequisite		397		Dan Kline
ENGL A351	Prerequisite		397		Dan Kline
ENGL A361	Prerequisite		397		Dan Kline
ENGL A363	Prerequisite		397		Dan Kline
ENGL A371	Prerequisite		397		Dan Kline
ENGL A381	Prerequisite		397		Dan Kline
ENGL A424	Prerequisite		397		Dan Kline
ENGL A429	Prerequisite		397		Dan Kline
ENGL A435	Prerequisite		397		Dan Kline
ENGL A440	Prerequisite		398		Dan Kline
ENGL A476	Prerequisite		398		Dan Kline
ENGL A490	Prerequisite		398		Dan Kline

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Revision Date: February 24, 2012

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Title:	Masterpieces of World Literature II
C.	Course Subject/Number:	ENGL A202
D.	Credit Hours:	3.0 Credits
E.	Contact Time:	3+0 Contact Time
F.	Grading Information:	A-F
G.	Course Description:	Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the early-modern period to the present.
.		
H.	Status of course relative to degree or certificate program:	Core course for the BA in English. GER (Humanities). Prerequisite for most upper-division English courses.
I.	Lab Fees:	No
J.	Coordination:	Yes
K.	Course Prerequisites:	ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C or SAT Critical Reading Score of 620 or SAT Verbal Score with score of 620 or Enhanced ACT English with score of 30 or Original ACT English with score of 30.
L.	Registration Restrictions:	None

III. Course Activities

Lecture; discussion; group work; literary analysis.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on some or all of the following: class projects, essays, research papers, exams, journals, quizzes, attendance and participation.

V. Course Level Justification

As a course satisfying a Humanities GER and as a gateway to the English major, this course is best suited to the sophomore year (that is, after a student has taken at least one course in academic writing).

VI. Outline

Note: This course proceeds historically from the literature of the early-modern period to the present. It includes a selection of significant texts from the Middle East, Asia, Europe, and the Americas. Instructors' specific selections vary from semester to semester. Coverage includes the following possible areas.

A. Vernacular Literature in China and Japan (1550-1800)

1. *Monkey*
2. "The Story of the Stone"
3. Saikaku, Basho, and Akinari

B. The Enlightenment in Europe

1. Moliere, Racine, and Voltaire
- 2., Swift and Pope

C. Revolution and Romanticism in Europe and America

1. Rousseau, Lamartine, and Hugo
2. Blake, Wordsworth, Coleridge, Shelley, and Keats
3. Goethe, Holderlin, and Heine
4. Pushkin
5. Douglass, Whitman, Melville, and Dickinson

D. Realism, Naturalism, and Symbolism in Europe

1. Flaubert, *Madame Bovary*
2. Dostoevsky, *Notes from Underground*
3. Tolstoy, "The Death of Ivan Ilyich"
4. Ibsen, *Hedda Gabler*
5. Chekhov, "The Lady with the Lap Dog"

E. The Twentieth Century to the Present

1. The Americas: The Navaho Night Chant; Stevens, Zuni Ritual Poetry, Inuit Songs, Eliot, Faulkner, Neruda, Borges, Wright, Marquez, Silko
2. Europe: Freud, Yeats, Pirandello, Proust, Mann Rilke, Joyce, Woolf, Kafka, Akmatova, Brecht, Lorca, Beckett, Camus, Solzhenitsyn, Lessing, Rushdie
3. Near East and Asia: Tagore, Higuchi Ichiyo, Premchand, Lu Xun, Tanizaki Jun'ichiro, Tawfiq Al-Hakim, Kawabata, Kojima Nobuo, Yehuda Amichai, Mawasweta Deva, A.B. Yehoshua, Anita Desai

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The Instructor will:

1. relate texts to the historical contexts in which they developed and the human problems they address.
2. introduce terminology necessary to discuss these texts with precision.
3. relate older texts to each other thematically and formally and demonstrate their relevance to issues of the present day.

B. Defined Outcomes. Student will be able to:

1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of earlier texts in their cultures and periods of origin.

2. apply technical terminology appropriately to diverse texts.
3. compare texts from different cultures and “translate” concerns of older texts into contemporary equivalents.

VIII. Suggested Texts

Damrosch, David, and David L. Pike, ed. *The Longman Anthology of World Literature*. 3 vols. Second ed. New York: Longman, 2003.

Lawall, Sarah, and Maynard Mack. *The Norton Anthology of World Literature*. 3 vols. Second ed. New York: Norton, 2002.

IX. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Briggs, Julia. *Virginia Woolf: An Inner Life*. Orlando, FL: Harcourt, 2005.

Burt, E.S. *Poetry's Appeal: Nineteenth-Century French Lyric and the Political Space*. Stanford: Stanford UP, 1999.

Evdokimova, Svetlana. *Alexander Pushkin's Little Tragedies: The Poetics of Brevity*. Madison: U of Wisconsin P, 2003.

Fabricant, Carole. *Swift's Landscape*. Baltimore: Johns Hopkins UP, 1982.

Faris, James C. *A History and a History of Documentation of a Navajo Ceremonial*. Albuquerque: U of New Mexico P, 1990.

Frank, Joseph. *Feodor Dostoevsky*. 5 vols. Princeton: Princeton UP, 1976-2002.

Goethe, Johan Wolfgang. *Faust: A Tragedy*. Ed. C. Hamlin. New York: Norton, 2000.

Hayes, Julie Chandler. *Reading the French Enlightenment: System and Subversion*. Cambridge: Cambridge UP, 2006.

Hayman, David. *Re-forming the Narrative: Toward a Mechanics of Modernist Fiction*. Ithaca: Cornell UP, 1987.

Innes, Catherine Lynette. *Chinua Achebe*. Cambridge: Cambridge UP, 1990.

Liu, Yu. *Poetics and Politics: The Revolutions of Wordsworth*. New York: Peter Lang, 1999.

Merrim, Stephanie. *Early Modern Women's Writing and Sor Juana Ines de la Cruz*. Nashville: Vanderbilt UP, 1999.

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1a. School or College AS CAS	1b. Division AHUM Division of Humanities	1c. Department English
2. Complete Program Title/Prefix Bachelor of Arts in English		
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: 9999/9999		
6a. Coordination with Affected Units Department, School, or College: Initiator Name (typed): Toby Widdicombe Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 1/9/2012		
6c. Coordination with Library Liaison Date: 1/13/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action To have the BA in English Core better reflect the needs of students, the changing nature of the job market, and the current roster of faculty. To bring catalog copy up to date with new curricular requirements.		
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ Toby Widdicombe Initiator (TYPE NAME) Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____		

ENGLISH

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<http://english.uaa.alaska.edu/>

Description

The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics, and critical-thinking strategies. The Department also supervises the First-Year Composition Program, which fulfills the university's General Education Requirement in written communication.

The English Department's mission is to prepare students to succeed in an increasingly diverse world. The Department is devoted to an innovative curriculum that encourages lifelong learning, critical thinking, and effective writing. We teach students to see textual work as an engagement with history, convention, culture, and place so that they can participate responsibly in a changing regional and challenging global environment. In particular, the Department is concerned with Alaskan cultures, the North Pacific Rim environment, and the intersection of networked technologies and forms of textuality. At the undergraduate and graduate levels, the English Department also strives to familiarize students with a full range of literacies – written, digital, and visual – so that they may become active and well-equipped citizens.

To address this mission, the Department offers three emphases in the undergraduate major: literature, rhetoric and language, and secondary education.

- The Literature option focuses on significant examples of literature from different places, periods, and genres as well as the social and geo-cultural forces that shape them.
- The Rhetoric and Language option focuses on rhetorical strategies and techniques of composition, emphasizing historical, theoretical, and linguistic perspectives.
- The Education option prepares students for teaching literature and writing at the middle and high school levels as well as for admission to UAA's Master of Arts in Teaching program.

The Department also provides a variety of minors (Literature, Linguistics, Professional Writing, and Creative Writing and Literary Arts). The Literature minor enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works as well as by developing skills in writing and critical analysis. The Professional Writing minor prepares students to interpret and present complex information in a readable form to various audiences using a variety of media. The Linguistics minor is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The Creative Writing and Literary Arts minor allows students to explore the crafts of fiction, literary nonfiction, poetry and dramatic writing in an intensive series of workshops taught by active writers in the genres.

Outcomes

All options prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, each option offers the opportunity to earn honors in English. The specific educational outcomes that support the undergraduate program objectives are to produce graduates who are able to:

- Read closely,
- Interpret texts analytically,
- Conduct research effectively,
- Weigh evidence critically, and to
- Write coherently.

For information on English placement tests, transfer credits, petition procedures, or special registration, contact the English Department.

Bachelor of Arts, English

Admission Requirements

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of Chapter 7, Academic Standards and Regulations.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences requirements listed at the beginning of the CAS section.

D. Major Requirements

Students working toward a degree in English may choose from three options: literature, rhetoric and language, or education.

1. Complete the following core courses (18 credits):

ENGL A201	Masterpieces of World Literature I	3
ENGL A202	Masterpieces of World Literature II	3
ENGL A351	Poetry	3
ENGL A433	Literacy, Rhetoric, and Social Practice	3
ENGL A435	History of Criticism	3
ENGL A476	History of English Language	3

2. Complete one of the following options:

Literature Option (24 credits)

Complete 3 credits from national literature: 3

ENGL A301	Literature of Britain I (3)
ENGL A302	Literature of Britain II (3)
ENGL A305	National Literatures in English (3)
ENGL A306	Literature of the United States I (3)
ENGL A307	Literature of the United States II (3)

*Complete 3 credits from one period and 6 from the other period:*9

Earlier

ENGL A310	Ancient Literature (3)
ENGL A315	Survey of Medieval Literature (3)
ENGL A320	Renaissance Literature (3)
ENGL A325	Neoclassical Literature (3)

)

Later

ENGL A330	Literature of Romanticism (3)
ENGL A340	The Victorian Period (3)
ENGL A343	Modern and Contemporary Literature (3)
ENGL A440	Topics in Comparative Literature (3)

<i>Complete 3 credits from genre:</i>	3
ENGL A361 The Novel (3)	
ENGL A363 Short Story (3)	
ENGL A371 Narrative Nonfiction (3)	
ENGL A381 Drama (3)	
ENGL A383 Film Interpretation (3)	
ENGL A391 Genres of Subject and Theme (3)	

<i>Complete 6 credits from specialized studies:</i>	6
ENGL A424 Shakespeare (3)	
<i>and one of the following:</i>	
ENGL A409 Texts of Subcultures and Regions (3)	
ENGL A429 Major Authors (3)	
ENGL A444 Topics in Native Literatures (3)	
ENGL A445 Alaska Native Literatures (3)	

<i>Complete 3 credits upper division English or Creative Writing and Literary Arts elective:</i>	3

Rhetoric and Language Option (24 credits)

<i>Complete 6 credits from nature of language:</i>	
LING A101 The Nature of Language	3
LING A201 Intermediate Grammar	3

<i>Complete 6 credits from advanced composition:</i>	6
ENGL A311 Advanced Composition (3)	
ENGL A312 Advanced Technical Writing (3)	
ENGL A313 Professional Writing (3)	
ENGL A414 Research Writing (3)	

<i>Complete 3 credits from applied linguistics:</i>	3
ENGL A450 Linguistics and English Language Teaching (3)	
ENGL A487 Standard Written English (3)	
ENGL A495 Internship in Professional Writing (1-6)	

<i>Complete 3 credits from rhetoric and language theory:</i>	3
ENGL A475 Modern Grammar (3)	
ENGL A478 Public Science Writing (3)	
ENGL A491 Topics in Composition and Rhetoric (3)	

<i>Complete 6 credits upper division elective:</i>	6
One upper division Rhetoric course (3)	
One upper division English or Creative Writing and Literary Arts elective (3)	

Education Option (24 credits)

<i>Complete 12 credits from reading & literature:</i>	12
ENGL A424 Shakespeare (3)	
<i>and one of the following:</i>	3
ENGL A361 The Novel (3)	
ENGL A363 Short Story (3)	
ENGL A371 Narrative Nonfiction (3)	

ENGL A381	Drama (3)	
ENGL A383	Film Interpretation(3)	
ENGL A391	Genres of Subject and Theme (3)	
<i>and one of the following:</i>		3
ENGL A306	Literature of the United States I (3)	
ENGL A307	Literature of the United States II (3)	
<i>and one of the following:</i>		3
ENGL A305	National Literatures in English (3)	
ENGL A343	Modern and Contemporary Literature (3)	
ENGL A440	Topics in Comparative Literature (3)	
ENGL A444	Topics in Native Literatures (3)	
ENGL A445	Alaska Native Literatures (3)	
<i>Complete 3 credits from language & composition:</i>		3
ENGL A311	Advanced Composition (3)	
ENGL A312	Advanced Technical Writing (3)	
ENGL A313	Professional Writing (3)	
ENGL A414	Research Writing (3)	
ENGL A491	Topics in Composition and Rhetoric (3)	
<i>Complete 9 credits from language development & analysis:</i>		9
LING A101	The Nature of Language (3)	
LING A201	Intermediate Grammar (3)	
ENGL A450	Linguistics and English Language Teaching (3)	

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

Honors in English

The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education option), and, in addition, fulfill the following:

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Maintain a GPA of 3.50 in all courses in the English major.
3. Complete 6 credits of the following 400-level topics courses with a grade of A:

ENGL A429	Major Authors (3)
ENGL A440	Topics in Comparative Literature (3)
ENGL A444	Topics in Native Literatures (3)
ENGL A490	Topics in Language and Literature (1-3)
ENGL A491	Topics in Composition and Rhetoric (3)

4. Complete successfully ENGL A499 (with success defined as an A for the honors thesis).

The honors thesis itself is shaped by these guidelines:

1. A student wishing to undertake an English Honors Thesis should coordinate the process from the beginning with two faculty members (one considered primary, one secondary), one of whom must be a full-time tenure track member of the English department.
2. The secondary faculty member may be from another department with the approval of the primary faculty member. Both faculty members should be involved in the project from early on in the process.
3. The student is responsible for locating the two faculty members and securing their agreement to become involved in the project.

4. The student should meet regularly (about every couple of weeks) with the primary faculty member guiding the thesis to ensure that the project remains on track.
5. The student may well benefit from concurrent enrollment in ENGL A414: Research Writing.
6. The process should begin with a proposal of no more than 1000 words (statement of purpose, preliminary controlling generalization, and outline) along with an annotated bibliography of about ten items. This proposal needs to be approved by both faculty members before the student may go on to write the honors thesis itself.
7. The anticipated length of the project is 7500-10,000 words (exclusive of reference page[s]).
8. The final paper needs to be submitted to the two faculty members by the end of the last week of instruction of the semester during which the student is enrolled in ENGL A499.
9. The project should be undertaken in a student's senior year.
10. Successful completion of ENGL A499 (with success defined as an A for the honors thesis) may be used to count for three (3) credits towards the seven (7) credit requirement of the University Honors Project.

Minor, English

The Department of English offers a minor in English with an emphasis in literature, linguistics, or professional writing. A total of 18 credits is required for the minor.

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

Linguistics Emphasis

1. Complete these required courses (6 credits): 6
 - LING A101 The Nature of Language (3)
 - LING A201 Intermediate Grammar (3)
2. Complete 12 credits from the following: 12
 - ANTH A210 Introduction to Linguistic Anthropology (3)
 - ANTH A361 Language and Culture (3)
 - ENGL A450 Linguistics and English Language Teaching (3)
 - ENGL A475 Modern Grammar (3)
 - ENGL A476 History of English Language (3)
 - ENGL A487 Standard Written English (3)
 - ENGL A490 Topics in Language and Literature (1-3)*

**Counts for Linguistics Minor only when focus is on language.*

Literature Emphasis

- ENGL A201 Masterpieces of World Literature I 3
- ENGL A202 Masterpieces of World Literature II 3
- ENGL A351 Poetry 3
- ENGL A424 Shakespeare 3
- ENGL A435 History of Criticism 3
- Upper division English elective 3

Professional Writing Emphasis

- One of the following: 3
 - ENGL A212 Technical Writing (3)
 - ENGL A213 Writing in the Social and Natural Sciences (3)
 - ENGL A214 Persuasive Writing (3)
- Two of the following: 6

ENGL A311	Advanced Composition (3)	
ENGL A312	Advanced Technical Writing (3)	
ENGL A313	Professional Writing (3)	
<i>One of the following:</i>		3
ENGL A414	Research Writing (3)	
ENGL A495	Internship in Professional Writing (1-6)	
<i>And both of the following:</i>		
ENGL 433	Literacy, Rhetoric, and Social Practice	3
Upper division elective approved by the		
English Department		3

Minor, Creative Writing and Literary Arts

Students who wish to minor in Creative Writing and Literary Arts must complete the following requirements:

1. CWLA A260 Introduction to Creative Writing 3
2. One the following: 3
 - CWLA A352 Writers' Workshop: Poetry (3)
 - CWLA A362 Writers' Workshop: Fiction (3)
 - CWLA A372 Writers' Workshop: Nonfiction (3)
 - CWLA A382 Writers' Workshop: Drama and Screenwriting (3)
3. One of the following: 3
 - ENGL A351 Poetry (3)
 - ENGL A361 The Novel (3)
 - ENGL A363 Short Story (3)
 - ENGL A371 Narrative Nonfiction (3)
 - ENGL A381 Drama (3)
 - ENGL A383 Film Interpretation (3)
4. One 300- or 400-level literature course. 3
5. One of the following: 3
 - CWLA A452 Advanced Writers' Workshop: Poetry (3)
 - CWLA A462 Advanced Writers' Workshop: Fiction (3)
 - CWLA A472 Advanced Writers' Workshop: Nonfiction (3)
 - CWLA A482 Advanced Writers' Workshop: Drama and Screenwriting (3)
6. One 300- or 400-level workshop (in a different genre) or one of the following: 3
 - CWLA A259 Short Format Introduction to Creative Writing (repeatable twice with a change in subtitle) (1-3)
 - CWLA A260 Introduction to Creative Writing (repeatable once) (3)
 - ENGL A495 Internship in Professional Writing (1-6)
7. A total of 18 credits is required for the minor.

FACULTY

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ENGLISH

Administration/Humanities Building (ADM), Room 101, (907) 786-4355
<http://english.uaa.alaska.edu/>

Description

The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics, and critical-thinking strategies. The Department also supervises the First-Year Composition Program, which fulfills the university's General Education Requirement in written communication.

The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics, and thinking strategies. The composition program provides courses that fulfill the university's General Education Requirement in written communication. More advanced writing courses offer opportunities for students to develop skills in electronic communication, disciplinary writing, professional writing, and research.

Students who major in English choose one of three options: literature, rhetoric and language, or education. The literature option focuses on significant examples of literature from different periods and genres, as well as the social and cultural forces that shape them. The rhetoric and language option focuses on rhetorical strategies and techniques of composition, emphasizing historical and theoretical perspectives in contemporary settings. The education option prepares students for teaching literature and writing at the middle school and secondary levels as well as for admission to UAA's Master of Arts in Teaching program.

The English Department's mission is to prepare students to succeed in an increasingly diverse world. The Department is devoted to an innovative curriculum that encourages lifelong learning, critical thinking, and effective writing. We teach students to see textual work as an engagement with history, convention, culture, and place so that they can participate responsibly in a changing regional and challenging global environment. In particular, the Department is concerned with Alaskan cultures, the North Pacific Rim environment, and the intersection of networked technologies and forms of textuality. At the undergraduate and graduate levels, the English Department also strives to familiarize students with a full range of literacies – written, digital, and visual – so that they may become active and well-equipped citizens.

To address this mission, the Department offers three emphases in the undergraduate major: literature, rhetoric and language, and secondary education.

- The Literature option focuses on significant examples of literature from different places, periods, and genres as well as the social and geo-cultural forces that shape them.
- The Rhetoric and Language option focuses on rhetorical strategies and techniques of composition, emphasizing historical, theoretical, and linguistic perspectives.
- The Education option prepares students for teaching literature and writing at the middle and high school levels as well as for admission to UAA's Master of Arts in Teaching program.

The Department also provides a variety of minors (Literature, Linguistics, Professional Writing, and Creative Writing and Literary Arts). The Literature minor enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works as well as by developing skills in writing and critical analysis. The Professional Writing minor prepares students to interpret and present complex information in a readable form to various audiences using a variety of media. The Linguistics minor is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The Creative Writing and Literary Arts minor allows students to explore the crafts of fiction, literary nonfiction, poetry and dramatic writing in an intensive series of workshops taught by active writers in the genres.

All three options prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, all three options offer the opportunity to earn honors in English.

The Literature minor enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works, as well as by developing skills in writing and critical analysis.

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The Professional Writing minor prepares students to interpret and present complex information in a readable form to various audiences using a variety of media, including written words, illustrations, digital multimedia, online help systems, websites, and videos. The minor develops strong language, visual, and analytical skills, as well as aptitude for technical information, particularly in the industry in which students plan to work: computer science, engineering, medicine, aerospace, or business.

The Linguistics minor is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The minor includes two introductory courses and four elective courses which are offered through the Anthropology and English departments. Most courses emphasize the structure of the English language.

Outcomes

All options prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, each option offers the opportunity to earn honors in English. The specific educational outcomes that support the undergraduate program objectives are to produce graduates who are able to:

- Read closely,
- Interpret texts analytically,
- Conduct research effectively,
- Weigh evidence critically, and to
- Write coherently

For information on English placement tests, transfer credits, petition procedures, or special registration, contact the English Department.

Honors in English

The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. Honors in English may be coordinated with the UAA Honors Program. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education option):

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Maintain a GPA of 3.50 in all courses in the English major.
3. Complete 6 credits of the following 400-level topics courses with a grade of A:
 - ENGL A403 Topics in Autobiography (3)
 - ENGL A404 Topics in Women's Literature (3)
 - ENGL A429 Major Authors (3)
 - ENGL A440 Topics in Comparative Literature (3)
 - ENGL A444 Topics in Native Literatures (3)
 - ENGL A490 Topics in Language and Literature (1-3)
 - ENGL A491 Topics in Composition and Rhetoric (3)
4. Complete ENGL A499 English Honors Thesis, with a grade of A in the judgment of two faculty readers. The thesis must be completed under the guidance of a member of the English faculty and should be 30-40 pages in length. Students are encouraged to enroll concurrently in ENGL A414 Research Writing.

Bachelor of Arts, English

Admission Requirements

Complete the Baccalaureate Degree Programs Admission Requirements at the beginning of Chapter 7, Academic Standards and Regulations.

Graduation Requirements

Students must complete the following graduation requirements:

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A. General University Requirements

Complete the General University Requirements for Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences requirements listed at the beginning of the CAS section.

D. Major Requirements

Students working toward a degree in English may choose from three options: literature, rhetoric and language, or education.

1. Complete the following core courses (~~15~~8 credits):

ENGL A201	Masterpieces of World Literature I	3
ENGL A202	Masterpieces of World Literature II	3
ENGL A351	Poetry	3
~~ENGL A433~~	~~Literacy, Rhetoric, and Social Practice~~	~~3~~
~~ENGL A434~~	~~History of Rhetoric~~	~~3~~
ENGL A435	History of Criticism	3
~~ENGL A476~~	~~History of English Language~~	~~3~~

2. Complete one of the following options:

Literature Option (24 credits)

Complete 3 credits from national literature: 3

ENGL A301	Literature of Britain I (3)
ENGL A302	Literature of Britain II (3)
ENGL A305	National Literatures in English (3)
ENGL A306	Literature of the United States I (3)
ENGL A307	Literature of the United States II (3)

Complete 3 credits from ~~one period and 6 from the other~~ ~~each~~ period: 9

~~Early~~ ~~Earlier~~

ENGL A310	Ancient Literature (3)
ENGL A315	Survey of Medieval Literature (3)
ENGL A320	Renaissance Literature (3)
~~ENGL A325~~	~~Neoclassical Literature (3)~~

~~Middle~~

~~ENGL A325~~	~~Neoclassical Literature (3)~~
~~ENGL A330~~	~~Literature of Romanticism (3)~~
~~ENGL A340~~	~~The Victorian Period (3)~~

~~Late~~ ~~Later~~

~~ENGL A330~~	~~Literature of Romanticism (3)~~
~~ENGL A340~~	~~The Victorian Period (3)~~

ENGL A343	Modern and Contemporary Literature (3)
ENGL A440	Topics in Comparative Literature (3)

Complete 3 credits from genre: 3

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ENGL A361 The Novel (3)
 ENGL A363 Short Story (3)
 ENGL A371 Narrative Nonfiction (3)
 ENGL A381 Drama (3)
 ENGL A383 Film Interpretation (3)
 ENGL A391 Genres of Subject and Theme (3)

Complete 6 credits from specialized studies: 6

ENGL A424 Shakespeare (3)

and one of the following:

~~ENGL A403 Topics in Autobiography (3)~~

~~ENGL A404 Topics in Women's Literatures (3)~~

ENGL A409 Texts of Subcultures and Regions (3)

ENGL A429 Major Authors (3)

ENGL A444 Topics in Native Literatures (3)

ENGL A445 Alaska Native Literatures (3)

Complete 3 credits upper division English or Creative

Writing and Literary Arts elective: 3

Rhetoric and Language Option (24 credits)

Complete 6 credits from nature of language:

LING A101 The Nature of Language 3

LING A201 Intermediate Grammar 3

Complete 6 credits from advanced composition: 6

ENGL A311 Advanced Composition (3)

ENGL A312 Advanced Technical Writing (3)

ENGL A313 Professional Writing (3)

ENGL A414 Research Writing (3)

Complete 3 credits from applied linguistics: 3

ENGL A450 Linguistics and English

Language Teaching (3)

ENGL A487 Standard Written English (3)

ENGL A495 Internship in Professional

Writing (1-6)

Complete 3 credits from rhetoric and language theory: 3

ENGL A475 Modern Grammar (3)

~~ENGL A476 History of English Language (3)~~

ENGL A478 Public Science Writing (3)

ENGL A491 Topics in Composition and

Rhetoric (3)

Complete 6 credits upper division elective: 6

One upper division Rhetoric course (3) 3

One upper division English or Creative

Writing and Literary Arts elective (3) 3

Education Option (24 credits)

Complete 12 credits from reading & literature: 12

ENGL A424 Shakespeare (3)*

and one of the following: 3

ENGL A361 The Novel (3)

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ENGL A363 Short Story (3)
 ENGL A371 Narrative Nonfiction (3)
 ENGL A381 Drama* (3)
 ENGL A383 Film Interpretation*-(3)
 ENGL A391 Genres of Subject and Theme (3)

and one of the following: _____ 3

ENGL A306 Literature of the United States I (3)
 ENGL A307 Literature of the United States II (3)

and one of the following: _____ 3

ENGL A305 National Literatures in English (3)
 ENGL A343 Modern and Contemporary
 Literature (3)

ENGL A440 Topics in Comparative Literature (3)
 ENGL A444 Topics in Native Literatures (3)
 ENGL A445 Alaska Native Literatures (3)

Complete 3 credits from language & composition: 3

ENGL A311 Advanced Composition (3)
 ENGL A312 Advanced Technical Writing (3)
 ENGL A313 Professional Writing (3)
 ENGL A414 Research Writing (3)
 ENGL A491 Topics in Composition and
 Rhetoric (3)

Complete 9 credits from language development & analysis: 9

LING A101 The Nature of Language (3)

LING A201 Intermediate Grammar (3)

ENGL A450 Linguistics and English
 Language Teaching (3)

and one of the following: _____ 3

ENGL A475 Modern Grammar (3)

ENGL A476 History of English Language (3)

ENGL A487 Standard Written English (3)

*Recommended course

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

Honors in English

The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. Honors in English may be coordinated with the UAA Honors Program. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education option):

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations;

2. Maintain a GPA of 3.50 in all courses in the English major;

3. Complete 6 credits of the following 400-level topics courses with a grade of A:

ENGL A403 Topics in Autobiography (3) (3)

ENGL A404 Topics in Women's Literature (3)

ENGL A429 Major Authors (3)

ENGL A440 Topics in Comparative Literature (3)

ENGL A444 Topics in Native Literatures (3)

ENGL A490 Topics in Language and Literature (1-3)

ENGL A491 Topics in Composition and Rhetoric (3)

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~~4. Complete ENGL A499 English Honors Thesis, with a grade of A in the judgment of two faculty readers. The thesis must be completed under the guidance of a member of the English faculty and should be 30-40 pages in length. Students are encouraged to enroll concurrently in ENGL A414 Research Writing.~~

Honors in English

~~The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA degree in English (literature, rhetoric, or education option), and, in addition, fulfill the following:~~

- ~~1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.~~
- ~~2. Maintain a GPA of 3.50 in all courses in the English major.~~
- ~~3. Complete 6 credits of the following 400-level topics courses with a grade of A:~~

~~ENGL A429 Major Authors (3)~~

~~ENGL A440 Topics in Comparative Literature (3)~~

~~ENGL A444 Topics in Native Literatures (3)~~

~~ENGL A490 Topics in Language and Literature (1-3)~~

~~ENGL A491 Topics in Composition and Rhetoric (3)~~

- ~~4. Complete successfully ENGL A499 (with success defined as an A for the honors thesis).~~

~~The honors thesis itself is shaped by these guidelines:~~

- ~~1. A student wishing to undertake an English Honors Thesis should coordinate the process from the beginning with two faculty members (one considered primary, one secondary), one of whom must be a full-time tenure track member of the English department.~~
- ~~2. The secondary faculty member may be from another department with the approval of the primary faculty member. Both faculty members should be involved in the project from early on in the process.~~
- ~~3. The student is responsible for locating the two faculty members and securing their agreement to become involved in the project.~~
- ~~4. The student should meet regularly (about every couple of weeks) with the primary faculty member guiding the thesis to ensure that the project remains on track.~~
- ~~5. The student may well benefit from concurrent enrollment in ENGL A414: Research Writing.~~
- ~~6. The process should begin with a proposal of no more than 1000 words (statement of purpose, preliminary controlling generalization, and outline) along with an annotated bibliography of about ten items. This proposal needs to be approved by both faculty members before the student may go on to write the honors thesis itself.~~
- ~~7. The anticipated length of the project is 7500-10,000 words (exclusive of reference page[s]).~~
- ~~8. The final paper needs to be submitted to the two faculty members by the end of the last week of instruction of the semester during which the student is enrolled in ENGL A499.~~
- ~~9. The project should be undertaken in a student's senior year.~~
- ~~10. Successful completion of ENGL A499 (with success defined as an A for the honors thesis) may be used to count for three (3) credits towards the seven (7) credit requirement of the University Honors Project.~~

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Minor, English

The Department of English offers a minor in English with an emphasis in literature, linguistics, or professional writing. A total of 18 credits is required for the minor.

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

Linguistics Emphasis

- Complete these required courses (6 credits):

6

LING A101 The Nature of Language (3)

LING A201 Intermediate Grammar (3)

2. Complete 12 credits from the following: 12
 - ANTH A210 Introduction to Linguistic Anthropology (3)
 - ANTH A361 Language and Culture (3)
 - ENGL A450 Linguistics and English Language Teaching (3)
 - ENGL A475 Modern Grammar (3)
 - ENGL A476 History of English Language (3)
 - ENGL A487 Standard Written English (3)
 - ENGL A490 Topics in Language and Literature (1-3)*

**Counts for Linguistics Minor only when focus is on language.*

Literature Emphasis

ENGL A201	Masterpieces of World Literature I	3
ENGL A202	Masterpieces of World Literature II	3
ENGL A351	Poetry	3
ENGL A424	Shakespeare	3
ENGL A435	History of Criticism	3
Upper division English elective		3

Professional Writing Emphasis

<i>One of the following:</i>		3
ENGL A212	Technical Writing (3)	
ENGL A213	Writing in the Social and Natural Sciences (3)	
ENGL A214	Persuasive Writing (3)	
<i>Two of the following:</i>		6
ENGL A311	Advanced Composition (3)	
ENGL A312	Advanced Technical Writing (3)	
ENGL A313	Professional Writing (3)	
<i>One of the following:</i>		3
ENGL A414	Research Writing (3)	
ENGL A495	Internship in Professional Writing (1-6)	
<i>And both of the following:</i>		
ENGL A434	History of Rhetoric	3
Upper division elective approved by the English Department		3

Minor, Creative Writing and Literary Arts

Students who wish to minor in Creative Writing and Literary Arts must complete the following requirements:

1. CWLA A260 Introduction to Creative Writing 3
2. One the following: 3
 - CWLA A352 Writers' Workshop: Poetry (3)
 - CWLA A362 Writers' Workshop: Fiction (3)
 - CWLA A372 Writers' Workshop: Nonfiction (3)
 - CWLA A382 Writers' Workshop: Drama and Screenwriting (3)
3. One of the following: 3

- ENGL A351 Poetry (3)
 ENGL A361 The Novel (3)
 ENGL A363 Short Story (3)
 ENGL A371 Narrative Nonfiction (3)
 ENGL A381 Drama (3)
 ENGL A383 Film Interpretation (3)
4. One 300- or 400-level literature course. 3
5. One of the following: 3
- CWLA A452 Advanced Writers' Workshop: Poetry (3)
 CWLA A462 Advanced Writers' Workshop: Fiction (3)
 CWLA A472 Advanced Writers' Workshop: Nonfiction (3)
 CWLA A482 Advanced Writers' Workshop: Drama and Screenwriting (3)
6. One 300- or 400-level workshop (in a different genre) or one of the following: 3
- CWLA A259 Short Format Introduction to Creative Writing (repeatable twice with a change in subtitle) (1-3)
 CWLA A260 Introduction to Creative Writing (repeatable once) (3)
 ENGL A495 Internship in Professional Writing (1-6)
7. A total of 18 credits is required for the minor.

FACULTY

~~Angela Andersen, Term Instructor, AFASA1@uaa.alaska.edu~~
 Aisha Barnes, Term Instructor, ~~aabarnes~~AFAB2@uaa.alaska.edu
 David Bowie, Assistant Professor, ~~dbowie~~AFDB2@uaa.alaska.edu
 Jeane Breinig, Associate Professor, ~~jmbreinig~~AFJMB1@uaa.alaska.edu
 Jacqueline Cason, Assistant Professor, ~~jecason~~AFJEC1@uaa.alaska.edu
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 Patricia Jenkins, Associate Professor, ~~pmjenkins~~AFJM@uaa.alaska.edu
 Daniel Kline, Professor, ~~dkline~~AFDTK@uaa.alaska.edu
 Patricia Linton, Professor, ~~pwlinton~~AFPL@uaa.alaska.edu
 Judith Moore, Professor, ~~jkmooore~~AFJKM1@uaa.alaska.edu
~~Kerri Morris, Associate Professor, AFKKM@uaa.alaska.edu~~
 Jessie Nixon, Term Instructor, ~~jmnixon~~AFJMN@uaa.alaska.edu
 Clay Nummally, Professor, ~~jcnumnally~~AFJCN@uaa.alaska.edu
~~Gabrielle Raffuse, Assistant of English, gsraffuse@uaa.alaska.edu~~
 Jennifer Stone, Associate Professor, ~~jstone32~~AFJCS2@uaa.alaska.edu
 Claudia Wallingford, Term Instructor, ~~csuwallingford~~AFCSW1@uaa.alaska.edu
 Toby Widdicombe, Professor, ~~rtwiddicombe~~AFRTW@uaa.alaska.edu



1a. School or College AS CAS	1b. Division ASSC Division of Social Science	1c. Department Women's Studies
2. Complete Program Title/Prefix Women's Studies/WS		
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Minor Minor CHOOSE ONE		
4. Type of Action: PROGRAM PREFIX ☐ Add ☒ Change ☐ Delete ☐ Add ☐ Change ☐ Inactivate		
5. Implementation Date (semester/year) From: 02/2012 To: 12/9999		
6a. Coordination with Affected Units Department, School, or College: Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 2/28/2012		
6c. Coordination with Library Liaison Date: 2/28/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☐ Catalog Copy in Word using the track changes function		
8. Justification for Action Addition of Women's Studies program student learning outcomes to catalog.		
Initiator (faculty only) Date Kimberly J. Pace Initiator (TYPE NAME) ☐ Approved _____ ☐ Disapproved Dean/Director of School/College Date ☐ Approved _____ ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date ☐ Approved _____ ☐ Disapproved Curriculum Committee Chairperson Date ☐ Approved _____ ☐ Disapproved Provost or Designee Date		

February 29, 2012

RE: WS Program Student Learning Outcomes

To Whom It May Concern:

Women's Studies, in conformity with the Faculty Senate decision to publish Program Student Learning Outcomes listed below in the UAA catalogue, is submitting the necessary PAR and cover memo.

Women Studies Student Learning Outcomes

1. Demonstrate knowledge of the basic history of issues critical to the study of Women's issues both nationally and internationally.
2. Demonstrate effective communication skills in both written and oral formats.
3. Demonstrate critical thinking about the field of Women's Studies, cross-disciplinary boundaries, to solve problems and produce original work.
4. Demonstrate knowledge of the various theoretical frameworks within the field of Women's Studies.

Please address any questions or concerns to Women's Studies Director, Kimberly J. Pace.

Sincerely,

Kimberly J. Pace
Director of Women's Studies
kipace@uaa.alaska.edu
786-4837



1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department PHIL																	
2. Course Prefix PHIL	3. Course Number A305	4. Previous Course Prefix & Number PHIL A405	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)																	
6. Complete Course Title Professional Ethics 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☒ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☒ Course Number ☒ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: 8/2012 To: 9999/9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. School of Engineering</td> <td></td> <td>Aug 2011-Jan 2012</td> <td>Jeffrey Miller, Sun-il Kim</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. School of Engineering		Aug 2011-Jan 2012	Jeffrey Miller, Sun-il Kim	2.				3.			
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2.																					
3.																					
Initiator Name (typed): <u>John Mouracade</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/1/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/17/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☒ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) This course will focus on the duties that professionals have towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. We will use case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions. Special Note: Students registering for 1 credit must attend the first third of the semester. Students registering for 2 credits must attend the first two thirds of the course.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) ENGL A111 with a minimum grade of C.		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Brings course level in line with other course content and other courses in ethics. Provides course content and delivery suitable for engineering students in particular that helps address accreditation requirements for ethics in the curriculum. This course will be added as a program requirement for the BA and BS in Computer Science. An ethics course is recommended by ABET Inc., the recognized accreditor for university programs in applied science, computing, engineering, and technology. An ABET review team stated that ethics material is necessary for accreditation of the BS program in Computer Science. This course is typically taught nationwide in computer science programs to prepare students for professional situations that requires ethical decision-making. The School of Engineering also wants to make this course a requirement in order to meet ABET accreditation requirements for ethics in the curriculum.																					

Initiator (faculty only)		Date	☐ Approved		
<u>John Mouracade</u>			☐ Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
☐ Approved			☐ Approved		
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved			☐ Approved		
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee	Date

COURSE CONTENT GUIDE

I. Revision Date

Date of course revision: January 17, 2012

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A305

D. 1-3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Professional Ethics

G. Grading Basis: A-F

H. Course Description: This course will focus on the duties that professionals have towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. We will use case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions. Special Note: Students registering for 1 credit must attend the first third of the course. Students registering for 2 credits must attend the first two thirds of the course.

I. Prerequisites: ENGL A111 with a minimum grade of C.

J. Registration Restriction: none

K. Course Fee: No.

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide instruction in and historical background to central ethical theories.
- Provide meaningful connections between ethical theories and various professions.
- Provide techniques and methodologies for critical thinking about ethical dilemmas.

Student Outcomes. Students will both orally and in writing:

- Articulate the nature and historical development of the professions and how the professional-client relationship gives rise to asymmetry

- Explain the duties that professionals have towards their clients and society and why they have such duties
- Identify conflicts of interest and conflicts of obligation and understand how to evaluate such conflicts and their ethically appropriate resolutions
- Apply professional ethical theory to resolve controversies within the professions.

IV. Guidelines for Evaluation

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification

The course satisfies all the criteria for an upper division course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1).

VI. Topical Course Outline

- 1) Normative Ethical Theory
 - a) Virtue Theory, Utilitarianism, Deontology, Feminism
- 2) Professional Ethics
 - a) The Nature and Historical Development of the Professions
 - b) Models of the Agent-Principal Relationship
 - c) Professional Ethics vs. Ordinary Morality
 - d) The Normative Foundation of Professional Ethics
 - e) The Role of Codes of Ethics in the Professions
- 3) Ethics in the Workplace
 - a) Fair Treatment of Employees
 - b) Discrimination
 - c) Workplace Hazards and Safety
 - i) Cases and Controversies
- 4) Professional Ethics and Information Technology
 - a) Intellectual Property Rights
 - b) Freedom of Expression
 - c) Computer and Internet Crime
- 5) Beneficence and Non-maleficence
 - a) The Nature of the Duty
 - b) Standards of Care
 - c) Values, Safety and Risk Assessment
 - i) Cases and Controversies

- 6) Autonomy
 - a) The Nature of the Duty
 - b) Professional Paternalism
 - c) Veracity, Information and Consent
 - i) Cases and Controversies
- 7) Confidentiality
 - a) The Nature of the Duty
 - b) Client Privacy
 - c) Whistle Blowing
 - i) Cases and Controversies
- 8) Justice: Environmental Ethics
 - a) Anthropocentrism vs. Extensionism
 - b) Externalities
 - i) Cases and Controversies
- 9) Justice: International Professional Practice
 - a) Human Rights
 - i) Cases and Controversies
- 10) Multiculturalism
 - a) Applying the Duties in Multicultural Contexts
 - b) Conscientious Objection
 - i) Cases and Controversies
- 11) Conflicts of Duty
- 12) Resolving Conflicts Between Professional Duties
 - a) Cases and Controversies
- 13) Conflicts of Interest
 - a) Identifying and Resolving
 - i) Cases and Controversies

VII. Selected Textbooks

Cooper, D. Ethics for Professionals in a Multicultural World. Prentice Hall, Upper Saddle River, NJ, 2004.

Harris, C., Pritchard, M. and Rollins, M. Engineering Ethics: Concepts and Cases. Wadsworth, Belmont, CA, 2009.

VIII. Bibliography

Baase, S. A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the

- Internet, 3rd edition. Prentice Hall, Upper Saddle River, NJ, 2008.
- Barger, R. Computer Ethics: A Case-based Approach. Cambridge University Press, New York, 2008.
- Callahan, J. (ed). Ethical Issues in Professional Life. Oxford University Press, New York, 1988.
- Cooper, D. Ethics for Professionals in a Multicultural World. Prentice Hall, Upper Saddle River, NJ, 2004.
- Freedman, B. "A Meta-Ethics for Professional Morality" *Ethics*, Vol. 89, No. 1. (Oct., 1978), pp. 1-19.
- Freedman, B. "What Really Makes Professional Morality Different: A Response to Martin" *Ethics*, Vol. 91, No. 4. (Jul., 1981), pp. 626-630.
- Gewirth, A. "Professional Ethics: The Separatist Thesis." *Ethics*, Vol. 96, No. 2. (Jan., 1986), pp. 282-300.
- Hardimon, M. "Role Obligations." *The Journal of Philosophy*, Vol. 91, No. 7. (Jul., 1994), pp. 333-363.
- Johnson, D. Computer Ethics, 4th edition. Prentice Hall, Upper Saddle River, NJ, 2009.
- Martin, M. "Rights and the Meta-Ethics of Professional Morality" *Ethics*, Vol. 91, No. 4. (Jul., 1981), pp. 619-625.
- Matin, M and Shinzinger, R. Ethics in Engineering 4th Edition. McGraw-Hill, New York, 2004.
- McJohn, S. Intellectual Property: Examples & Explanations, 3rd edition. Aspen Publishers, New York, 2008.
- Quinn, M. Ethics for the Information Age, 4th edition. Addison Wesley, Boston, MA, 2011.
- Reynolds, G. Ethics in Information Technology, 3th edition. Course Technology, Boston, MA, 2009.
- Spinello, R. Case Studies in Information Technology Ethics, 2nd edition. Prentice Hall, Upper Saddle River, NJ, 2002.



1a. School or College AS CAS	1b. Division AHUM Division of Humanities	1c. Department PHIL						
2. Complete Program Title/Prefix Philosophy								
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE								
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM ☐ Add ☒ Change ☐ Delete</td><td style="width: 50%;">PREFIX ☐ Add ☐ Change ☐ Inactivate</td></tr></table>			PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate				
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5. Implementation Date (semester/year) From: 8/2012 To: 9999/9999								
6a. Coordination with Affected Units Department, School, or College: Initiator Name (typed): <u>John Mouracade</u> Initiator Signed Initials: _____ Date: _____								
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: <u>3/1/2012</u>								
6c. Coordination with Library Liaison Date: <u>3/1/2012</u>								
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☒ Catalog Copy in Word using the track changes function								
8. Justification for Action In compliance with UAA OAA standards, the philosophy department is publishing its student learning outcomes in the academic catalog. Other catalog changes were made to reflect the proposed changes to PHIL A405 (now PHIL A305) Professional Ethics.								
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;">☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ <u>John Mouracade</u> Initiator (TYPE NAME)</td><td style="width: 50%; vertical-align: top;">☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____</td></tr><tr><td style="vertical-align: top;">☐ Approved ☐ Disapproved Department Chairperson _____ Date _____</td><td style="vertical-align: top;">☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____</td></tr><tr><td style="vertical-align: top;">☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____</td><td style="vertical-align: top;">☐ Approved ☐ Disapproved Provost or Designee _____ Date _____</td></tr></table>			☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ <u>John Mouracade</u> Initiator (TYPE NAME)	☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____	☐ Approved ☐ Disapproved Department Chairperson _____ Date _____	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____	☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved Provost or Designee _____ Date _____
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☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved Provost or Designee _____ Date _____							

PHILOSOPHY

Administration/Humanities Building (ADM), Room 254, (907) 786-4455
<http://philosophy.uaa.alaska.edu>

Philosophy is the creative and critical reflection on enduring questions concerning the nature of the world and our place in it. For example, philosophy asks metaphysical questions about what exists, epistemic questions about what we can claim to know, and ethical questions about the nature of the good life and right action. In addition, philosophy involves the study and practice of good reasoning and clear thinking, skills that are essential to any discipline or profession.

The Philosophy Department offers a variety of courses in the central areas of philosophy that acquaint students with the rich, living traditions of the world and explore historical and contemporary issues. Departmental faculty have a wide range of philosophical interests and expertise, with a particular strength in theoretical and applied ethics.

The Philosophy Department offers several options for students interested in the study of philosophy: (1) a Bachelor of Arts in Philosophy, with a philosophy track, a religious studies track, a law track, or an applied ethics track; (2) a Certificate of Applied Ethics; and (3) a minor in Philosophy. Please read the introduction to each program below to determine which one of these options may be suitable for your particular needs.

The philosophy track is designed for students planning to go on to graduate school in philosophy or other humanities areas such as religious studies, theology, or classics. It would also be a suitable second major for those planning graduate studies in history, English, French or German literature. In general, it is ideal for students who are seeking jobs in fields where writing, critical thinking, and general liberal arts skills are in demand, or for lifelong learners interested in philosophy.

The religious studies Track is designed for students who want to learn about and reflect on religious traditions in a philosophical manner. Students completing this track will be prepared for graduate study in philosophy or religion.

The law track is designed for students planning on attending law school or related professional schools.

The applied ethics track is designed for four types of students: (1) those who intend to pursue a graduate degree in philosophy with programs that specialize in applied ethics; (2) those interested in a strong liberal arts degree (3) those who are seeking careers in the nonprofit sector, public administration, helping professions, or government service; and (4) those interested in the study of practical ethics.

Student Learning Outcomes

The Student Learning Outcomes for all tracks in Philosophy are as follows. Students completing a BA in Philosophy will be able to:

1. identify, comprehend, analyze, and evaluate complex philosophical arguments in oral and written discourse, and
2. understand, analyze, interpret, and apply major works in the areas of the history of philosophy, ethics, and contemporary topics.

The Certificate in Applied Ethics is designed for students whose intended careers will be complemented by emphasis in ethics education: for example, business majors who may plan also to be ethics officers; those who intend to become professionals, such as lawyers, nurses, social workers, or engineers; or those in public administration, the helping professions, government service, and nonprofits. It will also be applicable to persons presently in the workforce such as corporate ethics officers, executives, and professionals who are seeking career advancement or simply want to acquire skills and knowledge in ethical decision-making.

The minor in Philosophy is designed for students who are interested in philosophy but pursuing another degree, and for students majoring in a discipline that is complemented by the study of philosophy, such as History, Justice, English, Psychology, Anthropology, Sociology, Mathematics, Political Science, or the natural sciences.

Philosophy Department Honors

The Department of Philosophy recognizes exceptional undergraduate students by awarding them Departmental Honors in Philosophy. Students majoring in any one of the Bachelor of Arts tracks in Philosophy are eligible to graduate with departmental honors upon satisfaction of all of the following requirements:

1. Meet the requirements for a Bachelor of Arts degree in Philosophy.
2. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
3. Maintain a grade point average of 3.75 or above in courses specific to the Philosophy major.
4. Complete PHIL A498 Senior Research Project with an honor grade (A), and a recommendation for departmental honors from the student's faculty committee for this course.
5. Notify the chair in writing, on or before date on which the Application for Graduation is filed with the Office of the Registrar, of the intention to graduate with departmental honors.

Bachelor of Arts, Philosophy

Admission Requirements

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

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees located at the beginning of this chapter.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements for the Bachelor of Arts listed at the beginning of the CAS section.

D. Major Requirements

1. Complete the following core courses (15 credits):

Logical Reasoning and Argumentation:

PHIL A101 Introduction to Logic 3

Foundations of Philosophy:

PHIL A201 Introduction to Philosophy 3

PHIL A211 History of Philosophy I 3

PHIL A212 History of Philosophy II 3

Ethical Theory and Value studies:

PHIL A301 Ethics 3

2. Choose one of the following tracks:

Note: Courses selected may not be used in more than one track.

Philosophy Track (21 credits)

Complete the following courses:

Applied Ethics: Complete one course

from the following:

PHIL A302 Biomedical Ethics (3) 3

PHIL/

ENVI A303 Environmental Ethics (3)

PHIL A304 Business Ethics (3)

PHIL A305 Professional Ethics (3)

Philosophical Problems: Complete one course

from each of the following two groups:

Group A 6

PHIL A309 Philosophy of Mind (3)

PHIL A317	Metaphysics (3)	
Group B		
PHIL A318	Epistemology (3)	
PHIL A421	Philosophy of the Sciences (3)	
<i>Topics in Philosophy: Complete one course from the following:</i>		3
PHIL A313	Eastern Philosophy and Religion (3)	
PHIL A314	Western Religions (3)	
PHIL A321	Philosophy of Religion (3)	
PHIL A350	Contemporary Social and Political Philosophy (3)	
PHIL A401	Aesthetics (3)	
PHIL A406	Philosophy of Law (3)	
PHIL A415	Feminist Philosophy (3)	
<i>Complete the following three courses (9 credits):</i>		
PHIL A423	Advanced Ethical Theory	3
PHIL A490	Topics in Contemporary Philosophy	3
PHIL A492	Seminar on an Enduring Philosopher	3
Religious Studies Track (21 credits)		
Complete the following courses:		
PHIL A313	Eastern Philosophy and Religion	3
PHIL A314	Western Religions	3
PHIL A321	Philosophy of Religion	3
Complete one of the following:		3
PHIL A317	Metaphysics (3)	
PHIL A318	Epistemology (3)	
Complete one of the following:		3
AKNS A201	Alaska Native Perspectives (3)	
ANTH A200	Natives of Alaska (3)	
Complete one of the following:		3
ANTH A335	Native North Americans (3)	
ANTH A400	Anthropology of Religion (3)	
SOC A347	Sociology of Religion (3)	
Complete one of the following:		3
PHIL A423	Advanced Ethical Theory (3)	
PHIL A490	Topics in Contemporary Philosophy (3)	
PHIL A492	Seminar on an Enduring Philosopher (3)	
Law Track (21 credits)		
Complete the following courses:		
<i>Professional Ethics:</i>		
PHIL A305	Professional Ethics	3
<i>Philosophical Foundations of the Law:</i>		
PHIL A350	Contemporary Social and Political Philosophy	3
PHIL A406	Philosophy of Law	3
PHIL A423	Advanced Ethical Theory	3
PS A332	History of Political Philosophy I: Classical	3
PS A333	History of Political Philosophy II: Modern	3
PS/JUST A343	Constitutional Law	3
Applied Ethics Track (18 credits)		
Complete the following courses:		
<i>Professional Ethics:</i>		
PHIL A305	Professional Ethics	3

Applied Ethics Core: Complete two courses from the following:

6

PHIL A302	Biomedical Ethics (3)
PHIL/	
ENVI A303	Environmental Ethics (3)
PHIL A304	Business Ethics (3)
PHIL A350	Contemporary Social and Political Philosophy (3)
PHIL A406	Philosophy of Law (3)
PHIL A415	Feminist Philosophy (3)

Complete the following three courses (9 credits):

PHIL A423	Advanced Ethical Theory	3
PHIL A490	Topics in Contemporary Philosophy	3
PHIL A495	Service Learning in Applied Ethics	3

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

Undergraduate Certificate, Applied Ethics

Admission Requirements

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

Graduation Requirements

1. Complete the following requirements:

Written Communication Skills

Complete two courses from the GER requirements for written communication skills. 6

Oral Communication Skills

Complete one course from the GER requirements for oral communication skills. 3

Quantitative Skills

Complete one course from the GER requirements for quantitative skills. 3

Critical Reasoning Skills

Complete the following course:
PHIL A101 Introduction to Logic 3

Ethical Theory

Complete the following course:
PHIL A301 Ethics 3

Applied Ethics

Complete two courses from the following: 6
PHIL A302 Biomedical Ethics (3)
PHIL/
ENVI A303 Environmental Ethics (3)
PHIL A304 Business Ethics (3)

Professional Ethics

Complete one course from the following: 3
BA A488 Environment of Business (3)
HUMS A412 Ethical Issues in Human Services Practice (3)
PADM A618 Public Accountability, Ethics and Law (3)
PHIL A305 Professional Ethics (3)
PSY A611 Ethics and Professional Practice (3)

Note: Graduate courses taken to satisfy this requirement cannot

also be counted towards a graduate degree in that program.

Service Learning

Complete the following course:

PHIL A495 Service Learning in Applied Ethics 3

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

Minor, Philosophy

Students majoring in another subject who wish to minor in Philosophy must complete the following requirements. A total of 18 credits is required for the minor, 9 of which must be upper division.

1. Complete the following courses:

Ways of Knowing (pick one): 3

PHIL A101 Introduction to Logic (3)

PHIL A201 Introduction to Philosophy (3)

PHIL A301 Ethics (3)

Foundations of Philosophy:

PHIL A211 History of Philosophy I 3

PHIL A212 History of Philosophy II 3

2. **Upper Level Electives (9credits)**

Choose any 3 upper level Philosophy Courses 9

FACULTY

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

Stephanie Bauer, Assistant Professor, slbauer@uaa.alaska.edu

Thomas Buller, Associate Professor, aftgb@uaa.alaska.edu

William Jamison, Term Instructor, wsjamison@uaa.alaska.edu

Terry Kelly, Term Instructor, tmkelly2@uaa.alaska.edu

James Liszka, Professor Emeritus

John Mouracade, Associate Professor/Chair, jmmouracade@uaa.alaska.edu

PHILOSOPHY

Administration/Humanities Building (ADM), Room 254, (907) 786-4455
<http://philosophy.uaa.alaska.edu>

Philosophy is the creative and critical reflection on enduring questions concerning the nature of the world and our place in it. For example, philosophy asks metaphysical questions about what exists, epistemic questions about what we can claim to know, and ethical questions about the nature of the good life and right action. In addition, philosophy involves the study and practice of good reasoning and clear thinking, skills that are essential to any discipline or profession.

The Philosophy Department offers a variety of courses in the central areas of philosophy that acquaint students with the rich, living traditions of the world and explore historical and contemporary issues. Departmental faculty have a wide range of philosophical interests and expertise, with a particular strength in theoretical and applied ethics.

The Philosophy Department offers several options for students interested in the study of philosophy: (1) a Bachelor of Arts in Philosophy, with a philosophy track, ~~a law track~~, a religious studies track, ~~a law track~~, or an applied ethics track; (2) a Certificate of Applied Ethics; and (3) a minor in Philosophy, ~~with a philosophy track or law track~~. Please read the introduction to each program below to determine which one of these options may be suitable for your particular needs.

The philosophy track is designed for students planning to go on to graduate school in philosophy or other humanities areas such as religious studies, theology, or classics. It would also be a suitable second major for those planning graduate studies in history, English, French or German literature. In general, it is ideal for students who are seeking jobs in fields where writing, critical thinking, and general liberal arts skills are in demand, or for lifelong learners interested in philosophy.

The religious studies Track is designed for students who want to learn about and reflect on religious traditions in a philosophical manner. Students completing this track will be prepared for graduate study in philosophy or religion.

The law track is designed for students planning on attending law school or related professional schools.

The applied ethics track is designed for four types of students: (1) those who intend to pursue a graduate degree in philosophy with programs that specialize in applied ethics; (2) those interested in a strong liberal arts degree (3) those who are seeking careers in the nonprofit sector, public administration, helping professions, or government service; and (4) those interested in the study of practical ethics.

Student Learning Outcomes

The Student Learning Outcomes for all tracks in Philosophy are as follows. Students completing a BA in Philosophy will be able to:

1. identify, comprehend, analyze, and evaluate complex philosophical arguments in oral and written discourse, and
2. understand, analyze, interpret, and apply major works in the areas of the history of philosophy, ethics, and contemporary topics.

The Certificate in Applied Ethics is designed for students whose intended careers will be complemented by emphasis in ethics education: for example, business majors who may plan also to be ethics officers; those who intend to become professionals, such as lawyers, nurses, social workers, or engineers; or those in public administration, the helping professions, government service, and nonprofits. It will also be applicable to persons presently in the workforce such as corporate ethics officers, executives, and professionals who are seeking career advancement or simply want to acquire skills and knowledge in ethical decision-making.

The minor in Philosophy is designed for students who are interested in philosophy but pursuing another degree, and for

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students majoring in a discipline that is complemented by the study of philosophy, such as History, Justice, English, Psychology, Anthropology, Sociology, Mathematics, **Political Science**, or the natural sciences.

Philosophy Department Honors

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1. Complete the following core courses (15 credits):

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PHIL A211	History of Philosophy I	3

PHIL A212	History of Philosophy II	3

Ethical Theory and Value studies:

PHIL A301	Ethics	3

2. Choose one of the following tracks:

Note: Courses selected may not be used in more than one track.

Philosophy Track (21 credits)

Complete the following courses:

Applied Ethics: Complete one course

from the following:

PHIL A302	Biomedical Ethics (3)	3

PHIL/

ENVI A303	Environmental Ethics (3)	

PHIL A304	Business Ethics (3)	

PHIL A305	Professional Ethics (3)	

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Philosophical Problems: Complete one course from each of the following two groups:		6
Group A		
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Critical Reasoning Skills

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Applied Ethics

Complete two courses from the following:

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PHIL A201	Introduction to Philosophy (3)	
PHIL A301	Ethics (3)	

Foundations of Philosophy:

PHIL A211	History of Philosophy I	3
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- Upper Level Electives (9credits)

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FACULTY

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James Liszka, Professor, jliszka@uaa.alaska.edu
John Mouracade, Associate Professor/Chair, jmouracade@uaa.alaska.edu



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department EE																	
2. Course Prefix EE	3. Course Number A203	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (3+3)																	
6. Complete Course Title Fundamentals of Electrical Engineering I Fund. of Elect. Engr. I Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 35%;">Impacted Program/Course</th><th style="width: 15%;">Catalog Page(s) Impacted</th><th style="width: 15%;">Date of Coordination</th><th style="width: 35%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. EE and CSE Major</td><td>238</td><td>02/28/2012</td><td>Jens Munk</td></tr><tr><td>2. /EE Minor</td><td>243</td><td>02/28/2012</td><td>Jens Munk</td></tr><tr><td>3. EE 204, EE A306, EE 353, ME A306</td><td>394, 435</td><td>02/28/2012</td><td>Jens Munk</td></tr></tbody></table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. EE and CSE Major	238	02/28/2012	Jens Munk	2. /EE Minor	243	02/28/2012	Jens Munk	3. EE 204, EE A306, EE 353, ME A306	394, 435	02/28/2012	Jens Munk
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Initiator Name (typed): <u>Jens Munk</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>02/27/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/27/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces components, circuits, and methods of analysis of DC and AC electrical systems. Covers node voltage and mesh current techniques, operation amplifiers, RL/RC/RLC natural and step response, analysis of AC circuits with complex impedance and phasors, and AC Power.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) (MATH A202 with a minimum grade of C) or concurrent enrollment		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) N/A																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Updated course content guide and prerequisites to reflect changes in the structure of the EE program																					
Initiator (faculty only) _____ Date _____ Jens Munk Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

COURSE CONTENT GUIDE
University of Alaska Anchorage, School of Engineering

EE A203
Fundamentals of Electrical Engineering I

Date: February 2012

Course Number: EE A203

Course Title: Fundamentals of Electrical Engineering I

Credits: 4 (3+3)

I. Course Description

Introduces components, circuits, and methods of analysis of DC and AC electrical systems. Covers node voltage and mesh current techniques, operation amplifiers, RL/RC/RLC natural and step response, analysis of AC circuits with complex impedance and phasors, and AC Power.

II. Course Design

- A. Designed for individuals with an Electrical Engineering or Computer Systems Engineering specialization.
- B. Four (4) credit course
- C. Total time of student participation: 180 hours
 - 1) Lecture: 45 hours
 - 2) Lab: 45 hours
 - 3) Outside: 90 hours
- D. Fees: Yes
- E. Grading Basis: A - F
- F. May be scheduled in any time frame but not less than 1 week per credit.
- G. This is an update to an existing course at UAA.
- H. Coordinated with: UAA list serve.
- I. The course requires foundational knowledge in mathematics. It prepares students for more advanced courses in electronic circuits and signals.

III. Course Prerequisites:

(MATH A202 with a minimum grade of C) or concurrent enrollment

IV. Guidelines for Evaluation:

Methods of evaluation may include but are not limited to:

- Assignments
- Quizzes
- Exams
- Laboratory Exercises
- Projects

V. Course Outline

A. Lecture

1. Foundational physics
 - i. electron charge/mass
 - ii. two particle electrostatics
 - iii. electric fields/potential
 - iv. voltage and current
 - v. power and energy
2. Circuit elements
 - i. voltage and current sources
 - ii. resistance and Ohm's law
 - iii. Kirchhoff's laws
3. Simple circuits
 - i. resistors in series and parallel
 - ii. voltage and current divider
 - iii. measuring voltage, current, and resistance
 - iv. delta-wye transformations
4. Circuit analysis techniques
 - i. node voltage
 - ii. mesh current
 - iii. source transformations
 - iv. Thevenin and Norton equivalents
 - v. superposition
5. Operational amplifiers
6. Inductance and capacitance
 - i. inductors
 - ii. capacitors
 - iii. series and parallel combinations
 - iv. mutual inductance
7. First-order RL and RC circuits
 - i. natural response
 - ii. step response
 - iii. sequential switching
8. Second-order RLC circuits
 - i. response forms (overdamped, underdamped, critically-damped)
 - ii. parallel RLC
 - iii. series RLC
9. Sinusoidal steady-state analysis
 - i. properties of periodic waveforms
 - ii. sinusoidal response
 - iii. impedance

- iv. phasors
- v. circuit analysis techniques with impedance and phasors
- 10. Sinusoidal power calculations
 - i. instantaneous power
 - ii. average power
 - iii. RMS voltage and current in power calculations
 - iv. complex power calculations
 - v. maximum power transfer

B. Laboratory

- 1. Safety and equipment
- 2. Voltage and current measurements
- 3. Kirchhoff's laws
- 4. Node voltage and mesh current analysis
- 5. CAD/Spice circuit construction and analysis
- 6. Operational amplifiers
- 7. Inductors and capacitors
- 8. First order circuits
- 9. Second order circuits
- 10. AC circuits
- 11. Impedance and power factor

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals:

The Instructor will:

- 1. Provide an understanding of physical properties of electronic circuits including voltage, current, resistance, and power.
- 2. Present circuit analysis techniques including voltage divider, current divider, KCL, KVL, node voltage, mesh current, and superposition.
- 3. Present methods for simplifying circuits including equivalent resistance/capacitance/inductance/impedance, Delta-Wye transformations, source transformations, and Thevenin and Norton equivalents.
- 4. Provide an overview of ideal operation amplifiers, analysis techniques, and basic circuit configurations.
- 5. Present techniques for analyzing the natural and step response of first-order and second-order circuits containing inductors, capacitors, and/or resistors.
- 6. Provide an understanding of AC steady-state circuits, their analysis with phasors and impedance, and complex power.
- 7. Provide an understanding of the importance of proper laboratory procedures and safety.
- 8. Instill the importance of professionalism in the students and in their interaction with others.

B. Student Learning Outcomes and Assessment Methods

Student Learning Outcomes:

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

1. Express mathematically the physical relationships between voltage, current and power in passive circuit elements: resistors, capacitors, inductors, and power supplies.
2. Apply Kirchhoff's laws and Ohm's laws to analyze circuits.
3. Calculate unknown circuit parameters using common circuit analysis techniques: voltage/current divider, node voltage, mesh current, superposition, and Norton and Thevenin equivalent circuits.
4. Apply simplifying assumptions and analysis techniques to solve for unknown values in operational amplifier circuits.
5. Identify the name and function of common operational amplifier circuits: inverting amplifier, non-inverting amplifier, summing amplifier, difference amplifier.
6. Determine the form, amplitude and time constants for the transient behavior of natural and step response RC, RL and RLC circuits.
7. Analyze steady-state AC circuits containing resistors, capacitors, and inductors using complex impedances and phasors.
8. Analyze power supplied to and dissipated by AC circuits.
9. Operate electronic equipment in a laboratory environment without harm to themselves or damage to the equipment.
10. Construct circuits using both discrete components and simulation software, analyze the behavior of these circuits and report their findings in a proper format.

Assessment Methods:

Student learning outcomes may be assessed using a variety of methods at the instructor's discretion, including but not limited to: assignments, quizzes, exams, discussions, and projects.

VII. Suggested Texts

1. Nilsson, J. and Riedel, S. *Electric Circuits*, 9th edition. Prentice Hall, Upper Saddle River, NJ, 2010.

VIII. Bibliography

1. Hambley, A. *Electrical Engineering: Principles and Applications*, 4th edition, Prentice Hall, Upper Saddle River, NJ, 2007.
2. Irwin, J. and Kerns, D. *Introduction to Electrical Engineering*, 5th edition. Prentice Hall, Upper Saddle River, NJ, 1996.
3. Nahvi, M. and Edminster, J. *Schaum's Outline of Electric Circuits*, 4th edition. McGraw-Hill, Columbus, OH, 2002.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department Electrical Engineering	
2. Course Prefix EE	3. Course Number A308	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Instrumentation and Measurement Instrumentation & Measurement Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999		
			12. ☒ Cross Listed with ME A308 ☐ Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. ME Major/Minor		238, 243	02/12/2012	Jeffrey Hoffman	
2. EE Major		238	02/12/2012	Jens Munk	
3. ME A308		435	02/12/2012	Jeffrey Hoffman	
Initiator Name (typed): <u>John Lund</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/27/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/27/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Principles of measurement, instrumentation, Laplace transform, Fourier series, transfer function, steady-state response, calibration, and errors. Signal filtering and amplification, data acquisition, recording, and processing. Methods and devices for measuring strain, force, torque, displacement, velocity, acceleration, pressure, fluid flow properties, and temperature. Mechatronics, sensors, actuators, and controls.					
16a. Course Prerequisite(s) (list prefix and number) [MATH A302, and (ME A306 or EE A353)] 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 Course description, contact hours, and prerequisites are updated.					
☐ Approved ☐ Disapproved					
Initiator (faculty only) <u>John Lund</u>		Date _____		Dean/Director of School/College Date _____	
Initiator (TYPE NAME)					
☐ Approved		Department Chairperson		Date _____	
☐ Disapproved		Curriculum Committee Chairperson		Date _____	
☐ Approved		Undergraduate/Graduate Academic Board Chairperson		Date _____	
☐ Disapproved		Provost or Designee		Date _____	

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

1. **Change Date:** February 2012

2. **Course Information**

A.	College:	School of Engineering
B.	Course Prefix:	EE
C.	Course Number:	A308
D.	Number of Credits and Contact Hours	
	Number of Credits:	3
	Contact Hours:	3 + 0
E.	Course Title:	Instrumentation and Measurement
F.	Grading Basis:	A-F
G.	Implementation Date:	Fall 2012
H.	Cross Listing:	ME A308
I.	Course Description:	Principles of measurement, instrumentation, Laplace transform, Fourier series, transfer function, steady-state response, calibration, and errors. Signal filtering and amplification, data acquisition, recording, and processing. Methods and devices for measuring strain, force, torque, displacement, velocity, acceleration, pressure, fluid flow properties, and temperature. Mechatronics, sensors, actuators, and controls.
J.	Course Prerequisites:	[MATH A302 and (ME A306 or EE A353)] with a minimum grade of C
K.	Course Fee:	No

3. **Course Level Justification**

The course uses knowledge from prerequisite courses to define the principles and the characteristics of measurement and of the related instrumentation. Sensing, signal conditioning, data storage/transmission, and basic control are addressed for time-domain and frequency-domain measurements. The course uses the systematic approach to measuring and instrumentation, which is based on the Laplace transform and the related transfer function. The material prepares the student to be able to model, analyze, and design individual sensors as well as more complex measuring/instrumentation systems by means of analytical methods and numerical simulation with virtual instrumentation.

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

Instructional Goals

The instructor will:

1. Provide an understanding of the basic principles of measuring and instrumentation.
2. Present the measuring model as a system with the input to be measured and the output measuring the input.

3. Utilize the concept of coupled systems in modeling various sensors.
4. Illustrate the application of the Laplace transform, of the transfer function, and of the Fourier series to model the sensing, conditioning, and acquisition of signals.
5. Provide an understanding of the various sensing principles and instruments for measuring strain, force, torque, displacement, velocity, acceleration, pressure, temperature, fluid flow properties, and acoustical properties.
6. Discuss relevant examples of measuring systems operating in the time domain and in the frequency domain.
7. Facilitate the understanding of the sensors operations in feedback control mechatronic systems.
8. Introduce the students to modern tools of numerical simulation of measurement systems by means of dedicated software such as MATLAB, Simulink and LabView.
9. Encourage individual problem solving approaches as well as team approaches to complex measurement system projects.

Student Learning Outcomes

Upon completion of the course the student will be able to:

1. Demonstrate an understanding of the basic concepts of measuring and instrumentation, as well as the measuring system notion.
2. Fully characterize various sensors for measuring strain, force, torque, displacement, velocity, acceleration, pressure, temperature, fluid flow properties, and acoustical properties.
3. Fully characterize various systems for signal conditioning and data storage.
4. Demonstrate an understanding of the principles and applications of measurement systems in the time domain as well as in the frequency domain.
5. Demonstrate a comprehension of the incorporation of the measuring subsystem in the broader feedback mechatronics system.
6. Work individually in problem solving as well as in teams to complete a measuring/instrumentation project.

5. Evaluation and Assessment Methods

Students will be evaluated using a variety of tools at the instructor's discretion including critical discussions/analysis of concepts and applications, class project, in-class presentations, homework assignments, quizzes, midterm exams, and a final/comprehensive exam.

6. Topical Course Outline

- A. Introduction to measurement and instrumentation
- B. Measuring system modeling
 1. Laplace transform and transfer function
 2. Sensors and coupled systems
- C. Signals in measuring systems

- 1. Input, output, system order
- 2. Time-domain and frequency-domain measurement
- 2. Fourier transform
- D. Signal conditioning circuits
 - 1. Current, voltage, and power measurement
 - 2. Amplifiers
 - 3. Filters
- E. Strain measurement
- F. Vibration measurement (displacement, velocity, acceleration)
- G. Force and torque measurement
- H. Temperature measurement
- I. Fluid flow and pressure measurement
- J. Acoustical measurements
- K. Data acquisition
- L. Mechatronics: sensors, actuators, controls

7. Suggested Text

Figliola, R.S., Beasley, D.E. *Theory and Design for Mechanical Measurements*, Fourth Edition. Wiley, 2006.

8. Bibliography

Alciatore, D.G., Hstand, M.B. *Introduction to Mechatronics and Measurement Systems*, Third Edition. McGraw-Hill, 2010.

Beckwith, T.G., Marangoni, R.D., Lienhard V, J.H. *Mechanical Measurements*, Sixth Edition. Prentice Hall, 2007.

Lobontiu, N. *System Dynamics for Engineering Students: Concepts and Applications*. Elsevier, 2010.

Webster, J.G. *Measurement, Instrumentation and Sensors Handbook*. CRC Press, 1999.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department Mechanical Engineering																	
2. Course Prefix ME	3. Course Number A308	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Instrumentation and Measurement Instrumentation & Measurement 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999																		
			12. ☒ Cross Listed with EE A308 ☐ Stacked with _____ Cross-Listed Coordination Signature																		
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Initiator (faculty only) _____ Date _____ <u>Anthony Paris</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

1. **Change Date:** February 2012

2. **Course Information**

A.	College:	School of Engineering
B.	Course Prefix:	ME
C.	Course Number:	A308
D.	Number of Credits and Contact Hours	
	Number of Credits:	3
	Contact Hours:	3 + 0
E.	Course Title:	Instrumentation and Measurement
F.	Grading Basis:	A-F
G.	Implementation Date:	Fall 2012
H.	Cross Listing:	EE A308
I.	Course Description:	Principles of measurement, instrumentation, Laplace transform, Fourier series, transfer function, steady-state response, calibration, and errors. Signal filtering and amplification, data acquisition, recording, and processing. Methods and devices for measuring strain, force, torque, displacement, velocity, acceleration, pressure, fluid flow properties, and temperature. Mechatronics, sensors, actuators, and controls.
J.	Course Prerequisites:	[MATH A302 and (ME A306 or EE A353)] with a minimum grade of C
K.	Course Fee:	No

3. **Course Level Justification**

The course uses knowledge from prerequisite courses to define the principles and the characteristics of measurement and of the related instrumentation. Sensing, signal conditioning, data storage/transmission, and basic control are addressed for time-domain and frequency-domain measurements. The course uses the systematic approach to measuring and instrumentation, which is based on the Laplace transform and the related transfer function. The material prepares the student to be able to model, analyze, and design individual sensors as well as more complex measuring/instrumentation systems by means of analytical methods and numerical simulation with virtual instrumentation.

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Instructional Goals

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7. Facilitate the understanding of the sensors operations in feedback control mechatronic systems.
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Students will be evaluated using a variety of tools at the instructor's discretion including critical discussions/analysis of concepts and applications, class project, in-class presentations, homework assignments, quizzes, midterm exams, and a final/comprehensive exam.

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- H. Temperature measurement
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- J. Acoustical measurements
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- L. Mechatronics: sensors, actuators, controls

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Lobontiu, N. *System Dynamics for Engineering Students: Concepts and Applications*. Elsevier, 2010.

Webster, J.G. *Measurement, Instrumentation and Sensors Handbook*. CRC Press, 1999.



Course Action Request

University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department EE																	
2. Course Prefix EE	3. Course Number A353	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Circuit Theory 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ College ☐ Other ☐ Level ☐ Major (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
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Initiator Name (typed): <u>Jens Munk</u> Initiator Signed Initials: _____ Date: _____																					
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Analysis of circuit behavior for passive and active filters. Application of Laplace and Fourier techniques to circuit characterization.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) (EE A203 with a minimum grade of C) and [(MATH A302 with a minimum grade of C) or concurrent enrollment]		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) N/A																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Updated course content guide and prerequisites to reflect changes in the structure of the EE program																					
Initiator (faculty only) _____ Date _____ <u>Jens Munk</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

Course Being Changed: EE A353.

[illegible]

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 2012

II. Course Information

A.	College/School:	School of Engineering
B.	Course Title:	Circuit Theory
C.	Course Subject/Number:	EE A353
D.	Credit Hours:	3.0 Credits
E.	Contact Hours:	3+0 Contact Hours
F.	Grading Information:	A-F
G.	Course Description:	Analysis of circuit behavior for passive and active filters. Application of Laplace and Fourier techniques to circuit characterization.
H.	Status of course relative to degree or certificate program:	Required for students seeking the electrical engineering specialization.
I.	Lab Fees:	No
J.	Coordination:	SOE and Faculty Listserv
K.	Course Prerequisites:	[EE A203 and (MATH A302 or concurrent enrollment)] with a minimum grade of C
L.	Registration Restrictions:	None

III. Course Level Justification

This course builds off of knowledge gained in earlier engineering courses, and requires a developed mathematics understanding including a minimum of concurrent enrollment in a 300 level mathematics course.

IV. Course Outline

1. The Laplace Transformation and its application to Circuit Theory including:
 - a) the step function,
 - b) the impulse function,
 - c) transforms, and
 - d) poles and zeroes.
2. The Transfer Function
3. The Convolution Integral
4. Analysis of passive filters including:
 - a) high-pass,
 - b) low-pass,
 - c) band-pass, and
 - d) notch filters.
5. Analysis of active filter circuits, including:
 - a) higher order operational amplifier filters,
 - b) Butterworth filters,
 - c) band-pass, and
 - d) notch filters.
6. The Fourier series and its application to circuit analysis.

7. The Fourier transformation and its application to circuit analysis.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will:

1. Present applications of the Laplace transformation to circuit analysis.
2. Introduce the concept of the transfer function, and its relationship to the impulse response and the convolution integral.
3. Examine properties of frequency selective circuits, including both active and passive filters.
4. Introduce students to the Fourier series and Fourier transformation, and their applications in circuit analysis.

B. Student Learning Outcomes and Assessment Methods

Student Learning Outcomes:

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

1. Apply the Laplace transform in analysis of electric circuits.
2. Analyze frequency selective circuits through the concept of the transfer function for low-pass, high-pass, band-pass and notch filters.
3. Analyze active filters, including n^{th} order Butterworth filters.
4. Analyze circuit behavior for periodic inputs using the Fourier Series.
5. Analyze circuit behavior for step and impulse functions through application of the Fourier Transform.

Assessment Methods:

Student learning outcomes may be assessed using a variety of methods at the instructor's discretion, including but not limited to: assignments, quizzes, exams, discussions, and projects.

VI. Suggested Text

1. *Electric Circuits 9th ed.*, Nilsson, J. W., and Riedel, S. A., Prentice Hall, 2011.

VII. Bibliography

1. *Basic Engineering Circuit Analysis, 10th Edition*, J. D. Irwin, and R. M. Nelms, John Wiley & Sons, Inc., 2011.
2. *Signals and Systems, 2nd Edition*, Oppenheim, A. V., and Willsky A. S., Prentice Hall, 1997.
3. *The Fourier Integral and its Applications*, Papoulis, A., McGraw-Hill, 1962. (classic text)



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department EE																	
2. Course Prefix EE	3. Course Number A451	4. Previous Course Prefix & Number CSE A451	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Digital Signal Processing Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☒ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Update CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 20%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. EE Major, CSE Major</td><td>239</td><td>02/28/2012</td><td>Jens Munk</td></tr><tr><td>2. EE Minor, CSE Minor</td><td>243</td><td>02/28/2012</td><td>Jens Munk</td></tr><tr><td>3.</td><td></td><td></td><td></td></tr></tbody></table>		Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. EE Major, CSE Major	239	02/28/2012	Jens Munk	2. EE Minor, CSE Minor	243	02/28/2012	Jens Munk	3.							
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. EE Major, CSE Major	239	02/28/2012	Jens Munk																		
2. EE Minor, CSE Minor	243	02/28/2012	Jens Munk																		
3.																					
Initiator Name (typed): <u>Joseph Mixsell</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>02/27/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/27/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Develops properties and methods of analysis of discrete-time signals, and the techniques used in creating and processing those signals. Topics include discrete-time linear systems, Z-transforms, the Discrete Fourier Transform and Fast Fourier Transform algorithms, digital filter design, system performance analysis and problem-solving. Methods and effects of signal processing are analyzed and evaluated.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) EE A354 with a minimum grade of C		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) N/A																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Change of prefix and prerequisites to reflect program updates. Update of CCG to include changes and update texts, references, and style to reflect current standards.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) <u>Joseph Mixsell</u> Initiator (TYPE NAME) Date ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson Date Undergraduate/Graduate Academic Board Chairperson Date Curriculum Committee Chairperson Date Provost or Designee Date																					

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: January 2012

II. Course Information

- A. College/School: School of Engineering
- B. Course Title: Digital Signal Processing
- C. Course Subject/Number: EE A451
- D. Credit Hours: 3.0 Credits
- E. Contact Hours: 3+0 Contact Hours
- F. Grading Information: A-F
- G. Course Description: Develops properties and methods of analysis of discrete-time signals, and the techniques used in creating and processing those signals. Topics include discrete-time linear systems, Z-transforms, the Discrete Fourier Transform and Fast Fourier Transform algorithms, digital filter design, system performance analysis and problem-solving. Methods and effects of signal processing are analyzed and evaluated.
- H. Status of course relative to degree or certificate program:
Elective for students specializing in EE or CSE
- I. Lab Fees: No
- J. Coordination: SOE and Faculty Listserv
- K. Course Prerequisites: EE A354 with a minimum grade of C
- L. Registration Restrictions: None

III. Course Level Justification

This course builds on knowledge of electronic circuits and signals from earlier 300 level engineering courses. It is the first comprehensive treatment of the techniques used to process discrete signals, the capabilities of those techniques to encode, modify, and decode discrete signals, and the mathematical expressions and methods used to describe both signals and processes.

IV. Outline

- A. Discrete-time signals and systems
- B. The Z-transform
- C. Sampling of continuous-time signals
- D. Transform analysis of linear time-invariant systems
- E. Structures for discrete-time systems
- F. Filter design techniques
- G. The Discrete Fourier Transform
- H. Computation of the Discrete Fourier Transform
- I. Fourier analysis of signals using the Discrete Fourier Transform
- J. Discrete Hilbert Transforms
- K. Random signals
- L. Continuous-time filters

V. Instructional Goals

The Instructor Will:

1. Introduce a variety of mathematical constructs used to describe discrete signals found in typical computer, communications, and imaging applications.
2. Demonstrate the application of mathematical tools to determine the characteristics of signals and stored information.
3. Instill an understanding of the application of mathematical tools to design systems that create or modify signals to encode or extract information from them.

VI. Student Learning Outcomes and Assessment Methods:

Student Learning Outcomes:

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

1. Demonstrate an understanding of the physical characteristics of discrete-time signals and systems.
2. Derive and use the appropriate mathematical expressions and operations to describe and determine the output of various systems when excited by discrete signals.
3. Devise appropriate methods and design appropriate systems to create, control, and detect signals with a desired set of characteristics.
4. Evaluate the performance of aforementioned methods and systems.

Assessment Methods:

Student learning outcomes may be assessed using a variety of methods at the instructors discretion including but not limited to: examinations, quizzes, assignments, and class projects.

VII. Suggested Text

Oppenheim, A., Schaffer, R. *Discrete-Time Signal Processing, Third Edition*.
Prentice Hall, 2009.

VIII. Bibliography and Resources

Ifeachor, E. *Digital Signal Processing, Second Edition*. Prentice Hall, 2002.

Proakis, J., Manolakis, D. *Digital Signal Processing: Principles, Algorithms and Applications, Fourth Edition*. Prentice Hall, 2006.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ENGR	
2. Course Prefix ENGR	3. Course Number A251	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Engineering Practices III Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☐ Change or ☒ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1.					
2.					
3.					
Initiator Name (typed): <u>Anthony J. Paris</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>03/20/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Application of analytical and computational methods for solving engineering problems. Experimental problems will be solved and projects presented in technical reports.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) MATH A200, ENGR A151, ENGR A161		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action This course is no longer part of any curriculum and will no longer be offered. Thus, the course should be deleted.					
☐ Approved ☐ Disapproved					
Initiator (faculty only) <u>Anthony J. Paris</u> Initiator (TYPE NAME)		Dean/Director of School/College _____ Date _____			
☐ Approved		☐ Approved			
☐ Disapproved Department Chairperson _____ Date _____		☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____			
☐ Approved		☐ Approved			
☐ Disapproved Curriculum Committee Chairperson _____ Date _____		☐ Disapproved Provost or Designee _____ Date _____			



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ME	
2. Course Prefix ME	3. Course Number A302	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (3+3)	
6. Complete Course Title Mechanical Design I Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☐ Change or ☒ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. BS ME		238	3/19/2012	Jeff Hoffman	
2. Minor, ME		243	3/19/2012	Jeff Hoffman	
3.					
Initiator Name (typed): <u>Anthony J. Paris</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>03/20/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Analysis and design of displacements, velocities, accelerations, and forces in linkages, cams, and gear systems by analytical, experimental, and computer methods. Application of kinematics and dynamics of mechanisms.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) ES A208 or ES A210		16b. Test Score(s)	16c. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action The ME Program Constituents (students, faculty, employers, and alumni) assessed the BSME curriculum during the Spring 2012 Semester. The ME Faculty revised the BSME curriculum, and ME A302 was deleted from the ME Major Requirements courses. Thus, the course is no longer part of the BSME curriculum and will no longer be offered and should be deleted.					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) <u>Anthony J. Paris</u> Initiator (TYPE NAME) Department Chairperson Curriculum Committee Chairperson ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Dean/Director of School/College Undergraduate/Graduate Academic Board Chairperson Provost or Designee Date Date Date Date					



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ME	
2. Course Prefix ME	3. Course Number A403	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Machine Design Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☒ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999		
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13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. BS ME		238	03/21/2012	Jeff Hoffman	
2. ME Minor		243	03/21/2012	Jeff Hoffman	
3.					
Initiator Name (typed): <u>Anthony J. Paris</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>3/21/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>3/21/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Design and analysis of machines by analytical, experimental and computer methods. Identification of requirements and conceptual design of mechanical systems, detailed design of components, strength, life, reliability, and cost analysis.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) [ENGR161, ES A331, MATH A302, and ME A280] with a minimum grade of C		16b. Test Score(s)	16c. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Curriculum changes made to satisfy the ME Program constituents and to be made consistent with other changes to the ME Program curriculum.					
☐ Approved ☐ Disapproved ☐ Disapproved ☐ Disapproved Initiator (faculty only) <u>Anthony J. Paris</u> Initiator (TYPE NAME) Department Chairperson Curriculum Committee Chairperson ☐ Approved ☐ Disapproved ☐ Disapproved ☐ Disapproved Dean/Director of School/College Undergraduate/Graduate Academic Board Chairperson Provost or Designee Date Date Date Date Date Date Date Date					

COURSE CONTENT GUIDE
University of Alaska Anchorage, School of Engineering

ME A403
Machine Design

1. Change Date 21 March 2012

2. Course Information

A. College	School of Engineering (EN)
B. Course Prefix	ME
C. Course Number	A403
D. Number of Credits and Contact Hours	Number of Credits: 3 Contact Hours: 3
E. Course Title	Machine Design
F. Grading Basis	A-F
G. Implementation Date	Fall 2012
H. Course Description	Design and analysis of machines by analytical, experimental and computer methods. Identification of requirements and conceptual design of mechanical systems, detailed design of components, strength, life, reliability, and cost analysis.
I. Course Prerequisites	[ENGR A161, ES A331, MATH A302, and ME A280] with a minimum grade of C
J. Course Fee	Yes

3. Course Level Justification

This course builds upon material covered in sophomore and junior level courses ENGR A161, ES A331, MATH A302, and ME A280 as it applies to the design of machines.

4. Instructional Goals

The instructor will present the following:

1. The selection of the proper machine components and systems based upon design parameters.

2. The calculation of machine component and system stresses and fatigue factors needed in machine component selection
3. Optimization of machine component and system design to maximize performance criteria.

5. Student Learning Outcomes and Assessment Methods

Students will be evaluated using a variety of tools at the instructor's discretion which may include but are not limited to those listed below:

Student Learning Outcomes	Assessment Methods
Upon completion of this course, students should be able to:	
1. Analyze and select the proper material characteristics needed for machine components.	Projects, reports, presentations, homework, quizzes, midterm exams, and final exams
2. Calculate stress, strain, strength, fatigue and other machine component characteristics needed to satisfy specified design criteria.	Projects, reports, presentations, homework, quizzes, midterm exams, and final exams
3. Apply mathematical and engineering techniques in determining the optimum design criteria needed for maximum efficiency.	Projects, reports, presentations, homework, quizzes, midterm exams, and final exams
4. Select proper machine components based upon design criteria and component characteristics.	Projects, reports, presentations, homework, quizzes, midterm exams, and final exams

6. Topical Course Outline

This course will cover a variety of topics related to materials science, which may include but are not limited to:

1. Load Analysis
2. Materials
3. Static Body Stresses
4. Elastic Strain, Deflection, and Stability
5. Failure Theories. Safety Factors, and Reliability
6. Impact
7. Fatigue
8. Surface Damage
9. Threaded Fasteners and Power Screws
10. Rivets, Welding, and Bonding

11. Springs
12. Lubrication and Sliding Bearings
- 13 Rolling-Element Bearings
14. Gears
15. Clutches and Brakes
16. Power Transmission

7. Suggested Texts

Fundamental of Machine Component Design, Robert C. Juvinall, John Wiley & Sons, 4th Edition, 2005.

8. Bibliography

1. *Kinematics and Dynamics of Machines*, G. H. Martin, Waveland Press; 2nd ed., 2002.
2. *Design of Machinery*, R. L. Norton, 3rd ed, McGraw-Hill, 2003.
3. *Mechanical Engineering Design*, Shigley, Mischke & Budynas, 9th ed., McGraw-Hill, 2010.
4. *Kinematics, Dynamics, and Design of Machinery*, K.J. Waldron and G. L. Kinzel 2nd ed., Wiley 2004.
5. *Engineering Graphics*, F.E. Giesecke, I. L. Hill, H. C. Spencer, A. E. Mitchell, J. T. Dygdon, J. E. Novak, S. Lockhart, M. Goodman, 7th ed., Prentice Hall, 2010.
6. *Engineering Drawing Problem Series 2*, F.E. Giesecke, A. E. Mitchell, I. L. Hill, J. T. Dygdon, J. E. Novak, S. Lockhart, 10th ed., Prentice Hall, 1997.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ME																	
2. Course Prefix ME	3. Course Number A453	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Renewable Energy Systems Engineering Renewable Energy Systems Eng. Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Department Code (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999																		
			12. ☐ Cross Listed with _____ ☒ Stacked with ME A653 _____ Signature Cross-Listed Coordination																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 30%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 30%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. BS ME</td><td>239</td><td>2/24/2012</td><td>Jeff Hoffman</td></tr><tr><td>2. ME Minor</td><td>243</td><td>2/24/2012</td><td>Jeff Hoffman</td></tr><tr><td>3.</td><td></td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS ME	239	2/24/2012	Jeff Hoffman	2. ME Minor	243	2/24/2012	Jeff Hoffman	3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. BS ME	239	2/24/2012	Jeff Hoffman																		
2. ME Minor	243	2/24/2012	Jeff Hoffman																		
3.																					
Initiator Name (typed): <u>Matt Cullin</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) The study and design of renewable energy systems from a technical engineering standpoint. Solar, hydrokinetic, conventional hydroelectric, wind, geothermal, and biological energy systems will be examined. Additional topics include feasibility analysis and energy storage techniques.																					
16a. Course Prerequisite(s) (list prefix and number) [ES A341 and ES A346] with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (concurrent enrollment required)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable)																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Department code changed from BSE to ME because the BSE Department no longer exists. Course is stacked to satisfy ME Program constituents.																					
Initiator (faculty only) _____ Date _____ Matt Cullin Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

COURSE CONTENT GUIDE
University of Alaska Anchorage, School of Engineering

ME A453
Renewable Energy Systems Engineering

1. Change Date	24 February 2012
2. Course Information	
A. College	School of Engineering (EN)
B. Course Prefix	ME
C. Course Number	A453
D. Number of Credits and Contact Hours	
	Number of Credits: 3
	Contact Hours: 3+0
E. Course Title	Renewable Energy Systems Engineering
F. Grading Basis	A-F
G. Implementation Date	Fall 2012
H. Course Description	The study and design of renewable energy systems from a technical engineering standpoint. Solar, hydrokinetic, conventional hydroelectric, wind, geothermal, and biological energy systems will be examined. Additional topics include feasibility analysis and energy storage techniques.
I. Course Prerequisites	[ES A341 and ES A346] with a minimum grade of C
J. Course Fee	Yes
K. Stacked	Yes: ME A653

3. Course Level Justification

This course introduces advanced topics in energy systems engineering and builds upon concepts and models developed in junior level fluid mechanics and thermodynamics courses.

4. Instructional Goals

The instructor will

1. Evaluate global energy trends and examine the socioeconomic impact of renewable energy.

2. Examine the fundamental engineering principles which govern renewable energy systems.
3. Introduce the technical vocabulary associated with renewable energy systems.
4. Describe the operational characteristics of renewable energy systems and introduce quantitative methods for evaluating performance parameters.
5. Establish design methodologies for renewable energy systems.
6. Develop analytical processes for the assessment of renewable resources.

5. Student Learning Outcomes and Assessment Methods

Students will be evaluated using a variety of tools at the instructor's discretion which may include but are not limited to those listed below:

Student Learning Outcomes Upon completion of this course, students should be able to:	Assessment Methods
1. Evaluate global energy trends and identify the technical and socioeconomic factors which influence renewable energy system implementation.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
2. Appreciate the merits and limitations of different renewable energy systems.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
3. Explain the physical principles of harvesting renewable energy.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
4. Perform basic design calculations for renewable energy systems.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
5. Quantitatively evaluate the performance of existing renewable energy systems.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
6. Describe techniques for assessing renewable energy resources and perform feasibility analyses given site-specific data.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
7. Utilize the broad array of references and sources of information on renewable energy systems currently available.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam

6. Topical Course Outline

This course will cover a variety of topics related renewable energy systems engineering, which may include but are not limited to:

1. Global energy trends and socioeconomic considerations
 - Energy forecasting
 - Socioeconomic factors
 - Isolated, diesel-fueled grids
2. Solar energy systems
 - Solar tracking systems
 - Irradiance models
 - Active thermal
 - Concentrating collectors
 - Parabolic trough, dish, and central receiver systems
 - Flat plate collectors
 - Salt ponds
 - Photovoltaic (PV)
 - The p-n junction
 - Model circuit calculations
 - Passive thermal
 - Trombe walls
 - Solar chimneys
3. Water-based energy systems
 - Conventional hydroelectric
 - Impoundment, run-of-the river, and pumped storage
 - Turbine design, analysis, and optimization
 - Francis
 - Kaplan
 - Pelton
 - Turgo
 - Crossflow
 - Archimedes' screw
 - Fluid losses
 - Turbine selection criteria
 - Ocean
 - Ocean Thermal Energy Conversion (OTEC)
 - Wave energy systems
 - Tidal energy systems
 - In-stream (hydrokinetic) turbines
4. Wind energy systems
 - Wind patterns (geostrophic, boundary layer, topographically influenced)

- Boundary layer wind speed models
 - Aerodynamic considerations (blade design)
 - Betz limit
 - Blade element momentum (BEM) theory
 - Blade optimization
 - Tower stresses
 - Gearbox design
 - Generator / grid interface fundamentals
 - Resource evaluation
 - The Weibull distribution
 - Ice detection and de/anti-icing technology
5. Geothermal energy systems
- Geothermal system design and thermodynamic analysis
 - Vapor-dominated
 - Liquid-dominated
 - Ground source heat pumps (GSHP)
 - Geopressurized
 - Enhanced Geothermal Systems (EGS)
 - Magma
 - Direct use
 - Reservoir monitoring and management
6. Biofuels and biomass energy systems
- Fundamental chemical analysis and system design
 - Ethanol
 - Methanol
 - Biodiesel
 - Gasification (synthesis gas, producer gas)
 - Anaerobic Digestion (bio gas)
 - Pyrolysis (pyrolysis liquids)
 - Economic analysis
7. Grid integration and energy storage
- Electrical power systems
 - Power factor (real and reactive power)
 - Power fundamentals (grid stability, reliability, controls, etc.)
 - Energy storage systems
 - Chemical
 - Hydrogen
 - Biofuels
 - Electrochemical
 - Conventional batteries

- Flow batteries
- Fuel cells
- Electrical
 - Capacitors
 - Super conducting magnetic energy storage (SMES)
- Mechanical
 - Flywheels
 - Compressed air
 - Pumped storage (hydro)
 - Spring/mass energy storage
- Thermal
 - Ice
 - Molten salts
 - Auxiliary boiler
 - Thermal mass

8. Resource evaluation

- Evaluating site-specific renewable resources
- Statistical analysis
- Economic analysis (present value)

7. Suggested Text

B.K. Hodge, Alternative Energy Systems, 1st Edition, John Wiley & Sons, 2010.

8. Bibliography

1. Burton T., et al., Wind Energy Handbook, 1st Edition, John Wiley & Sons, 2001.
2. DOE Renewable Energy Resources. Available at: <http://www.eere.energy.gov/>.
3. Freris, L. and Infield, D., Renewable Energy in Power Systems, 1st Edition, John Wiley & Sons, 2008.
4. Kreith, F. and Goswami, D.Y., Handbook of Energy Efficiency and Renewable Energy, 1st Edition, CRC, 2007.
5. NREL Renewable Energy Resources. Available at: http://www.nrel.gov/science_technology/.
6. Stine W.B. and Geyer, M., Power From the Sun, 2001, Available at: <http://www.powerfromthesun.net/book.htm>.
7. Vanek F.M., Energy Systems Engineering Evaluation and Implementation, 1st Edition, McGraw Hill, 2008.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ME																	
2. Course Prefix ME	3. Course Number A653	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Renewable Energy Systems Engineering Renewable Energy Systems Eng. Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☒ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999																		
			12. ☐ Cross Listed with _____ ☒ Stacked with ME A453 _____ Signature Cross-Listed Coordination																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 30%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 30%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. BS ME</td><td>239</td><td>2/24/2012</td><td>Jeff Hoffman</td></tr><tr><td>2. ME Minor</td><td>243</td><td>2/24/2012</td><td>Jeff Joffman</td></tr><tr><td>3.</td><td></td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS ME	239	2/24/2012	Jeff Hoffman	2. ME Minor	243	2/24/2012	Jeff Joffman	3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. BS ME	239	2/24/2012	Jeff Hoffman																		
2. ME Minor	243	2/24/2012	Jeff Joffman																		
3.																					
Initiator Name (typed): <u>Matt Cullin</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) The study and design of renewable energy systems from a technical engineering standpoint. Solar, hydrokinetic, conventional hydroelectric, wind, geothermal, and biological energy systems will be examined. Additional topics include feasibility analysis and energy storage techniques.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>)		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Graduate standing or instructor permission																			
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 satisfy ME Program constituents.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ Matt Cullin Initiator (TYPE NAME) Department Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____																					

COURSE CONTENT GUIDE
University of Alaska Anchorage, School of Engineering

ME A653
Renewable Energy Systems Engineering

1. Change Date	24 February 2012
2. Course Information	
A. College	School of Engineering (EN)
B. Course Prefix	ME
C. Course Number	A653
D. Number of Credits and Contact Hours	
	Number of Credits: 3
	Contact Hours: 3+0
E. Course Title	Renewable Energy Systems Engineering
F. Grading Basis	A-F
G. Implementation Date	Fall 2012
H. Course Description	The study and design of renewable energy systems from a technical engineering standpoint. Solar, hydrokinetic, conventional hydroelectric, wind, geothermal, and biological energy systems will be examined. Additional topics include feasibility analysis and energy storage techniques.
I. Registration Restrictions	Graduate standing or instructor permission
J. Course Fee	Yes
K. Stacked	Yes: ME A453

3. Course Level Justification

This course introduces advanced topics in energy systems engineering and builds upon concepts and models developed in junior level fluid mechanics and thermodynamics courses. Students enrolled in this course will be expected to complete additional work at a higher level than students enrolled in ME A453, which may include but is not limited to research papers, projects, reports, presentations, assignments, or exam problems.

4. Instructional Goals

The instructor will

1. Evaluate global energy trends and examine the socioeconomic impact of renewable energy.
2. Examine the fundamental engineering principles which govern renewable energy systems.
3. Introduce the technical vocabulary associated with renewable energy systems.
4. Describe the operational characteristics of renewable energy systems and introduce quantitative methods for evaluating performance parameters.
5. Establish design methodologies for renewable energy systems.
6. Establish analytical processes for the assessment of renewable resources.

5. Student Learning Outcomes and Assessment Methods

Students will be evaluated using a variety of tools at the instructor's discretion which may include but are not limited to those listed below. Graduate students taking this course will be required to complete additional work, which may take the form of extra homework problems, an extra research project, extra exam questions, or a separate exam.

Student Learning Outcomes	Assessment Methods
Upon completion of this course, students should be able to:	
1. Evaluate global energy trends and identify the technical and socioeconomic factors which influence renewable energy system implementation.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
2. Appreciate the merits and limitations of different renewable energy systems.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
3. Explain the physical principles of harvesting renewable energy.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
4. Perform basic design calculations for renewable energy systems.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
5. Quantitatively evaluate the performance of existing renewable energy systems.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
6. Describe techniques for assessing renewable energy resources and perform feasibility analyses given site-specific data.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam
7. Utilize the broad array of references and sources of information on	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive

renewable energy systems currently available.	exam
8. Demonstrate familiarity with the literature on renewable energy systems engineering.	Homework assignments, projects, quizzes, midterm exams and a final/comprehensive exam

6. Topical Course Outline

This course will cover a variety of topics related renewable energy systems engineering, which may include but are not limited to:

1. Global energy trends and socioeconomic considerations
 - Energy forecasting
 - Socioeconomic factors
 - Isolated, diesel-fueled grids
2. Solar energy systems
 - Solar tracking systems
 - Irradiance models
 - Active thermal
 - Concentrating collectors
 - Parabolic trough, dish, and central receiver systems
 - Flat plate collectors
 - Salt ponds
 - Photovoltaic (PV)
 - The p-n junction
 - Model circuit calculations
 - Passive thermal
 - Trombe walls
 - Solar chimneys
3. Water-based energy systems
 - Conventional hydroelectric
 - Impoundment, run-of-the river, and pumped storage
 - Turbine design, analysis, and optimization
 - Francis
 - Kaplan
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 - Crossflow
 - Archimedes' screw
 - Fluid losses
 - Turbine selection criteria
 - Ocean

- o Ocean Thermal Energy Conversion (OTEC)
 - o Wave energy systems
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- 4. Wind energy systems
 - Wind patterns (geostrophic, boundary layer, topographically influenced)
 - Boundary layer wind speed models
 - Aerodynamic considerations (blade design)
 - Betz limit
 - Blade element momentum (BEM) theory
 - o Blade optimization
 - o Tower stresses
 - Gearbox design
 - Generator / grid interface fundamentals
 - Resource evaluation
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 - o Vapor-dominated
 - o Liquid-dominated
 - o Ground source heat pumps (GSHP)
 - o Geopressurized
 - o Enhanced Geothermal Systems (EGS)
 - o Magma
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 - o Ethanol
 - o Methanol
 - o Biodiesel
 - o Gasification (synthesis gas, producer gas)
 - o Anaerobic Digestion (bio gas)
 - o Pyrolysis (pyrolysis liquids)
 - Economic analysis
- 7. Grid integration and energy storage
 - Electrical power systems
 - o Power factor (real and reactive power)
 - o Power fundamentals (grid stability, reliability, controls, etc.)

- Energy storage systems
 - o Chemical
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 - Biofuels
 - o Electrochemical
 - Conventional batteries
 - Flow batteries
 - Fuel cells
 - Electrical
 - o Capacitors
 - o Super conducting magnetic energy storage (SMES)
 - Mechanical
 - o Flywheels
 - o Compressed air
 - o Pumped storage (hydro)
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8. Resource evaluation
- Evaluating site-specific renewable resources
 - Statistical analysis
 - Economic analysis (present value)

7. Suggested Text

B.K. Hodge, Alternative Energy Systems, 1st Edition, John Wiley & Sons, 2010.

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2. DOE Renewable Energy Resources. Available at: <http://www.eere.energy.gov/>.
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6. Stine W.B. and Geyer, M., Power From the Sun, 2001, Available at:
<http://www.powerfromthesun.net/book.htm>.
7. Vanek F.M., Energy Systems Engineering Evaluation and Implementation, 1st Edition, McGraw Hill, 2008.



19 March 2012

Dear Provost Driscoll:

During the Spring 2011 Semester, the Electrical Engineering Faculty worked with program constituents (students, employers, alumni, and faculty) on an assessment of the curriculum. Changes to Bachelor of Science Engineering with a concentration in Electrical Engineering curriculum were made by the EE Faculty following that assessment and are reflected in the catalog copy. Changes to the "Minor, Electrical Engineering" reflect the changes to the curriculum.

No students currently enrolled in the EE minor will be affected by the proposed change.

No additional part-time faculty, new full time faculty, reassignment of full-time faculty, additional class/lab space, modification of class/lab space, additional library resources, additional computer equipment, administrative staff, or other resources, will be needed as a result of this change.

Thank you for your consideration. Please feel free to contact me at any time if you have any questions.

Best Regards,

Jens Munk, Ph.D.

Associate Professor of Electrical Engineering

907-786-7754

afjm@uaa.alaska.edu



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department E&CSE					
2. Complete Program Title/Prefix Minor, Electrical Engineering							
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Minor or Graduate: CHOOSE ONE							
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM ☐ Add ☒ Change ☐ Delete</td><td style="width: 50%;">PREFIX ☐ Add ☐ Change ☐ Inactivate</td></tr></table>			PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate			
PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate						
5. Implementation Date (semester/year) From: Fall/2012 To: 99/9999							
6a. Coordination with Affected Units Initiator Name (typed): Jens Munk Department, School, or College: E&CSE, ME/SOE Initiator Signed Initials: _____ Date: _____							
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/17/2012							
6c. Coordination with Library Liaison Date: 03/17/2012							
7. Title and Program Description - Please attach the following: ☒ Cover Memo☒ Catalog Copy in Word using the track changes function							
8. Justification for Action Changes to the "Minor, Electrical Engineering" reflect the changes to the Bachelor of Science in Engineering with a concentration in Electrical Engineering Program curriculum.							
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;">Initiator (faculty only) Jens Munk Initiator (TYPE NAME) ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved</td><td style="width: 50%; vertical-align: top;"> ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved _____ Dean/Director of School/College _____ Undergraduate/Graduate Academic Board Chairperson _____ Provost or Designee </td></tr><tr><td style="text-align: right;">Date</td><td style="text-align: right;">Date</td><td style="text-align: right;">Date</td></tr></table>			Initiator (faculty only) Jens Munk Initiator (TYPE NAME) ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved	☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved _____ Dean/Director of School/College _____ Undergraduate/Graduate Academic Board Chairperson _____ Provost or Designee	Date	Date	Date
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Date	Date	Date					

Minor, Electrical Engineering

Students majoring in another subject who wish to minor in Electrical Engineering must complete the following requirements. An “*” indicates a recommended set of courses for the minor.

A minimum of 18 credits must be selected from: 18

CSE A451	Digital Signal Processing (3)
EE A203 *	Fundamentals of Electrical Engineering I (4)
EE A204 *	Fundamentals of Electrical Engineering II (4)
EE/CS A241	Computer Hardware Concepts (4)
EE/ME A308	Instrumentation and Measurement (3)
EE A314 *	Electromagnetics (3)
EE A324	Electromagnetics II (3)
EE A324L*	Electromagnetics Laboratory II (1)
EE A353 *	Circuit Theory (3)
EE A407	Power Distribution (3)
EE A441	Integrated Circuit Design (3)
EE A458	Antenna Theory (3)
EE A462	Communication Systems (3)
EE A465 *	Telecommunications (3)
EE/ME A471	Automatic Control (3)

Minor, Electrical Engineering

Students majoring in another subject who wish to minor in Electrical Engineering must complete the following requirements. An "*" indicates a recommended set of courses for the minor.

A minimum of 18 credits must be selected from: 18

CSE A451	Digital Signal Processing (3)
EE A203 *	Fundamentals of Electrical Engineering I (4)
EE A204 *	Fundamentals of Electrical Engineering II (4)
EE/CS A241	Computer Hardware Concepts (4)
EE/ME A308	Instrumentation and Measurement (3)
EE A314 *	Electromagnetics (3)
EE A324	Electromagnetics II (3)
EE A324L*	Electromagnetics Laboratory II (1)
EE A353 *	Circuit Theory (3)
EE A407	Power Distribution (3)
EE A441	Integrated Circuit Design (3)
EE A458	Antenna Theory (3)
EE A462	Communication Systems (3)
EE A465 *	Telecommunications (3)
EE/ME A471	Automatic Control (3)

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19 March 2012

Dear Provost Driscoll:

During the Spring 2011 Semester, the Mechanical Engineering Faculty worked with program constituents (students, employers, alumni, and faculty) on an assessment of the curriculum. Changes to Bachelor of Science Engineering with a concentration in Mechanical Engineering (BSE ME) curriculum were made by the ME Faculty following that assessment and are reflected in the catalog copy. Changes to the "Minor, Mechanical Engineering" reflect the changes to the BSE ME curriculum.

No students currently enrolled in the ME minor will be affected by the proposed change.

No additional part-time faculty, new full time faculty, reassignment of full-time faculty, additional class/lab space, modification of class/lab space, additional library resources, additional computer equipment, administrative staff, or other resources, will be needed as a result of this change.

Thank you for your consideration. Please feel free to contact me at any time if you have any questions.

Best Regards,

Anthony J. Paris, Ph.D., P.E.
Associate Professor of Mechanical Engineering
907-786-1912
paris@uaa.alaska.edu



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department ME
2. Complete Program Title/Prefix Minor, Mechanical Engineering		
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/2012 To: 99/9999		
6a. Coordination with Affected Units Department, School, or College: CE, E&CSE, ME/SOE Initiator Name (typed): Anthony Paris Date: _____ Initiator Signed Initials: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/17/2012		
6c. Coordination with Library Liaison Date: 03/17/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action Changes to the "Minor, Mechanical Engineering" reflect the changes to the Bachelor of Science in Engineering with a concentration in Mechanical Engineering Program curriculum.		
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) Anthony J. Paris Initiator (TYPE NAME) Dean/Director of School/College ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Curriculum Committee Chairperson Provost or Designee		

Minor, Mechanical Engineering

Students majoring in another subject who wish to minor in Mechanical Engineering must complete the following requirements. An "*" indicates a recommended set of courses for the minor.

A minimum of 18 credits must be selected from: 18

ES A331*	Mechanics of Materials (3)
ES A341*	Fluid Mechanics(3)
ES A341L	Fluid Mechanics Laboratory (1)
ES A346*	Basic Thermodynamics (3)
ME/EE A306*	Dynamics of Systems (3)
ME/EE A308	Instrumentation and Measurement (3)
ME A313	Mechanical Engineering Thermodynamics (3)
ME A334*	Elements of Material Science (3)
ME A334L	Materials Science Laboratory (1)
ME A403	Machine Design (3)
ME A414	Thermal System Design (3)
ME A414L	Thermal System Design Laboratory (1)
ME A441*	Heat and Mass Transfer (3)
ME A441L	Heat and Mass Transfer Laboratory (1)

Minor, Mechanical Engineering

Students majoring in another subject who wish to minor in Mechanical Engineering must complete the following requirements. An "*" indicates a recommended set of courses for the minor.

A minimum of 18 credits must be selected from: 18

~~ES A331*~~ ~~Mechanics of Materials (3)~~

ES A341-* Fluid Mechanics(3)

ES A341L-* Fluid Mechanics Laboratory (1)

ES A346-* Basic Thermodynamics (3)

~~ME A302 *~~ ~~Mechanical Design I (4)~~

ME/EE A306* Dynamics of Systems (3)

ME/EE A308 * Instrumentation and Measurement (3)

ME A313 Mechanical Engineering Thermodynamics (3)

ME A334-* Elements of Material Science (3)

~~ME A334L~~ ~~Materials Science Laboratory (1)~~

ME A403 ~~M~~achine mechanical Design-II (3)

~~ME A408~~ ~~Mechanical Vibrations (3)~~

ME A414 Thermal System Design (3)

~~ME A414L~~ ~~Thermal System Design Laboratory (1)~~

ME A441-* Heat and Mass Transfer (3)

~~ME A441L~~ ~~Heat and Mass Transfer Laboratory (1)~~ ~~ME A450~~ ~~Manufacturing Design (3)~~

~~ME A455~~ ~~HVAC Systems Optimization (3)~~

~~ME A459/A659~~ ~~Fracture Mechanics (3)~~

Note: Only one of ME A459 or ME A659 can apply to the minor.

~~ME/EE A471~~ ~~Automatic Control (3)~~

ME A664 Corrosion Processes and Engineering (3)

~~ME A685~~ ~~Arctic Heat and Mass Transfer (3)~~

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19 March 2012

Dear Provost Driscoll:

The "Minor, Geographic Information Systems (GIS)" description has been updated.

No students currently enrolled in the minor will be affected by the proposed change.

No additional part-time faculty, new full time faculty, reassignment of full-time faculty, additional class/lab space, modification of class/lab space, additional library resources, additional computer equipment, administrative staff, or other resources, will be needed as a result of this change.

Thank you for your consideration. Please feel free to contact me at any time if you have any questions.

Best Regards,

Gennady Gienko, Ph.D.

Associate Professor of Geomatics

907-786-1919

afgg@uaa.alaska.edu



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department GEO
2. Complete Program Title/Prefix Minor, Geographic Information Systems (GIS)		
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/2012 To: 99/9999		
6a. Coordination with Affected Units Department, School, or College: CE, CSE, EE, ME/SOE Initiator Name (typed): Gennady Gienko Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/17/2012		
6c. Coordination with Library Liaison Date: 03/17/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action The "Minor, Geographic Information Systems (GIS)" description has been updated.		
Initiator (faculty only) _____ Date _____ Gennady Gienko Initiator (TYPE NAME) ☐ Approved _____ ☐ Disapproved Department Chairperson Date _____ ☐ Approved _____ ☐ Disapproved Curriculum Committee Chairperson Date _____ ☐ Approved _____ ☐ Disapproved Dean/Director of School/College Date _____ ☐ Approved _____ ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date _____ ☐ Approved _____ ☐ Disapproved Provost or Designee Date _____		

Geographic Information Systems (GIS), Minor

Students majoring in another subject who wish to minor in Geographic Information Systems must complete a minimum of 18 credits selected from:

18

GEO A167	Remote Sensing and Image Analysis (4)
GIS A268	Elements of Geographic Information Systems (GIS) (4)
GIS A366	Spatial Information Analysis and Modeling (3)
GIS A367	GIS and Remote Sensing (3)
GIS A369	Land Information Systems (3)
GIS A370	GIS and Remote Sensing for Natural Resources (3)
GIS A433	Coastal Mapping (3)
GIS A458	Design and Management of Spatial Data (3)
GIS A468	Integration of Geomatic Technologies (3)
GIS A470	GIS for Facility Management and Transportation Systems (3)
GIS A490	Selected Advanced Topics in GIS (1-6)

Geographic Information Systems (GIS), Minor

Students majoring in another subject who wish to minor in Geographic Information Systems must complete a minimum of 18 credits selected from: 18

A minimum of 18 credits must be selected from: 18

GEO A167	Remote Sensing and Image Analysis (4)
GIS A268	Elements of Geographic Information Systems (GIS) (4)
GIS A366	Spatial Information Analysis and Modeling (3)
GIS A367	GIS and Remote Sensing (3)
GIS A369	Land Information Systems (3)
GIS A370	GIS and Remote Sensing for Natural Resources (3)
GIS A433	Coastal Mapping (3)
GIS A458	Design and Management of Spatial Data (3)
GIS A468	Integration of Geomatic Technologies (3)
GIS A470	GIS for Facility Management and Transportation Systems (3)
GIS A490	Selected Advanced Topics in GIS (1-6)

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19 March 2012

Dear Provost Driscoll:

During the Spring 2011 Semester, the Computer Systems Engineering Faculty worked with program constituents (students, employers, alumni, and faculty) on an assessment of the curriculum. Changes to Bachelor of Science with a concentration in Computer Systems Engineering (BSE CSE) curriculum were made by the CSE Faculty following that assessment and are reflected in the catalog copy. Changes to the "Minor, Computer Systems Engineering" reflect the changes to the BSE CSE curriculum.

No students currently enrolled in the CSE minor will be affected by the proposed change.

No additional part-time faculty, new full time faculty, reassignment of full-time faculty, additional class/lab space, modification of class/lab space, additional library resources, additional computer equipment, administrative staff, or other resources, will be needed as a result of this change.

Thank you for your consideration. Please feel free to contact me at any time if you have any questions.

Best Regards,

Sun-il Kim, Ph.D.

Assistant Professor of Computer Systems Engineering

907-786-1049

afsk1@uaa.alaska.edu



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department E&CSE
2. Complete Program Title/Prefix Minor, Computer Systems Engineering		
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/2012 To: 99/9999		
6a. Coordination with Affected Units Department, School, or College: E&CSE, ME/SOE Initiator Name (typed): Sun-il Kim Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/17/2012		
6c. Coordination with Library Liaison Date: 03/17/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action Changes to the "Minor, Computer Systems Engineering" reflect the changes to the Bachelor of Science in Engineering with a concentration in Computer Systems Engineering Program curriculum.		
Initiator (faculty only) Sun-il Kim Initiator (TYPE NAME) ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved Curriculum Committee Chairperson ☐ Approved ☐ Disapproved Provost or Designee ☐ Approved ☐ Disapproved		

Minor, Computer Systems Engineering

Students majoring in another subject who wish to minor in Computer Systems Engineering must complete the following requirements. An “*” indicates a recommended set of courses for the minor.

A minimum of 18 credits must be selected from: 18

CS A330	Algorithms and Data Structures (3)
CS A331	Programming Language Concepts (3)
CS A401	Software Engineering (3)
CS A405	Artificial Intelligence (3)
CSE A335*	Operating Systems Engineering (3)
CSE A342	Digital Circuits Design (3)
CSE A355 *	Computer Networking for Engineers (3)
CSE A442	VLSI Circuit Design (3)
CSE A445 *	Computer Design and Interfacing (4)
CSE A451 *	Digital Signal Processing (3)
CSE A465 *	Network Security (3)
CSE A481	Engineering Software/Hardware Systems (3)

Minor, Computer Systems Engineering

Students majoring in another subject who wish to minor in Computer Systems Engineering must complete the following requirements. An "*" indicates a recommended set of courses for the minor.

A minimum of 18 credits must be selected from: 18

CS A330	Algorithms and Data Structures (3)
CS A331	Programming Language Concepts (3)
CS A401	Software Engineering (3)
CS A405	Artificial Intelligence (3)
CSE A335*	Operating Systems Engineering (3)
CSE A342	Digital Circuits Design (3)
CSE A355 *	Computer Networking for Engineers (3)
CSE A442	VLSI Circuit Design (3)
CSE A445 *	Computer Design and Interfacing (4)
CSE A451 *	Digital Signal Processing (3)
CSE A465 *	Network Security (3)
CSE A481	Engineering Software/Hardware Systems (3)

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19 March 2012

Dear Provost Driscoll:

During the Spring 2011 Semester, the Mechanical Engineering Faculty worked with program constituents (students, employers, alumni, and faculty) on an assessment of the curriculum. Changes to Bachelor of Science Engineering with a concentration in Mechanical Engineering curriculum were made by the ME Faculty following that assessment and are reflected in the catalog copy. Changes to the "Minor, General Engineering" reflect the changes to the curriculum.

No students currently enrolled in the GE minor will be affected by the proposed change.

No additional part-time faculty, new full time faculty, reassignment of full-time faculty, additional class/lab space, modification of class/lab space, additional library resources, additional computer equipment, administrative staff, or other resources, will be needed as a result of this change.

Thank you for your consideration. Please feel free to contact me at any time if you have any questions.

Best Regards,

Anthony J. Paris, Ph.D., P.E.
Associate Professor of Mechanical Engineering
907-786-1912
paris@uaa.alaska.edu



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department ME
2. Complete Program Title/Prefix Minor, General Engineering		
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/2012 To: 99/9999		
6a. Coordination with Affected Units Department, School, or College: CE, E&CSE, ME/SOE Initiator Name (typed): Anthony Paris Date: _____ Initiator Signed Initials: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/17/2012		
6c. Coordination with Library Liaison Date: 03/17/2012		
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function		
8. Justification for Action Changes to the "Minor, General Engineering" reflect the changes to the Bachelor of Science in Engineering with a concentration in Mechanical Engineering Program curriculum.		
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) Anthony J. Paris Initiator (TYPE NAME) Date _____ Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ Provost or Designee _____ Date _____		

General Engineering, Minor

Students majoring in a non-engineering subject who wish to minor in General Engineering must complete the following requirements. An "*" indicates a recommended set of courses for the minor.

The following courses are required:

ENGR A151	Introduction to Engineering	1
ENGR A161	Engineering Practices II	3
ES A208	Engineering Mechanics	5

In addition, at least three courses must be selected from the following list: 9

EE/ME A308	Instrumentation and Measurement (3)
ES A309*	Elements of Electrical Engineering (3)
ES A331	Mechanics of Materials (3)
ES A341*	Fluids Mechanics (3)
ES A346*	Basic Thermodynamics (3)
ESM A450	Economic Analysis and Operations (3)
ME A334	Elements of Material Science (3)

A. General Engineering, Minor

Students majoring in a non-engineering subject who wish to minor in General Engineering must complete the following requirements. An "*" indicates a recommended set of courses for the minor.

The following courses are required:

ENGR A151	~~Introduction to Engineering~~ ~~Engineering Practices I~~	~~1~~ ~~3~~
ENGR A161	Engineering Practices II	3
ES A208	Engineering Mechanics	~~5~~ ~~4~~

In addition, at least three courses must be selected from the following list: 9

EE/ME A308	Instrumentation and Measurement (3)
ES A309.*	Elements of Electrical Engineering (3)
ES A331	Mechanics of Materials (3)
ES A341.*	Fluids Mechanics (3)
ES A346.*	Basic Thermodynamics (3)
ESM A450	Economic Analysis and Operations (3)
ME A334	Elements of Material Science (3)

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19 March 2012

Dear Provost Driscoll:

Changes to the Bachelor of Science, Geomatics catalog copy reflect minor changes in wording of the Graduation Requirements and a change of office location.

No students currently enrolled in the Program will be affected by the proposed change.

No additional part-time faculty, new full time faculty, reassignment of full-time faculty, additional class/lab space, modification of class/lab space, additional library resources, additional computer equipment, administrative staff, or other resources, will be needed as a result of this change.

Thank you for your consideration. Please feel free to contact me at any time if you have any questions.

Best Regards,

Gennady Gienko, Ph.D.
Associate Professor of Geomatics
907-786-1919
afgg@uaa.alaska.edu



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department GEO
2. Complete Program Title/Prefix Bachelor of Science, Geomatics		
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/2012 To: 99/9999		
6a. Coordination with Affected Units Department, School, or College: GEO/SOE Initiator Name (typed): Gennady Gienko Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/17/2012		
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19 March 2012

Dear Provost Driscoll:

During the Spring 2011 Semester, the Computer Systems Engineering, Electrical Engineering, and Mechanical Engineering Faculty worked with program constituents (students, employers, alumni, graduate programs, and faculty) on an assessment of the Bachelor of Science in Engineering with a concentration in Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering (BSE CSE, EE, and ME) Program curriculum. Changes to curriculum were made by the Faculty following that assessment and are reflected in the catalog copy. These changes result in significant improvements in the BSE CSE, EE, and ME programs. The clarity of the BSE CSE, BSE EE, and BSE ME program descriptions is enhanced.

No students currently enrolled in the BSE CSE, BSE EE, or BSE ME Program will be affected by the proposed change.

No additional part-time faculty, new full time faculty, reassignment of full-time faculty, additional class/lab space, modification of class/lab space, additional library resources, additional computer equipment, administrative staff, or other resources, will be needed as a result of this change.

Thank you for your consideration. Please feel free to contact me at any time if you have any questions.

Best Regards,

Anthony J. Paris, Ph.D., P.E.
Associate Professor of Mechanical Engineering
University of Alaska Anchorage
afajp@uaa.alaska.edu
(907) 786-1912



1a. School or College EN SOENGR	1b. Division No Division Code	1c. Department E&CSE, ME						
2. Complete Program Title/Prefix Bachelor of Science in Engineering with a concentration in Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering								
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								
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<table style="width: 100%; border: none;"><tr><td style="width: 50%; border: none;">Initiator (faculty only) _____ Date _____ Anthony J. Paris Initiator (TYPE NAME)</td><td style="width: 50%; border: none;">☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____</td></tr><tr><td style="border: none;">☐ Approved ☐ Disapproved Department Chairperson _____ Date _____</td><td style="border: none;">☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____</td></tr><tr><td style="border: none;">☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____</td><td style="border: none;">☐ Approved ☐ Disapproved Provost or Designee _____ Date _____</td></tr></table>			Initiator (faculty only) _____ Date _____ Anthony J. Paris Initiator (TYPE NAME)	☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____	☐ Approved ☐ Disapproved Department Chairperson _____ Date _____	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____	☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved Provost or Designee _____ Date _____
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ENGINEERING: COMPUTER SYSTEMS, ELECTRICAL, AND MECHANICAL ENGINEERING

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

www.uaa.alaska.edu/schoolofengineering

Bachelor of Science, Engineering

The Electrical and Computer Systems Engineering Department and Mechanical Engineering Department offer a Bachelor of Science in Engineering, with a concentration in Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering.

Computer Systems Engineering

The Department of Computer Systems and Electrical Engineering offers a Bachelor of Science in Engineering with a concentration in Computer Systems Engineering (BSE CSE), and a Minor in Computer Systems Engineering. The program is a fully-accredited Bachelor of Science in Engineering, Computer Systems Engineering degree program. Students are introduced to principles of mathematics and physics during the first two years of study along with introductory courses in fundamentals of computer hardware and programming. The third and fourth year consist of upper level major courses applicable to computer systems along with computer systems engineering electives in the area of the student's interests. Students also complete a project-oriented capstone course where they will apply their knowledge in computer systems engineering to solve challenging problems. Students also take courses on written and oral communication, humanities, social sciences, and fine arts to improve their communication skills and to put their profession into a broader societal context.

Electrical Engineering

The Department of Computer Systems and Electrical Engineering offers a Bachelor of Science in Engineering with a concentration in Electrical Engineering (BSE EE), and a Minor in Electrical Engineering. The program is a fully-accredited Bachelor of Science Engineering, Electrical Engineering degree program. During the first two years of study, students are introduced to principles of mathematics, chemistry and physics, as well as basic circuit theory, digital logic and electrical devices. The third year of study largely focuses on fundamental electrical engineering concepts, including courses in signal analysis, electromagnetism, instrumentation and telecommunication. During the fourth and senior year, students take more advanced courses, including technical electives that are more focused on electrical engineering analysis and design. Upper division electives include courses in computer design, antenna theory, communication theory, power distribution, and control systems. Students also take courses on written and oral communication, humanities, social sciences, and fine arts to improve their communication skills and to put their profession into a broader societal context.

Mechanical Engineering

The Department of Mechanical Engineering offers a Bachelor of Science in Engineering with a concentration in Mechanical Engineering (BSE ME), and a Minor in Mechanical Engineering. The program is a fully-accredited Bachelor of Science in Engineering, Mechanical Engineering degree program. Students are introduced to principles of mathematics, chemistry, and physics during the first two years of study. The third year of study largely focuses on courses that apply these basic sciences in an engineering context. During the fourth and senior year, students take more advanced courses, including technical electives that are more focused on mechanical engineering analysis and design. Students also take courses on written and oral communication, humanities, social sciences, and fine arts to improve their communication skills and to put their profession into a broader societal context. The program focuses on the design of systems related to transfer of thermal and mechanical energies where topics such as machine design and thermal systems, including HVAC&R (heating, ventilation, air conditioning, and refrigeration), are covered in detail. Students have the opportunity for hands-on experience in a state of the art manufacturing lab with rapid prototyping through three dimensional printers and CNC machining.

Accreditation

Computer Systems Engineering

The Bachelor of Science in Engineering, Computer Systems Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Electrical Engineering

The Bachelor of Science in Engineering, Electrical Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Mechanical Engineering

The Bachelor of Science in Engineering, Mechanical Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Program Objectives

The program objectives are:

Computer Systems Engineering

1. Graduates are successful practitioners of computer engineering in a variety of industries, government agencies, and research/academic institutions, serving the State of Alaska as well as national/international needs.
2. Graduates exhibit high standards regarding ethical behavior and social responsibility.
3. Graduates successfully engage in life-long learning experiences such as graduate education, short courses, technical talks, conferences, training program, community groups, and writing and/or publishing papers.

Electrical Engineering

1. To develop electrical engineering graduates with the training and skills to enter and succeed in the engineering industry or to continue their education by attending graduate school.
2. To develop electrical engineering graduates who will, through their training in electrical engineering and their commitment to continuing education, become industry leaders driving the growth in Alaska and beyond.
3. To develop electrical engineering graduates who conduct themselves and practice their profession with the highest professional and ethical standards.

Mechanical Engineering

1. To produce graduates who are able to practice mechanical engineering through design and analysis of mechanical systems in industry, government, and academic settings.
2. To produce graduates who are prepared for graduate-level education, research and development, and other creative endeavors in science and technology.
3. To produce graduates who are able to conduct themselves in a professional and ethical manner.
4. To produce graduates who are able to become contributors and leaders in the economic development and improving the quality of life in the State of Alaska, the nation, and the world.

Student Learning Outcomes

The program has chosen the following set of program outcomes. It is expected that graduates from the program will have:

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as analyze and interpret data.
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health, and safety manufacturability, and sustainability.
4. An ability to function on multidisciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.

8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and the ability to engage in, lifelong learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Departmental Honors

Undergraduate students in the program may be recognized for exceptional performance by earning Departmental Honors. The award will be noted on their permanent university transcript. In order to receive Departmental Honors, a student must meet each of the following requirements.

1. Complete all program requirements.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the engineering profession.
3. Earn a GPA of 3.50 or above in the courses required for the major.
4. Gain approval for, complete, and present a design/research project prior to applying for graduation. The project proposal, presentation, and final written report must be approved by the program faculty.

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

Algebra	2 years
Chemistry	1 year
English	3 years
Physics	1 year
Trigonometry	1/2 year

Students successfully completing the above courses will be prepared to enroll in the first year of courses that count towards the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of the first year of courses that count towards the engineering degree.

Admission Requirements

Admission to the program is to one of two levels: Pre-Engineering or Engineering. Students admitted to either of the two levels are considered to be degree-seeking engineering students majoring in Engineering.

Pre-Engineering Level

Applicants for admission who have completed only the general Baccalaureate Degree Program Admission Requirements in Chapter 7 of this catalog are admitted to the program at the Pre-Engineering level.

Engineering Level

Applicants for admission who, in addition to the general Baccalaureate Degree Program Admission Requirements, have completed at least the level of high school courses listed above under Preparation (or their university equivalents) with grades of C or better will be admitted to the program at the Engineering level.

Advancement

Pre-Engineering to Engineering

To advance from the Pre-Engineering Level to the Engineering Level, students must meet the admission requirements to the Engineering Level and complete and submit a Change-of-Major form.

Academic Progress

All prerequisites for engineering courses must be completed with a grade of C or higher, and all courses in the program must be completed with a grade of C or higher. A student who is unable to earn a grade of C or higher in a CSE, EE, ES, ENGR or ME course may attempt to earn a satisfactory grade one additional time, on a space-available basis. Failure to earn a grade of C or higher on the second attempt may result in removal from the program. Re-admittance requires a letter of appeal from the student requesting re-admittance with an explanation of any mitigating factors and how these factors have been addressed. Re-admittance is subject to approval by the department chair of the program.

A student who has a program courses semester GPA below 2.00 will be placed on academic warning by the program. If a student on academic warning status receives a program courses semester GPA of at least 2.00, that student will be removed from academic warning status by the program. Otherwise, if a student on academic warning status receives a program courses semester GPA below 2.00, the student will be dropped from the program and must reapply in order to continue in the program.

Academic Integrity

The program requires its students to abide by the principles of academic integrity described in the Student Code of Conduct. Should suspected cases of academic misconduct occur, these cases may be submitted to the UAA Dean of Students Office, where the Assistant Director of Student Conduct reviews all allegations of academic misconduct. At the conclusion of the review, the Assistant Director of Student Conduct issues a notification of the findings and conclusions to the reporting faculty member, department chair, and dean. Should a student from the program be found responsible for a case of academic misconduct by the UAA Dean of Students Office on two separate occasions, that student will be dropped from the program. Re-admittance requires a letter of appeal from the student requesting re-admittance with an explanation of any mitigating factors and how these factors have been addressed. Re-admittance is subject to approval by the department chair of the student's degree program.

Graduation Requirements

Students must complete the following graduation requirements.

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees (GER) listed at the beginning of this chapter.

C. Major Requirements

Students must choose Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering.

Computer Systems Engineering

1. Complete the following core courses (85 Credits):

CS A330	Algorithms and Data Structures	3
CSE A205	Introduction to C Programming for Engineers	3
CSE A215	Object-Oriented Programming for Engineers	3
CSE A225	Assembly Language Programming for Engineers using Xilinx	3
CSE A335	Operating Systems Engineering	3
CSE A342	Digital Circuits Design	3

CSE A355	Computer Networking for Engineers	3
CSE A438	Design of Computer Engineering Systems	3
CSE A445	Computer Design and Interfacing	4
CSE A465	Network Security	3
EE A203	Fundamentals of Electrical Engineering I	4
EE A204	Fundamentals of Electrical Engineering II	4
EE/CS A241	Computer Hardware Concepts	4
EE/PHYS A314	Electromagnetics	3
EE A353	Circuit Theory	3
ENGL A212	Technical Writing	3
ENGR A151	Introduction to Engineering	1
ES A302	Engineering Data Analysis	3
ESM A450	Economic Analysis and Operations	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A231	Introduction to Discrete Mathematics	3
MATH A302	Ordinary Differential Equations	3
PHYS A211	General Physics I	3
PHYS A211L	General Physics I Laboratory	1
PHYS A212	General Physics II	3
PHYS A212L	General Physics II Laboratory	1
2.	Choose from the following engineering science, advanced mathematics and statistics electives:	3-5
ES A208	Engineering Mechanics (5)	
MATH A314	Linear Algebra (3)	
MATH A371	Stochastic Processes (3)	
MATH A410	Introduction to Complex Analysis (3)	
MATH A422	Partial Differential Equations (3)	
MATH A423	Advanced Engineering Mathematics (3)	
STAT A307	Probability and Statistics in Science (4)	
3.	Choose from the following advanced engineering electives:	15
Students are required to take 15 credits from the following list of approved CSE electives. Of the 15, At least 6 credits must be from classes with CSE prefix. A maximum of 3 credits is allowed from CSE A497 or A498. Other relevant courses may be accepted upon advisor approval.		
CS A304	Object-Oriented Analysis and Modeling (3)	
CS A331	Programming Language Concepts (3)	
CS A351	Automata, Algorithms, and Complexity	
CS A360	Database Systems (3)	
CS A385	Computer Graphics (3)	
CS A401	Software Engineering (3)	
CS A405	Artificial Intelligence (3)	
CS A407	Evolutionary Computing (3)	
CS A413	Computer and Data Security (3)	
CS A431	Compilers: Concepts and Techniques (3)	
CS A448	Computer Architecture (3)	

CS A490	Topics in Computer Science (3)
CS A671	Advanced Software Engineering (3)
CSE A442	VLSI Circuit Design (3)
EE A451	Digital Signal Processing (3)
CSE A481	Engineering Software/Hardware Systems(3)
CSE A497	Independent Study (3)
CSE A498	Individual Research (3)
EE/PHYS A324	Electromagnetics II (3)
EE A324L	Electromagnetics Laboratory II (1)
EE A354	Engineering Signal Analysis (3)
EE A441	Integrated Circuit Design (3)
EE A462	Communication Systems (3)
EE A465	Telecommunications (3)

4. A total of 124-126 credits is required for the degree, of which 42 credits must be upper division.

Electrical Engineering

1. Complete the following core courses (95 Credits):

CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Laboratory	1
CSE A205	Introduction to C Programming for Engineers	3
CSE A215	Object-Oriented Programming for Engineers	3
CSE A225	Assembly Language Programming for Engineers using Xilinx	3
EE A203	Fundamentals of Electrical Engineering I	4
EE A204	Fundamentals of Electrical Engineering II	4
EE/CS A241	Computer Hardware Concepts	4
EE A261	Matlab for Electrical Engineers	1
EE/ME A308	Instrumentation and Measurement	3
EE/PHYS A314	Electromagnetics	3
EE/PHYS A324	Electromagnetics II	3
EE A324L	Electromagnetics Laboratory II	1
EE A353	Circuit Theory	3
EE A353L	Circuit Theory Laboratory	1
EE A354	Engineering Signal Analysis	3
EE A438	Design of Electrical Engineering Systems	3
EE A441	Integrated Circuit Design	3
EE A465	Telecommunications	3
EE A471	Automatic Control	3
ENGL A212	Technical Writing	3
ENGR A105A	Engineering Computer-Aided Design I	1
ENGR A105B	Engineering Computer-Aided Design II	1
ENGR A151	Introduction to Engineering	1
ES A208	Engineering Mechanics	5
ES A302	Engineering Data Analysis	3

ESM A450	Economic Analysis and Operations	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A302	Ordinary Differential Equations	3
PHYS A211	General Physics I	3
PHYS A211L	General Physics I Laboratory	1
PHYS A212	General Physics II	3
PHYS A212L	General Physics II Laboratory	1
2. Choose from the following advanced mathematics electives: 3
- | | | |
|-----------|--------------------------------------|--|
| MATH A314 | Linear Algebra (3) | |
| MATH A321 | Analysis of Several Variables (3) | |
| MATH A371 | Stochastic Processes (3) | |
| MATH A407 | Mathematical Statistics I (3) | |
| MATH A410 | Introduction to Complex Analysis (3) | |
| MATH A422 | Partial Differential Equations (3) | |
| MATH A423 | Advanced Engineering Mathematics (3) | |
| MATH A426 | Numerical Methods (3) | |
3. Choose from the following advanced engineering electives: 12
- Students are required to take 12 credits from the following list of approved advanced engineering electives. Of the 12 credits, at least 6 of them must be from classes with the EE prefix.
- | | | |
|--------------|------------------------|--|
| CE A403/A603 | Arctic Engineering (3) | |
| | or | |
| ES A411 | Northern Design (3) | |
- Note: Either CE A403 or CE A603 or ES A411 can be taken for the degree.*
- | | | |
|------------|---------------------------------------|--|
| CSE A355 | Computer Networking for Engineers (3) | |
| CSE A445 | Computer Design and Interfacing (4) | |
| EE A451 | Digital Signal Processing (3) | |
| CSE A465 | Network Security (3) | |
| EE/ME A306 | Dynamics of Systems (3) | |
| EE A407 | Power Distribution (3) | |
| EE A458 | Antenna Theory (3) | |
| EE A462 | Communication Systems (3) | |
4. A total of 131 credits is required for the degree, of which 42 credits must be upper division.

Mechanical Engineering

1. Complete the following core courses (96 Credits):
- | | | |
|------------|---------------------------------------|---|
| 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 |
| ENGL A212 | Technical Writing | 3 |
| ENGR A105A | Engineering Computer-Aided Design I | 1 |
| ENGR A105B | Engineering Computer-Aided Design II | 1 |
| ENGR A105C | Engineering Computer-Aided Design III | 1 |

ENGR A151	Introduction to Engineering	1
ENGR A161	Engineering Practices II	3
ES A209	Engineering Statics	3
ES A210	Engineering Dynamics	3
ES A302	Engineering Data Analysis	3
ES A309	Elements of Electrical Engineering	3
ES A331	Mechanics of Materials	3
ES A341	Fluid Mechanics	3
ES A341L	Fluid Mechanics Laboratory	1
ES A346	Basic Thermodynamics	3
ESM A450	Economic Analysis and Operations	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A302	Ordinary Differential Equations	3
ME A280	Solid Modeling for Engineers	3
ME/EE A306	Dynamics of Systems	3
ME/EE A308	Instrumentation and Measurement	3
ME A313	Mechanical Engineering Thermodynamics	3
ME A334	Materials Science	3
ME A334L	Materials Science Lab	1
ME A403	Mechanical Design II	3
ME A414	Thermal Systems Design	3
ME A414L	Thermal Systems Design Lab	1
ME A438	Design of Mechanical Engineering Systems	3
ME A441	Heat and Mass Transfer	3
ME A441L	Heat and Mass Transfer Lab	1
PHYS A211	General Physics I	3
PHYS A211L	General Physics I Laboratory	1
PHYS A212	General Physics II	3
PHYS A212L	General Physics II Laboratory	1
2.	Choose from the following advanced mathematics electives:	3
MATH A314	Linear Algebra (3)	
MATH A321	Analysis of Several Variables (3)	
MATH A371	Stochastic Processes (3)	
MATH A407	Mathematical Statistics I (3)	
MATH A410	Introduction to Complex Analysis (3)	
MATH A422	Partial Differential Equations (3)	
MATH A423	Advanced Engineering Mathematics (3)	
MATH A426	Numerical Methods (3)	
3.	Choose from the following advanced engineering electives:	12
Students are required to take 12 credits from the following list of approved advanced engineering electives. Of the 12 credits, at least 6 of them must be from classes with the ME prefix.		
AEST A608	Fundamentals of Air Pollution (3)	
CE A403/A603	Arctic Engineering (3)	

or

ES A411 Northern Design (3)

Note: only one of CE A403 or CE A603 or ES A411 can apply to the degree.

CE A441 Introduction to Environmental
Engineering (3)

CE A442 Environmental Systems Design (3)

CE A600 Fundamentals of Environmental
Science and Engineering (3)

ME A408/A608 Mechanical Vibrations (3)

Note: Only one of ME A408 or ME A608 can apply to the degree.

ME A415/A615 Composite Materials (3)

Note: Only one of ME A415 or ME A615 can apply to the degree.

ME A442/A642 Advanced Fluid Mechanics (3)

Note: Only one of ME A442 or ME A642 can apply to the degree.

ME A450 Manufacturing Design (3)

ME A453/653 Renewable Energy Systems
Engineering (3)

Note: Only one of ME A455 or ME A655 can apply to the degree.

ME A455/A655 HVAC Systems Optimization (3)

Note: Only one of ME A455 or ME A655 can apply to the degree.

ME A459/A659 Fracture Mechanics (3)

Note: Only one of ME A459 or ME A659 can apply to the degree.

ME/EE A471 Automatic Control (3)

ME A664 Corrosion Processes and
Engineering (3)

ME A685 Arctic Heat and Mass Transfer (3)

4. A total of 132 credits is required for the degree, of which 42 credits must be upper division.

FACULTY

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ENGINEERING: COMPUTER SYSTEMS, ELECTRICAL, AND MECHANICAL ENGINEERING

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

www.uaa.alaska.edu/schoolofengineering

www.engr.uaa.alaska.edu/programs/bse

Bachelor of Science, Engineering

The Electrical and Computer Systems Engineering Department and Mechanical Engineering Department offer a Bachelor of Science in Engineering, with a concentration in Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering.

Computer Systems Engineering

The Department of Computer Systems and Electrical Engineering offers a Bachelor of Science in Engineering with a concentration in Computer Systems Engineering (BSE CSE), and a Minor in Computer Systems Engineering. The program is a fully-accredited Bachelor of Science in Engineering, Computer Systems Engineering degree program. Students are introduced to principles of mathematics and physics during the first two years of study along with introductory courses in fundamentals of computer hardware and programming. The third and fourth year consist of upper level major courses applicable to computer systems along with computer systems engineering electives in the area of the student's interests. Students also complete a project-oriented capstone course where they will apply their knowledge in computer systems engineering to solve challenging problems. Students also take courses on written and oral communication, humanities, social sciences, and fine arts to improve their communication skills and to put their profession into a broader societal context.

Electrical Engineering

The Department of Computer Systems and Electrical Engineering offers a Bachelor of Science in Engineering with a concentration in Electrical Engineering (BSE EE), and a Minor in Electrical Engineering. The program is a fully-accredited Bachelor of Science Engineering, Electrical Engineering degree program. During the first two years of study, students are introduced to principles of mathematics, chemistry and physics, as well as basic circuit theory, digital logic and electrical devices. The third year of study largely focuses on fundamental electrical engineering concepts, including courses in signal analysis, electromagnetism, instrumentation and telecommunication. During the fourth and senior year, students take more advanced courses, including technical electives that are more focused on electrical engineering analysis and design. Upper division electives include courses in computer design, antenna theory, communication theory, power distribution, and control systems. Students also take courses on written and oral communication, humanities, social sciences, and fine arts to improve their communication skills and to put their profession into a broader societal context.

Mechanical Engineering

The Department of Mechanical Engineering offers a Bachelor of Science in Engineering with a concentration in Mechanical Engineering (BSE ME), and a Minor in Mechanical Engineering. The program is a fully-accredited Bachelor of Science in Engineering, Mechanical Engineering degree program. The Bachelor of Science in Engineering (BSE) degree offers three tracks of specialization. They are: 1) Computer Systems Engineering, 2) Electrical Engineering, and 3) Mechanical Engineering. Each specialization track is a fully-accredited degree program. Students are introduced to principles of mathematics, chemistry, and physics during the first two years of study. The third year of study largely focuses on courses that apply these basic sciences in an engineering context to their chosen discipline. During the fourth and senior year, students take more advanced courses, including technical electives that focus on more sophisticated and more focused on mechanical engineering analysis and design work. Students also take courses on written and oral communication, humanities, social sciences, and fine arts to improve their communication skills and to put their profession into a broader societal context. The

The Bachelor of Science in Engineering (BSE) program is a design-oriented curriculum that incorporates topics that span

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the foundations of engineering disciplines. BSE students select courses for a specialization track that best suits their needs. Thus, the BSE curriculum can custom fit a student's education with the needs of the community and industry. The three tracks of specialization are: 1) Computer Systems Engineering, 2) Electrical Engineering, and 3) Mechanical Engineering. The Computer Systems Engineering (CSE, also known as Computer Engineering) specialty track focuses on applied computer theory, the design and implementation of computer hardware and software, and specialized areas of computing such as network architecture, security, and distributed systems. Students take courses such as computer programming, computer hardware design, networking, operating/software systems engineering, signals, and electronic device and circuit design.

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The Electrical Engineering (EE) specialty track focuses on fundamental electrical concepts including circuit theory, electrical devices, electromagnetism, and signals and systems. Students take courses in computer design, antenna theory, communication theory, and control systems.

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The Mechanical Engineering (ME) program specialty track focuses on the design of systems related to transfer of thermal and mechanical energies where topics such as machine design and thermal systems, including HVAC&R (heating, ventilation, and air conditioning, and refrigeration), and design of mechanisms are covered in detail. Students take courses in heat transfer, HVAC, manufacturing, and machine design. Students, including, have the opportunity for hands-on exposure experience in a state of the art manufacturing lab with rapid prototyping through three dimensional printers and CNC machining.

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Accreditation

Computer Systems Engineering

The Bachelor of Science in Engineering, Computer Systems Engineering program is a fully accredited Bachelor of Science in Engineering, Computer Systems Engineering program by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET®), <http://www.abet.org>.

Electrical Engineering

The Bachelor of Science in Engineering, Electrical Engineering program is a fully accredited Bachelor of Science in Engineering, Electrical Engineering program by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET®), <http://www.abet.org>.

Mechanical Engineering

All The BSE Bachelor of Science in Engineering, Mechanical Engineering programs are separately is a fully accredited Bachelor of Science in Engineering, Mechanical Engineering by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET®), <http://www.abet.org>. of ABET, which is the only accreditor of engineering programs and related fields of study in the US. The accredited BSE programs include: 1) Computer Systems Engineering, 2) Electrical Engineering, and 3) Mechanical Engineering.

Program Objectives and Expected Outcomes

The curriculum of the BSE program has also been carefully designed to prepare students for the profession of engineering through study, experience, and practice. Each of the three specializations in the BSE program has The Computer Systems Engineering, Electrical Engineering, and Mechanical Engineering Programs program have objectives that are consistent with the needs of the respective program's constituents, as follows objectives are:

Computer Systems Engineering

1. Graduates are successful practitioners of computer engineering in a variety of industries, government agencies, and research/academic institutions, serving the State of Alaska as well as national/international needs.
2. Graduates exhibit high standards regarding ethical behavior and social responsibility.
3. Graduates successfully engage in life-long learning experiences such as graduate education, short courses, technical talks, conferences, training program, community groups, and writing and/or publishing papers.

Electrical Engineering

1. To develop electrical engineering graduates with the training and skills to enter and succeed in the engineering industry or to continue their education by attending graduate school.

2. To develop electrical engineering graduates who will, through their training in electrical engineering and their commitment to continuing education, become industry leaders driving the growth in Alaska and beyond.
3. To develop electrical engineering graduates who conduct themselves and practice their profession with the highest professional and ethical standards.
1. To produce electrical engineering graduates with the training and skills to enter the job market or to continue their education by attending graduate school.
2. To produce graduates who will become business and community leaders in Alaska and throughout the world.
2. To produce graduates who will, through their training in electrical engineering and their commitment to their continuing education, become the entrepreneurs driving Alaska's growth in the future.
4. To produce graduates in electrical engineering who conduct themselves and practice their profession with the highest of professional standards.

Mechanical Engineering

1. To produce graduates who are able to practice mechanical engineering through design and analysis of mechanical systems in industry, government, and academic settings.
2. To produce graduates who are prepared for graduate-level education, research and development, and other creative endeavors in science and technology.
3. To produce graduates who are able to conduct themselves in a professional and ethical manner.
4. To produce graduates who are able to become contributors and leaders in the economic development and improving the quality of life in the State of Alaska, the nation, and the world.

Expected Student Learning Outcomes

Knowing that all engineering programs must demonstrate that their students attain a level of proficiency in a number of important areas, the Computer Systems Engineering, Electrical Engineering, and Mechanical Engineering programs have chosen the following set of program outcomes for all three specializations. Students will have It is expected that graduates from the Computer Systems Engineering, Electrical Engineering, and Mechanical Engineering Programs program will have:

- (a) 1. an ability to apply knowledge of mathematics, science, and engineering.
- (b) 2. an ability to design and conduct experiments, as well as analyze and interpret data.
- (c) 3. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health, and safety manufacturability, and sustainability.
- (d) 4. an ability to function on multidisciplinary teams.
- (e) 5. an ability to identify, formulate, and solve engineering problems.
- (f) 6. an understanding of professional and ethical responsibility.
- (g) 7. an ability to communicate effectively.
- (h) 8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- (i) 9. a recognition of the need for, and the ability to engage in, lifelong learning.
- (j) 10. a knowledge of contemporary issues.
- (k) 11. and an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Honors in Engineering Departmental Honors

Undergraduate BSE students in the Computer Systems Engineering, Electrical Engineering, and Mechanical Engineering programs may be recognized for exceptional performance by earning Departmental Honors in each of the three specialty tracks: Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering. The award will

be noted on their permanent university transcript. In order to receive Departmental Honors in the Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering program BSE program, a student must meet each of the following requirements.

1. Complete all program requirements ~~for a BSE. A minimum of 30 credits applicable to the BSE~~ the student's degree program must be completed at UAA.
2. Be an active member for at least one year of both a national and an on-campus student chapter of a professional engineering society that addresses issues relevant to the engineering profession.
3. ~~Have~~ Earn a GPA of 3.30 ~~50~~ or higher in courses applicable to the BSE program courses above in the courses required for the major.
4. Gain approval for ~~and~~ complete ~~and present~~ a design/research project prior to applying for graduation. ~~An oral presentation of the project results to an appropriate audience will be required.~~ The project proposal, presentation, and final written report must be approved by the ~~student's academic advisor and the chair of BSE program~~ the student's degree program faculty.
5. ~~For Mechanical and Electrical Engineering specializations, take and pass the Fundamentals of Engineering examination in the senior year. For Computer Systems Engineering specialization, take and pass the CSE Exit Examination in the senior year.~~
6. ~~Document a minimum of eight weeks work experience in an engineering or engineering related position.~~

Preparation

While in high school, students can prepare for entering and succeeding in the university engineering program. In order to be the best prepared, students should complete the following high school courses with grades of C or better:

Algebra	2 years
Chemistry	1 year
English	3 years
Physics	1 year
Trigonometry	1/2 year

Students successfully completing the above courses will be prepared to enroll in the first year of courses that count towards the engineering degree. Students without the above preparatory courses will need to take equivalent university courses before taking some of the first year of courses that count towards the engineering degree. ~~Students are encouraged to work with their faculty advisors for developing a course plan.~~

Admission Requirements

Admission to the Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering program Bachelor of Science in Engineering program is to one of two levels: Pre-Engineering or Engineering. Students admitted to either of the two levels are considered to be degree-seeking engineering students majoring in Engineering.

Pre-Engineering Level

Applicants for admission who have completed only the general Baccalaureate Degree Program Admission Requirements in Chapter 7 of this catalog are admitted to the Engineering program at the Pre-Engineering level.

Engineering Level

Applicants for admission who, in addition to the general Baccalaureate Degree Program Admission Requirements, have completed at least the level of high school courses listed above under Preparation (or their university equivalents) with grades of C or better will be admitted to the Engineering program at the Engineering level.

Advancement

Pre-Engineering to Engineering

~~Pre-Engineering students must work with their assigned advisor to develop a course plan to make up the high school course requirements for advancement to the Engineering level. Once the Pre-Engineering course work outlined in the~~

student's course plan is completed, students must meet with their advisor to apply for advancement to the Engineering level or may also be advanced to the Engineering level by the department chair upon review of the student's academic progress. To advance from the Pre-Engineering Level to the Engineering Level, students must meet the admission requirements to the Engineering Level and complete and submit a Change-of-Major form.

Curriculum

The BSE degree requires a A total of 130-124 credits are required for the Computer Systems Engineering specialization, and 132 credits for the Electrical Engineering and Mechanical Engineering specializations. There are five main categories of required credits:

<u>Category</u>	<u>Credits</u>
*General Education Requirements (GER)	15
Core Curriculum	49-52
Engineering Emphasis Track Courses	
Computer Systems Engineering	52
Electrical Engineering	61-53
Mechanical Engineering	53-56-60
Engineering Science, Advanced Math and Statistics Elective	3-4-5
Advanced Engineering/Science Electives	12
Computer Systems Engineering	15
Electrical Engineering	15
Mechanical Engineering	12
Total Credits for CSE Specialization	124
Total Credits for EE or ME Specialization	132

*Note: For rules and information about selecting courses to meet General Education Requirements, see the link on the main School of Engineering website at: www.uaa.alaska.edu/schoolofengineering.

During the first two years (freshman and sophomore) of the Computer Systems Engineering, Electrical Engineering or Mechanical Engineering program BSE program, the student completes a set of core courses that cover basic sciences, mathematics, oral and written communications, and other General Education Requirement courses. This provides the student with a broad and solid background in the topics necessary to build a specialization in a field of engineering.

The engineering emphasis track courses are taken mostly in the third and fourth (junior and senior) years. Each track has a series of required courses totaling 51-52 credits for the CSE specialization, 61 credits for the EE specialization and 60 credits for ME specialization, 53 credits for the EE and ME specializations. In addition, the student selects an additional 15-12 credits of advanced engineering or science electives for the CSE and EE specialization, and 12 credits of advanced electives for the ME specialization, where at least 6 of those credits must be from a class with the prefix of the student's specialization, and a 3-credit advanced mathematics elective. The students also must take at least 2 credits of advanced math/statistics electives.

Engineering design is introduced early in the curriculum and is emphasized throughout the program. In addition a seminar course, a two-course introductory Engineering Practices series is a required part of the curriculum. This is an outstanding customized coordination of courses that specifically teaches engineering students what they most need to know early in the curriculum. These courses help students become more successful in all of their subsequent courses and to be more effective as practicing engineers. Topics include applied mathematics, computer applications, experimental data gathering and analysis, collaborative teamwork, and report preparation and presentation. Also, a senior capstone design course is required in which students are required to integrate and apply their knowledge in solving a real world

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engineering problem. Students are encouraged to take the Fundamentals of Engineering examination, required for professional licensure, before graduation.

Since the BSE program allows for the selection of more electives than the traditional BS engineering programs, students can custom design their curriculum to specialize in the areas of engineering most applicable for their plans. So, students can prepare themselves to specifically meet the needs of specific companies, and state and federal agencies.

Professional registration is emphasized throughout the program. Students attend a professional seminar course that exposes them to multiple experts from education and industry speaking about their fields of expertise. All students are encouraged to take the Fundamentals of Engineering examination before graduation.

Advising

All undergraduate students are encouraged to meet with their faculty advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

Mathematics Minor

Upon completion of the BSE with the Mechanical or Electrical Engineering specialization degree program, or upon completion of the BSE with the Computer Systems Engineering specialization degree program with a 300- or 400-level mathematics class taken from the MATH advanced electives, the requirements for obtaining a minor in Mathematics are also satisfied. Students are encouraged to apply for the Mathematics minor with the BSE when applying for graduation.

Academic Progress

All prerequisites for engineering courses must be completed with a grade of C or higher, and All prerequisites for engineering courses in the program must be completed with a grade of C or higher. A student who is unable to earn a grade of C or better higher in a CSE, EE, ES, ENGR or ME prerequisite course may attempt to earn a satisfactory grade one additional time, on a space-available basis. Failure to earn a grade of C or better higher on the second attempt will may result in removal from the Computer Systems Engineering, Electrical Engineering or Mechanical Engineering program. Re-admittance requires a letter of appeal from the student requesting re-admittance with an explanation of any mitigating factors and how these factors have been addressed. Re-admittance is subject to approval by the department chair of the student's degree program.

A student who has a program courses cumulative semester GPA in engineering courses below 2.00 will be placed on academic warning by the School of Engineering program. If a student on academic warning status receives a program courses semester GPA for engineering courses of at least 2.00, that student will be removed from academic warning status by the School of Engineering program. Otherwise, if a student on academic warning status receives a program courses cumulative semester GPA in engineering courses below 2.00, the student will be dropped from the Computer Systems Engineering, Electrical Engineering or Mechanical Engineering program BSE program and must reapply in order to continue in the the Computer Systems Engineering, Electrical Engineering or Mechanical Engineering program BSE program. Re-admittance requires a letter from the student requesting re-admittance with an explanation of the reasons why. Re-admittance is subject to approval by the department chair.

Academic Integrity

The Computer Systems Engineering, Electrical Engineering, and Mechanical Engineering programs requires their students to abide by the principles of academic integrity described in the Student Code of Conduct. The Student Code of Conduct defines cheating, plagiarism and other forms of academic dishonesty as the submission of materials in assignments, exams or other academic work that is based on sources prohibited by the faculty member. Should suspected cases of academic misconduct occur, these cases shall may be submitted to the UAA Dean of Students Office, where the Assistant Director of Student Conduct reviews all allegations of academic misconduct. At the conclusion of the review, the Assistant Director of Student Conduct issues a notification of the findings and conclusions to the reporting faculty member, department chair, and dean. Should a student from the Computer Systems Engineering, Electrical Engineering or Mechanical Engineering program be found responsible for a case of academic misconduct by the UAA Dean of Students

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Office on two separate occasions, that student will be removed/dropped from his or her the degree program. Re-admittance requires a letter of appeal from the student requesting re-admittance with an explanation of any mitigating factors and how these factors have been addressed. Re-admittance is subject to approval by the department chair of the student's degree program.

Graduation Requirements

Students must complete the following graduation requirements.

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Every UAA baccalaureate degree requires a minimum of 37 credits of General Education Requirements in eight different categories. The specifically identified courses required for the BSE satisfies five of these categories. However, there are 15 GER credits in the remaining three categories (Social Sciences, Humanities, and Fine Arts) that the student selects:

Fine Arts _____ 3

Humanities _____ 6

Social Sciences _____ 6

One of the following criteria must be met:

1. Six credits are from courses that are at the 200 level or above.
2. Three credits are from courses that are at the 200 level or above and 6 credits are from a sequence of courses at the 100-level. For example, HIST 101 and HIST 102 is considered to be a 6-credit course sequence.

In addition, the courses selected for Social Science must be from two different disciplines.

It is very important that students see their faculty advisors and review the rules for selecting these 15 GER credits. A website with the rules is linked on the main School of Engineering website, [Complete the General Education Requirements for Baccalaureate Degrees \(GER\) listed at the beginning of this chapter.](#)

C. Major Requirements

Students must choose Computer Systems Engineering, Electrical Engineering, or Mechanical Engineering.

Computer Systems Engineering

1. Complete the following core courses (85 Credits):

CS A330 Algorithms and Data Structures 3

CSE A205 Introduction to C Programming for
Engineers 3

CSE A215 Object-Oriented Programming for
Engineers 3

CSE A225 Assembly Language Programming
for Engineers using Xilinx 3

CSE A335 Operating Systems Engineering 3

CSE A342 Digital Circuits Design 3

CSE A355 Computer Networking for Engineers 3

CSE A438 Design of Computer Engineering
Systems 3

CSE A445 Computer Design and Interfacing 4

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CSE A465	Network Security	3
EE A203	Fundamentals of Electrical	
	Engineering I	4
EE A204	Fundamentals of Electrical	
	Engineering II	4
EE/CS A241	Computer Hardware Concepts	4
EE/PHYS A314	Electromagnetics	3
EE A353	Circuit Theory	3
ENGL A212	Technical Writing	3
ENGR A151	Introduction to Engineering	1
ES A302	Engineering Data Analysis	3
ESM A450	Economic Analysis and Operations	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A231	Introduction to Discrete Mathematics	3
MATH A302	Ordinary Differential Equations	3
PHYS A211	General Physics I	3
PHYS A211L	General Physics I Laboratory	1
PHYS A212	General Physics II	3
PHYS A212L	General Physics II Laboratory	1

2. Choose from the following engineering science, advanced mathematics and statistics electives: 3-5

ES A208	Engineering Mechanics (5)
MATH A314	Linear Algebra (3)
MATH A371	Stochastic Processes (3)
MATH A410	Introduction to Complex Analysis (3)
MATH A422	Partial Differential Equations (3)
MATH A423	Advanced Engineering Mathematics (3)
STAT A307	Probability and Statistics in Science (4)

3. Choose from the following advanced engineering electives: 15

Students are required to take 15 credits from the following list of approved CSE electives. Of the 15, At least 6 credits must be from classes with CSE prefix. A maximum of 3 credits is allowed from CSE A497 or A498. Other relevant courses may be accepted upon advisor approval.

CS A304	Object-Oriented Analysis and Modeling (3)
CS A331	Programming Language Concepts (3)
CS A351	Automata, Algorithms, and Complexity
CS A360	Database Systems (3)
CS A385	Computer Graphics (3)
CS A401	Software Engineering (3)CS A405 Artificial Intelligence (3)
CS A407	Evolutionary Computing (3)
CS A413	Computer and Data Security (3)
CS A431	Compilers: Concepts and Techniques (3)
CS A448	Computer Architecture (3)
CS A490	Topics in Computer Science (3)
CS A671	Advanced Software Engineering (3)
CSE A442	VLSI Circuit Design (3)
EE A451	Digital Signal Processing (3)

CSE A481	Engineering Software/Hardware Systems(3)
CSE A497	Independent Study (3)
CSE A498	Individual Research (3)
EE/PHYS A324	Electromagnetics II (3)
EE A324L	Electromagnetics Laboratory II (1)
EE A354	Engineering Signal Analysis (3)
EE A441	Integrated Circuit Design (3)
EE A462	Communication Systems (3)
EE A465	Telecommunications (3)

4. A total of 124-126 credits is required for the degree, of which 42 credits must be upper division.

Electrical Engineering

1. Complete the following core courses (95 Credits):

CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Laboratory	1
CSE A205	Introduction to C Programming for Engineers	3
CSE A215	Object-Oriented Programming for Engineers	3
CSE A225	Assembly Language Programming for Engineers using Xilinx	3
EE A203	Fundamentals of Electrical Engineering I	4
EE A204	Fundamentals of Electrical Engineering II	4
EE/CS A241	Computer Hardware Concepts	4
EE A261	Matlab for Electrical Engineers	1
EE/ME A308	Instrumentation and Measurement	3
EE/PHYS A314	Electromagnetics	3
EE/PHYS A324	Electromagnetics II	3
EE A324L	Electromagnetics Laboratory II	1
EE A353	Circuit Theory	3
EE A353L	Circuit Theory Laboratory	1
EE A354	Engineering Signal Analysis	3
EE A438	Design of Electrical Engineering Systems	3
EE A441	Integrated Circuit Design	3
EE A465	Telecommunications	3
EE A471	Automatic Control	3
ENGL A212	Technical Writing	3
ENGR A105A	Engineering Computer-Aided Design I	1
ENGR A105B	Engineering Computer-Aided Design II	1
ENGR A151	Introduction to Engineering	1
ES A208	Engineering Mechanics	5
ES A302	Engineering Data Analysis	3
ESM A450	Economic Analysis and Operations	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4

MATH A302	Ordinary Differential Equations	3
PHYS A211	General Physics I	3
PHYS A211L	General Physics I Laboratory	1
PHYS A212	General Physics II	3
PHYS A212L	General Physics II Laboratory	1

2. Choose from the following advanced mathematics electives: 3

MATH A314	Linear Algebra (3)
MATH A321	Analysis of Several Variables (3)
MATH A371	Stochastic Processes (3)
MATH A407	Mathematical Statistics I (3)
MATH A410	Introduction to Complex Analysis (3)
MATH A422	Partial Differential Equations (3)
MATH A423	Advanced Engineering Mathematics (3)
MATH A426	Numerical Methods (3)

3. Choose from the following advanced engineering electives: 12

Students are required to take 12 credits from the following list of approved advanced engineering electives. Of the 12 credits, at least 6 of them must be from classes with the EE prefix.

CE A403/A603 Arctic Engineering (3)

or

ES A411 Northern Design (3)

Note: Either CE A403 or CE A603 or ES A411 can be taken for the degree.

CSE A355 Computer Networking for Engineers (3)

CSE A445 Computer Design and
Interfacing (4)

EE A451 Digital Signal Processing (3)

CSE A465 Network Security (3)

EE/ME A306 Dynamics of Systems (3)

EE A407 Power Distribution (3)

EE A458 Antenna Theory (3)

EE A462 Communication Systems (3)

4. A total of 131 credits is required for the degree, of which 42 credits must be upper division.

Mechanical Engineering

1. Complete the following ~~core~~ ~~core~~ courses (49 ~~39~~96 Credits):

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
ENGL A212	Technical Writing	3
ENGR A105A	Engineering Computer-Aided Design I	1
ENGR A105B	Engineering Computer-Aided Design II	1
ENGR A105C	Engineering Computer-Aided Design III	1
ENGR A151	Introduction to Engineering	1
ENGR A161	Engineering Practices II	3
ES A209	Engineering Statics	3

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ES A210	Engineering Dynamics	3
ES A302	Engineering Data Analysis	3
ES A309	Elements of Electrical Engineering	3
ES A331	Mechanics of Materials	3
ES A341	Fluid Mechanics	3
ES A341L	Fluid Mechanics Laboratory	1
ES A346	Basic Thermodynamics	3
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Laboratory	1
COMM A111	Fundamentals of Oral Communications (3)	3
	or	
COMM A235	Small Group Communication (3)	
	or	
COMM A237	Interpersonal Communication (3)	
	or	
COMM A241	Public Speaking (3)	
ENGL A111	Methods of Written Communication	3
ENGL A212	Technical Writing	3
ENGR A151	Engineering Practices Introduction to Engineering	3
ENGR A161	Engineering Practices II	3
ENGR A192	Engineering Seminar I	1
ES A302	Engineering Data Analysis	3
ESM A450	Economic Analysis and Operations	3
MATH A200	Calculus I	4
MATH A201	Calculus II	4
MATH A202	Calculus III	4
MATH A302	Ordinary Differential Equations	3
ME A280	Solid Modeling for Engineers	3
ME/EE A306	Dynamics of Systems	3
ME/EE A308	Instrumentation and Measurement	3
ME A313	Mechanical Engineering Thermodynamics	3
ME A334	Materials Science	3
ME A334L	Materials Science Lab	1
ME A403	Mechanical Design II	3
ME A414	Thermal Systems Design	3
ME A414L	Thermal Systems Design Lab	1
ME A438	Design of Mechanical Engineering Systems	3
ME A441	Heat and Mass Transfer	3
ME A441L	Heat and Mass Transfer Lab	1
PHYS A211	General Physics I	3
PHYS A211L	General Physics I Laboratory	1
PHYS A212	General Physics II	3
PHYS A212L	General Physics II Laboratory	1

2. Choose one of the following specializations:

Computer Systems Engineering (52 credits)

Complete the following required courses:

CS A330	Algorithms and Data Structures	3
CSE A205	Introduction to C Programming for Engineers	3
CSE A215	Object-Oriented Programming for Engineers	3
CSE A225	Assembly Language Programming for Engineers using Xilinx	3
CSE A325	Operating Systems Engineering	3
CSE A342	Digital Circuits Design	3
CSE A355	Computer Networking for Engineers	3
CSE A438	Design of Computer Engineering Systems	3
CSE A445	Computer Design and Interfacing	4
CSE A465	Network Security	3
CSE A481	Engineering Software/Hardware Systems	3
EE A203	Fundamentals of Electrical Engineering I	4
EE A204	Fundamentals of Electrical Engineering II	4
EE/CS A241	Computer Hardware Concepts	4
EE/PHYS A314	Electromagnetics	3
EE A353	Circuit Theory	3
MATH A231	Introduction to Discrete Mathematics	3

Electrical Engineering (62/61/53 credits)

Complete the following required courses:

CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Laboratory	1
CSE A205	Introduction to C Programming for Engineers	3
CSE A215	Object-Oriented Programming for Engineers	3
CSE A225	Assembly Language Programming for Engineers using Xilinx	3
EE A203	Fundamentals of Electrical Engineering I	4
EE A204	Fundamentals of Electrical Engineering II	4
EE/CS A241	Computer Hardware Concepts	4
EE/ME A308	Instrumentation and Measurement	3
EE/PHYS A314	Electromagnetics	3
EE/PHYS A324	Electromagnetics II	3
EE A324L	Electromagnetics Laboratory II	1
EE A353	Circuit Theory	3
EE A353L	Circuit Theory Laboratory	1
EE A354	Engineering Signal Analysis	3

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EE A438	Design of Electrical Engineering Systems	3
EE A441	Integrated Circuit Design	3
EE A465	Telecommunications	3
EE A471	Automatic Control	3
ENGR A105A	Engineering Computer-Aided Design I	1
ENGR A105B	Engineering Computer-Aided Design II	1
ENGR A171	Matlab for Electrical Engineers	1
ES A208	Engineering Mechanics	4

Mechanical Engineering (53-60 credits)

Complete the following required courses:

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
ENGR A105A	Engineering Computer-Aided Design I	1
ENGR A105B	Engineering Computer-Aided Design II	1
ENGR A105C	Engineering Computer-Aided Design III	1
ES A209	Engineering Statics	3
ES A210	Engineering Dynamics	3
ES A209	Elements of Electrical Engineering	3
ES A231	Mechanics of Materials	3
ES A241	Fluid Mechanics	3
ES A241L	Fluid Mechanics Laboratory	1
ES A246	Basic Thermodynamics	3
ME A280	Solid Modeling for Engineers	3
ME/EE A306	Dynamics of Systems	3
ME/EE A308	Instrumentation and Measurement	3
ME A313	Mechanical Engineering Thermodynamics	3
ME A334	Elements of Materials Science	3
ME A334L	Materials Science Lab	1
ME A403	Mechanical Design II	3
ME A414	Thermal Systems Design	3
ME A414L	Thermal Systems Design Lab	1
ME A438	Design of Mechanical Engineering Systems	3
ME A441	Heat and Mass Transfer	3
ME A441L	Heat and Mass Transfer Lab	1

22. Advanced Electives Choose from the following advanced mathematics electives: 3

~~BSE student: Students in the Computer Systems Engineering, Electrical Engineering and Mechanical Engineering programs are required to take 12 credits of advanced engineering/science electives from an approved list of electives for the particular emphasis area. Of the 12 elective credits, at least 6 of them must be from the prefix of the student's specialization. Also, a 3-credit advanced mathematics elective is required that is selected from a single list common for the Electrical and Mechanical Engineering specializations. The Computer Systems Engineering specialization requires 3 or 4 credits to be selected from a separate list. Many elective courses require prerequisite courses that are also elective courses. Thus, in selecting elective courses students are strongly advised to work with~~

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their advisor to develop a cohesive set of elective courses. Choice of engineering electives is subject to approval by the student's advisor and the department head.

Engineering Science, Advanced Mathematics and Statistics Electives (3-4.5 credits)

BSE Computer Systems Engineering students are required to take one course from the following:

- ES A208 ——— Engineering Mechanics (4.5)
- MATH A314 — Linear Algebra (3)
- MATH A371 — Stochastic Processes (3)
- MATH A410 — Introduction to Complex Analysis (3)
- MATH A422 — Partial Differential Equations (3)
- MATH A423 — Advanced Engineering Mathematics (3)
- STAT A307 — Probability and Statistics in Science (4)

BSE Electrical Engineering and BSE Mechanical Engineering students are required to take one course from the following list of advanced mathematical elective courses:

- MATH A314 — Linear Algebra (3)
- MATH A321 — Analysis of Several Variables (3)
- MATH A371 — Stochastic Processes (3)
- MATH A407 — Mathematical Statistics I (3)
- MATH A410 — Introduction to Complex Analysis (3)
- MATH A422 — Partial Differential Equations (3)
- MATH A423 — Advanced Engineering Mathematics (3)
- MATH A426 — Numerical Methods (3)

Advanced Engineering & Science Program Specific Advanced Engineering Electives (12 credits)

BSE student: Students in the Computer Systems Engineering, Electrical Engineering and Mechanical Engineering programs are required to take 12 credits from one of the following lists of approved advanced engineering and science elective courses based on their specialty. Of the 12 credits, at least 6 of them must be from the prefix of the student's specialty. Students should meet with their faculty advisor for selection of courses.

Each program has its own requirements for advanced electives as listed below.

A. Computer Systems Engineering Specialty Electives (15 credits) Electives

Students in Computer Systems Engineering are required to take 15 credits from the following list.
Other courses may be accepted upon advisor approval. Students should meet with their faculty
advisor for selection of courses.

- CS A351 — Automata, Algorithms, and Complexity
- CS A360 — Database Systems (3)
- CS A385 — Computer Graphics (3)
- CS A401 — Software Engineering (3)
- CS A405 — Artificial Intelligence (3)
- CS A407 — Evolutionary Computing (3)
- CS A413 — Computer and Data Security (3)
- CS A431 — Compilers: Concepts and Techniques (3)
- CS A448 — Computer Architecture (3)
- CS A490 — Topics in Computer Science (3)
- CS A671 — Advanced Software Engineering (3)

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~~CSE A442 — VLSI Circuit Design (3)~~
~~CSE A445 — Computer Design and Interfacing (4)~~
~~CSE A451 — Digital Signal Processing (3)~~
~~CSE A481 — Engineering Software/Hardware Systems(3)~~
~~EE/PHYS A324 — Electromagnetics II (3)~~
~~EE A324L — Electromagnetics Laboratory II (1)~~
~~EE A354 — Engineering Signal Analysis (3)~~
~~EE A441 — Integrated Circuit Design (3)~~
~~EE A462 — Communication Systems (3)~~
~~EE A465 — Telecommunications (3)~~

B. — Electrical Engineering Specialty Electives (12-5 credits)

~~Students in Electrical Engineering are required to take 15 credits from the following list of approved advanced engineering electives. Of the 15 credits, at least 6 of them must be from classes with the EE prefix. Students should meet with their faculty advisor for selection of courses.~~

~~CE A403/A603 — Arctic Engineering (3)~~
~~— or —~~

~~ES A411 — Northern Design (3)~~

~~Note: Either CE A403 or CE A603 or ES A411 can be taken for the degree.~~

~~CSE A355 — Computer Networking for Engineers (3)~~

~~CSE A445 — Computer Design and
Interfacing (4)~~

~~CSE A451 — Digital Signal Processing (3)~~

~~CSE A465 — Network Security (3)~~

~~EE/ME A306 — Dynamics of Systems (3)~~

~~EE A407 — Power Distribution (3)~~

~~EE A458 — Antenna Theory (3)~~

~~EE A462 — Communication Systems (3)~~

~~EE/ME A471 — Automatic Control (3). Now a required course~~

3. Choose from the following advanced engineering electives: 12

C. — Mechanical Engineering Specialty Electives (12 credits)

~~Students in Mechanical Engineering are required to take 12 credits from the following list of approved advanced engineering electives. Of the 12 credits, at least 6 of them must be from classes with the ME prefix. Students should meet with their faculty advisor for selection of courses.~~

AEST A608 — Fundamentals of Air Pollution (3)

CE A403/A603 — Arctic Engineering (3)

or

ES A411 — Northern Design (3)

~~Note: Either only one of CE A403 or CE A603 or ES A411 can be taken for apply to the degree.~~

CE A441 — Introduction to Environmental
Engineering (3)

CE A442 — Environmental Systems Design (3)

CE A600 — Fundamentals of Environmental
Science and Engineering (3)

ME A408/A608 — Mechanical Vibrations (3)

~~Note: Only one of ME A408 or ME A608 can apply to the degree.~~

ME A415/A615 — Composite Materials (3)

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Note: Only one of ME A415 or ME A615 can apply to the degree.

ME A442/A642 Advanced Fluid Mechanics (3)

Note: Only one of ME A442 or ME A642 can apply to the degree.

ME A450 Manufacturing Design (3)

ME A453/653 Renewable Energy Systems
Engineering (3)

Note: Only one of ME A455 or ME A655 can apply to the degree.

ME A455/A655 HVAC Systems Optimization (3)

Note: Only one of ME A455 or ME A655 can apply to the degree.

ME A459/A659 Fracture Mechanics (3)

Note: Only one of ME A459 or ME A659 can apply to the degree.

ME/EE A471 Automatic Control (3)

ME A664 Corrosion Processes and
Engineering (3)

ME A685 Arctic Heat and Mass Transfer (3)

4. A total of 132 credits is required for the degree, of which 42 credits must be upper division.

FACULTY

Computer Systems Engineering

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4. A total of 124 credits is required for the BSE degree with a specialization in Computer Systems Engineering. A total of 132 credits is required for the BSE degree with a specialization in Electrical or Mechanical Engineering, of which 42 credits must be upper division.

Mechanical Engineering

FACULTY

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Muhammad Ali, Assistant Professor, AFMA1@uaa.alaska.edu

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A101	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)																	
6. Complete Course Title Gas and Arc Welding Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Course Content Guide (please specify)			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 35%;">Impacted Program/Course</th><th style="width: 15%;">Catalog Page(s) Impacted</th><th style="width: 15%;">Date of Coordination</th><th style="width: 35%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Welding & NDT AAS</td><td>232</td><td>2/3/2012</td><td>Kelly Smith</td></tr><tr><td>2. WELD A118</td><td>232</td><td>2/3/2012</td><td>Kelly Smith</td></tr><tr><td>3. WELD A190</td><td>232</td><td>2/3/2012</td><td>Kelly Smith</td></tr></tbody></table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Welding & NDT AAS	232	2/3/2012	Kelly Smith	2. WELD A118	232	2/3/2012	Kelly Smith	3. WELD A190	232	2/3/2012	Kelly Smith
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2. WELD A118	232	2/3/2012	Kelly Smith																		
3. WELD A190	232	2/3/2012	Kelly Smith																		
Initiator Name (typed): <u>Robert McCauley</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces basic principles of welding. Covers oxy-acetylene welding , brazing, silver soldering. This course is equally divided between oxy-acetylene flame and shielded metal arc welding processes.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) None		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Date Date Date Date Date Date Initiator (faculty only) <u>Robert McCauley</u> Initiator (TYPE NAME) Date Date Date Date Dean/Director of School/College Undergraduate/Graduate Academic Board Chairperson Provost or Designee Date Date Date																					

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A101
Course Title: Gas and Arc Welding

Date: March 23, 2012
Credits: 4

I. Course Description:

Introduces basic principles of welding. Covers oxyacetylene welding (OAW), brazing, silver and soldering. This course is equally divided between OAW and shielded metal arc welding processes (SMAW).

II. Course Design:

- A. Designed for anyone who has an interest in welding
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is an elective.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

None

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on lab assignments, through observation of performance tests, student project, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

1.0 General Safety

- 1.1 Classroom safety
- 1.2 Campus safety
- 1.3 Topic safety

2.0 OAW Equipment

- 2.1 Welding torches
- 2.2 Principles of operation
- 2.3 Accessories
- 2.4 Glossary of welding terms

3.0 Gases

- 3.1 Properties and production of oxygen and acetylene
- 3.2 Storage and industrial use
- 3.3 Manifold system
- 3.4 Gas cylinders

4.0 Brazing and Braze Welding

- 4.1 Filler metal and fluxes
- 4.2 Brazing and braze welding technique
- 4.3 Brazing and braze welding in 1F position

5.0 Oxyacetylene Welding of Carbon Steel

- 5.1 Filler metals
- 5.2 Flame adjustment and welding technique
- 5.4 Fillet welds in 2F and 3F positions
- 5.5 Groove welds in 2G, 3G and 4G positions

6.0 Oxy-acetylene Cutting

- 6.1 Principles of cutting
- 6.2 Cutting equipment
- 6.3 Quality cuts with manual equipment

7.0 Introduction to SMAW

- 7.1 Application and fundamentals of SMAW
- 7.2 SMAW electrode classification and selection
- 7.3 Fillet welds in 1F, 2F, 3F and 4F

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

8.0 SMAW Welding Procedure Variables

8.1 Fixed variables

8.2 Primary variables

8.3 Secondary variables

9.0 SMAW Covered Electrodes

9.1 Specification and classification

9.2 Selection of electrodes

10.0 Welding Defects

10.1 Welding techniques

10.2 Common welding defects

VII. Suggested Text(s):

*Baker, M.A. (Ed.). (1998). *Technical guide for shielded metal arc welding*. Troy, OH:

Hobart Institute of Welding Technology.

*Sosnin, H. (Ed.). (1995). *The oxy-acetylene handbook*. (3rd ed.). Hanover, PA: ESAB

Welding and Cutting Products.

VIII. Bibliography:

Cary, H. B. (2011). *Modern welding technology*. Upper Saddle River, NJ: Prentice Hall.

*O'Brien, A. (Ed.). (2004). *Welding handbook*. (9th ed., Vol.2): *Welding Processes*. Miami

FL: American Welding Society.

*Classic Text

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

This course introduces students to the OAW and SMAW processes.

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate an ability to properly use tools and equipment in the welding shop.	Written test and performance observation.
Develop skills in the selected cutting and welding processes.	Assignments, projects, written and performance tests.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology	
2. Course Prefix WELD	3. Course Number A112	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)	
6. Complete Course Title Shielded Metal Arc Welding (SMAW) Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Course Content Guide (please specify)			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall /2012 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.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. See attached table					
2.					
3.					
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Introduces the welding of mild steels with covered electrodes. Includes welding safety, electric arc welding equipment, electrode identification and selection, basic joint design, and welding practice on carbon steel plate.					
16a. Course Prerequisite(s) (list prefix and number) None		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor working changes for program uniformity.					
Initiator (faculty only) _____ Date _____ <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____					

Course Being Changed:		WELD A112			
Impacted Program or Course	Course Impacts examples: prerequisite, corequisite, recommended	Program Impacts examples: requirement, selective, program credit total	Catalog Page	Type/Date of Notification	Chair/Coordinator Contacted
Welding & Nondestructive Testing AAS		Program requirement	232	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing Industrial Welding Technology Certificate		Program requirement	231	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT Certificate		Program requirement	231	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing Welding OEC		Program requirement	Proposed	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing Advanced Welding OEC		Program requirement	Proposed	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT OEC		Program requirement	Proposed	email 2/3/2012	Kelly Smith
WELD A114	Prerequisite		493	email 2/3/2012	Kelly Smith
WELD A121	Prerequisite		493	email 2/3/2012	Kelly Smith
WELD A162	Prerequisite		493	email 2/3/2012	Kelly Smith
WELD A174	Prerequisite		493	email 2/3/2012	Kelly Smith
WELD A287	Prerequisite		494	email 2/3/2012	Kelly Smith

Note: deleting
certificate

Note: deleting
certificate

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A112

Course Title: Shielded Metal Arc Welding (SMAW)

Date: March 23, 2012

Credits: 4

I. Course Description:

Introduces the welding of mild steels with covered electrodes. Includes welding safety, electric arc welding equipment, electrode identification and selection, basic joint design, and welding practice on carbon steel plate.

II. Course Design:

- A. Designed for first semester Welding and Nondestructive Testing Technology students and also for anyone who has no previous experience with SMAW
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree and Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

None

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on lab assignments, through observation of performance tests, student project, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Introduction to SMAW
 - 2.1 Application and fundamentals of SMAW
 - 2.2 Arc characteristics and process essentials
 - 2.3 Plate fillet welds in 1F, 2F, 3F and 4F
 - 2.4 Plate groove welds in 1G, 2G, 3G and 4G
- 3.0 Power Sources
 - 3.1 AC and DC electricity
 - 3.2 Duty cycle and volt amp output
- 4.0 SMAW Covered Electrodes
 - 4.1 Specification and classification
 - 4.2 Selection and code conformance
- 5.0 Welding Metallurgy
 - 5.1 Physical and mechanical properties of metal
 - 5.2 Microstructure of metals
 - 5.3 Weldability of metals
- 6.0 Welding Related Equipment
 - 6.1 Welding positioners
 - 6.2 Mechanical cutting
 - 6.3 Oxy-fuel gas cutting
 - 6.4 Plasma cutting
- 7.0 Weld and Joint Design
 - 7.1 Fillet and groove welds
 - 7.2 Weld nomenclature
 - 7.3 Welding symbols
 - 7.4 Type of joints
- 8.0 Welding Procedure Variables
 - 8.1 Fixed variables

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

- 8.2 Primary variables
- 8.3 Secondary variables

- 9.0 Preweld and Post Weld Preparations
 - 9.1 Weld joint preparation
 - 9.2 Fixture and positioning
 - 9.3 Preheating and post weld heating
 - 9.4 Inspection and testing

- 10.0 Welding Defects and Quality Control
 - 10.1 Cause and correction of weld defects
 - 10.2 Welding code requirements
 - 10.3 Welder qualification test

VII. Suggested Text(s):

*Baker, M.A. (Ed.). (1998). *Technical guide for shielded metal arc welding*. Troy, OH:
Hobart Institute of Welding Technology.

VIII. Bibliography:

American Welding Society D1 Committee on Structural Welding et al. (2010). *Structural welding code-steel*. (22nd ed.). Miami, FL: Author.

Jeffus, L. F., & Bower, L. (2010). *Welding: Skills, processes and practices for entry-level welders: Book one*. Clifton Park, NY: Delmar Cengage Learning.

*Ruth, K. (2004). *Welding basics: An introduction to practical & ornamental welding*.
Chanhassen, MN: Creative Publishing International.

Jeffus, L. F. (2011). *Welding: Principles & applications* (7th ed.). Clifton Park, NY: Delmar.

*Classic Text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

1. Provide students with skills in SMAW.
2. Present technical information relating to the welding process and base metals.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, select filler metal, fit-up weld joints, and work safely.	Written quizzes, observation and lab assignments.
Demonstrate welding skills in a variety of welding positions.	Lab assignments and welder qualification test.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A114	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)																	
6. Complete Course Title Welding High Strength Steels 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
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1. Welding & NDT Industrial Welding Cert.	216	2/3/2012	Kelly Smith																		
2. Weldign & NDT Advanced Welding OEC	Proposed	2/3/2012	Kelly Smith																		
3.																					
Initiator Name (typed): <u>Robert McCauley</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Builds on knowledge and techniques covered in WELD A112. Introduces the welding of high strength steels with covered electrodes. Includes welding safety, low alloy electrode selection, welding joint design, and alloy steel specifications.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) WELD A112		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
Initiator (faculty only) _____ Date _____ Robert McCauley Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A114
Course Title: Welding High Strength Steels

Date: March 23, 2012
Credits: 4

I. Course Description:

Builds on knowledge and techniques covered in WELD A112. Introduces the welding of high strength steels with covered electrodes. Includes welding safety, low alloy electrode selection, welding joint design, and alloy steel specifications.

II. Course Design:

- A. Designed to develop employment skills in structural applications of shielded metal arc welding (SMAW)
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Advanced Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Course introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A112

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on lab assignments, through observation of performance tests, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Alloy Steel Electrodes
 - 2.1 AWS specifications and electrode classifications
 - 2.2 Low hydrogen storage requirements
 - 2.3 Electrode selection criteria
 - 2.4 Fillet welds in 3F and 4F positions
- 3.0 Properties of Metals
 - 3.1 Physical and mechanical properties
 - 3.2 Microstructures of metals
 - 3.3 Weldability of metals
- 4.0 Design of Welded Joints
 - 4.1 Fillet and groove welds
 - 4.2 Matching weld and base metal properties
 - 4.3 Groove welds in 2G, 3G and 4G positions
- 5.0 Weldment Distortion
 - 5.1 Properties of metal which affect distortion
 - 5.2 Distortion control
- 6.0 Preheating and Stress Relieving
 - 6.1 Requirements for preheating
 - 6.2 Methods of preheat and interpass temperature control
 - 6.3 Post weld heat treatment
- 7.0 Welding Joint Design
 - 7.1 Types of joints
 - 7.2 Weld nomenclature
 - 7.3 Welding positions
 - 7.4 Welding symbols

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

8.0 Welding Procedure Variables

- 8.1 Fixed variables
- 8.2 Primary variables
- 8.3 Secondary variables
- 8.4 3G and 4G groove welds

9.0 Welding Defects and Quality Control

- 9.1 Cause and correction of weld defects
- 9.2 Welding procedures and welder's qualification
- 9.3 Welding code requirements
- 9.4 Welder qualification test

VII. Suggested Text(s):

*Lincoln Electric Company. (2000). The procedure handbook of arc welding. (14th ed.).

Cleveland, OH: Author.

VIII. Bibliography:

American Welding Society D1 Committee on Structural Welding et al. (2010). *Structural code-steel*. (22nd ed.). Miami, FL: Author.

*Cary, H. B., & Helzer, S. C. (2005). *Modern welding technology*. Upper Saddle River, NJ: Pearson/Prentice Hall.

O'Brien, A. (Ed.). (2010). *Welding handbook*. (9th ed., Vol. 4): *Materials and applications*. Miami, FL: American Welding Society.

*Classic Text

COURSE CONTENT GUIDE
University of Alaska Anchorage
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IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

1. Provides skills in the welding of high strength steels with the SMAW process and utilizing low alloy steel electrodes.
2. Provide information on and practice of procedures associated with welding of high strength skills.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, select alloy steel filler metal, fit-up weld joints, and work safely.	Written quiz, observation and lab assignments.
Describe mechanical properties, and the various factors that define the weldability of high strength steels.	Written quiz and final examination.
Perform shielded metal arc fillet and groove welds using cellulosic and low hydrogen electrode filler metals.	Welder qualification test.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology	
2. Course Prefix WELD	3. Course Number A117	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)	
6. Complete Course Title Basic Pipefitting					
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			9. Repeat Status No # of Repeats Max Credits		
If a change, mark appropriate boxes:			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
☐ 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 Course Content Guide (please specify)			11. Implementation Date semester/year From: Fall/2012 To: /9999		
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13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. Welding & NDT AAS		232		2/3/2012	
2. Welding & NDT Industrial Welding Cert.		216		2/3/2012	
3. Welding & NDT Advanced Welding OEC		Proposed		2/3/2012	
Chair/Coordinator Contacted					
Kelly Smith					
Kelly Smiyh					
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Presents theory and practice for the layout and assembly of piping offsets and pipe spool assemblies common to the oil and gas industry.					
16a. Course Prerequisite(s) (list prefix and number) None		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.					
Initiator (faculty only) _____ Date _____ Robert McCauley Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____					

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A117
Course Title: Basic Pipefitting

Date: March 23, 2012
Credits: 4

I. Course Description:

Presents theory and practice for the layout and assembly of piping offsets and pipe spool assemblies common to the oil and gas industry.

II. Course Design:

- A. Designed for students with no previous experience in pipefitting and for working pipefitters who may need additional theory and improved math skills.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is selective for the Welding & Nondestructive Testing Technology AAS degree and required for the Advanced Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

None

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on written tests and lab assignments.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Geometric Shapes, Pipefitting and Welding Terminology
 - 2.1 Polygons and parallelograms
 - 2.2 Circles and ellipses
 - 2.3 Geometric solids
 - 2.4 Descriptions of pipe and pipe fittings
 - 2.5 Piping layout terminology
 - 2.6 Welding terminology
- 3.0 Pipefitting Calculations
 - 3.1 English and SI Measurement
 - 3.2 Trigonometric and mathematical functions
- 4.0 Angular Layout and Pipefitting Tool Use
 - 4.1 Offset (set), run/rise and travel layout of pipe offsets
 - 4.2 Measuring and alignment tools
 - 4.3 Flame cutting equipment
 - 4.4 Pipe threading equipment
 - 4.5 Pipe bending equipment
- 5.0 Welded 45° and 90° Offsets
 - 5.1 Fitting specifications and dimensions
 - 5.2 Calculating welded offsets with 45° and 90° turns
 - 5.3 Assembly of pipe offset turns using fittings
 - 5.4 Assembly of pipe offset turns using miter joints
- 6.0 Offsets Other Than 45° and 90° and Threaded Fitting Offsets
 - 6.1 Fabricating odd angle elbows from standard welding elbows
 - 6.2 Accurate pipe bends
 - 6.3 Layout and assembly of threaded fitting offsets

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University of Alaska Anchorage
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7.0 Parallel Offsets

- 7.1 Two pipe equal-spread offset layouts
- 7.2 Formulas for 22°, 30°, 45° and 60° equal-spread offsets
- 7.3 Fabrication/assembly of a two pipe (line) offset

8.0 Offsets Around Obstructions

- 8.1 Single pipe offsets around obstructions
- 8.2 One and two pipe equal-spread inside corner offsets
- 8.3 Unequal-spread offsets with multiple pipe runs
- 8.4 Fabrication/assembly of a pipe (line) around an obstruction

9.0 Rolling Offsets

- 9.1 Formulas for Rolling set, travel, run and angle of offset
- 9.2 Calculating travel with a steel square
- 9.3 Fabrication/assembly of a pipe (line) rolling offset with flanges

10.0 Fabricated Fittings and Sleeves

- 10.1 Layout and Fabrication of full size and reducing tees
- 10.2 Layout and fabrication of a branch pipe from the back of a welding elbow
- 10.3 Circumferential sleeves

11.0 Pipe Blanking, Elliptical Holes, Brackets, Blind Flanges

- 11.1 Orange peel and bull plug blanking
- 11.2 Elliptical holes in plate for pipe penetrations
- 11.3 Layout of blind flanges and bolt requirements
- 11.4 Pipe brackets and supports

VII. Suggested Text(s):

*Hobart Institute of Welding Technology. (1994). *Pipe layout for fitters and welders:*

Programmed instruction. Troy, OH: Author.

Lee, R. A. (2008). *IPT's pipe trades handbook.* Edmonton, Canada: IPT Publishing and Training Ltd.

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University of Alaska Anchorage
Community and Technical College

VIII. Bibliography:

*Frankland, T. W. (1984). *The pipe fitter's and pipe welder's handbook*. Encino, CA:

Glencoe Publishing

*Classic text

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Present technical information and required for entry-level pipefitting.
Demonstrate proper technique required for basic pipefitting.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, fit-up piping joints, and work safely.	Written quiz, observation, and lab assignments.
Perform basic mathematical calculations to properly plan pipe assemblies.	Written quiz.
Plan, prepare and tack-weld specific piping assemblies using standard, and manufactured fittings.	Lab assignment.



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1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A118	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (1+6)																	
6. Complete Course Title Welding Fabrication and Manufacturing Weld Fab & Manufacturing Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Course Content Guide (please specify)			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature _____																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 35%;">Impacted Program/Course</th><th style="width: 15%;">Catalog Page(s) Impacted</th><th style="width: 15%;">Date of Coordination</th><th style="width: 35%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Welding & NDT AAS</td><td>232</td><td>2/3/2012</td><td>Kelly Smith</td></tr><tr><td>2. Welding & NDT Industrial Welding Cert.</td><td>216</td><td>2/3/2012</td><td>Kelly Smith</td></tr><tr><td>3. WELD A101</td><td>492</td><td>2/3/2012</td><td>Kelly Smith</td></tr></tbody></table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Welding & NDT AAS	232	2/3/2012	Kelly Smith	2. Welding & NDT Industrial Welding Cert.	216	2/3/2012	Kelly Smith	3. WELD A101	492	2/3/2012	Kelly Smith
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. Welding & NDT AAS	232	2/3/2012	Kelly Smith																		
2. Welding & NDT Industrial Welding Cert.	216	2/3/2012	Kelly Smith																		
3. WELD A101	492	2/3/2012	Kelly Smith																		
Initiator Name (typed): <u>Robert McCauley</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Provides relevant topics and skill enhancements in the field of welding and fabrication for manufactured products.																					
16a. Course Prerequisite(s) (list prefix and number) WELD A101		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
☐ Approved ☐ Disapproved Dean/Director of School/College Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date _____ ☐ Approved ☐ Disapproved Department Chairperson Date _____ ☐ Approved ☐ Disapproved Provost or Designee Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date _____																					

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A118
Course Title: Welding Fabrication and Manufacturing

Date: February 20, 2012
Credits: 4

I. Course Description:

Provides relevant topics and skill enhancements in the field of welding and fabrication for manufactured products.

II. Course Design:

- A. Designed for students who have basic welding ability.
- B. Credits: 4
- C. Total student involvement time: 180 hours.
- D. This course is selective for the Welding & Nondestructive Testing Technology AAS degree.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A101

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on written tests, lab assignments and student project.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Material Processing and Production Systems
 - 2.1 Company structure
 - 2.2 Production systems
 - 2.3 Materials and material control
 - 2.4 Design and layout
 - 2.5 Measurement and Quality Control
- 3.0 Separating Processes
 - 3.1 Thermal cutting and welding
 - 3.2 Sawing and shearing
 - 3.3 Punching and coping
 - 3.4 Grinding and abrasive operations
 - 3.5 Drilling and tapping
 - 3.6 Milling, turning and related operations
- 4.0 Forming Processes
 - 4.1 Hot forming operations
 - 4.2 Bending brake and press forming
 - 4.3 Rolling and spin forming
 - 4.4 Other forming processes
- 5.0 Assembling and finishing
 - 5.1 Fixtures and positioning
 - 5.2 Welding procedures
 - 5.3 Mechanical fastening
 - 5.4 Metallic coating
 - 5.5 Nonmetallic coating
 - 5.6 Final inspection

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VII. Suggested Text(s):

*Wright, R. T. (2005). *Processes of manufacturing*. Tinley Park, IL: Goodheart-Willcox.

VIII. Bibliography:

*Frisch, D., & Frisch, S. (1998). *Metal: Design and fabrication*. New York, NY: Whitney Library of Design.

*Hoffman, E. G., & New Jersey Institute of Technology Center for Manufacturing Systems. (1996). *Setup reduction through effective workholding*. New York, NY: Industrial Press.

*Shafer, D. A. (1999). *Successful assembly automation: A development and implementation guide*. Dearborn, MI: Society of Manufacturing Engineers.

*Classic text

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepare students for entry-level positions as welder/fabricators on construction projects and in manufacturing shops.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

B. Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, fit-up weld joints, set-up and shut-down equipment, and work safely.	Written quiz and student demonstration.
Design and fabricate a metal product. Plan and describe the operations for manufacturing numerous products.	Lab assignment.
Research a particular cutting, forming, or assembling process used in manufacturing.	Written report.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology	
2. Course Prefix WELD	3. Course Number A121	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)	
6. Complete Course Title Pipe Welding Vertical-Down SMAW Pipe Welding Vert.-Down SMAW Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☐ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: /9999		
			12. ☐ Cross Listed with _____ ☒ Stacked with WELD A122 Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. Welding & NDT Industrial Welding Cert.		216	2/3/2012	Kelly Smith	
2. Welding & NDT Advanced Welding OEC		Proposed	2/3/2012	Kelly Smith	
3. WELD A112		493	2/3/2012	Kelly Smith	
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Builds on knowledge and techniques covered in WELD A112. Introduces vertical-down shielded metal arc welding (SMAW) techniques on carbon steel pipe using EXX10 electrodes. Includes information on pipe material specifications, pipe fittings and assembly, welder qualification and Americal Petroleum Institute (API) Standard 1104 code requirements.					
16a. Course Prerequisite(s) (list prefix and number) WELD A112		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Course may be stacked with WELD A122. Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved					
Initiator (faculty only) <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME)		Dean/Director of School/College _____ Date _____			
☐ Approved ☐ Disapproved Department Chairperson _____ Date _____		Undergraduate/Graduate Academic Board Chairperson _____ Date _____			
☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____		Provost or Designee _____ Date _____			

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A121
Course Title: Pipe Welding Vertical-Down SMAW

Date: March 23, 2012
Credits: 4

I. Course Description:

Builds on knowledge and techniques covered in WELD A112. Introduces vertical-down shielded metal arc welding (SMAW) techniques on carbon steel pipe using EXX10 electrodes. Includes information on pipe material specifications, pipe fittings and assembly, welder qualification and American Petroleum Institute (API) Standard 1104 code requirements.

II. Course Design:

- A. Designed for students who have some SMAW ability and an interest in pipe welding.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is selective for the Advanced Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A112

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades are based on lab assignments, through observation of performance tests, student project, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Shielded Metal Arc Welding
 - 2.1 Oxy-fuel gas cutting
 - 2.2 Electrical terminology and welding power sources
 - 2.3 SMAW operating principles and electrodes
 - 2.4 Joint/weld nomenclature and welding symbols
 - 2.5 Welding techniques with EXX10 electrodes
- 3.0 Fundamentals of Pipe Welding
 - 3.1 Joint preparation and fit-up
 - 3.2 Downhill pipe welding techniques and procedures
 - 3.3 Pipe weld evaluation and repair welding
 - 3.4 Pipe fillet welds in 2F and 5F positions
 - 3.5 Pipe groove welds in 2G, 5G and 6G positions
- 4.0 Carbon Steel Pipe
 - 4.1 Methods of producing pipe and alloy elements
 - 4.2 Sizing and mechanical properties
 - 4.3 Common pipe specifications
- 5.0 Pipe Joint and Fittings for Welding
 - 5.1 Manufactured weldable fittings
 - 5.2 Fabricated fittings and template making
- 6.0 API Standard 1104
 - 6.1 Weld testing and evaluation
 - 6.2 Welder 6G qualification test

VII. Suggested Text(s):

Hobart Institute of Welding Technology (2010). *Shielded metal-arc pipe welding (downhill)*. Troy, OH: Author

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VIII. Bibliography:

*American Petroleum Institute-AGA Joint committee on oil and gas pipeline field welding practices. (2005). *Welding of pipelines and related facilities*. (20th ed.). Washington, DC: Author.

American Society of Mechanical Engineers Boiler and Pressure Vessel Committee, & ASME Boiler Code Committee. (2007). *ASME boiler & pressure vessel code, section IX: Welding and brazing qualifications*. New York, NY: Author.

*Griffin, I. H. (1985). *Pipe welding techniques*. Albany, NY: Delmar Publishers.

Lee, R. A. (2008). *IPT's pipe trades handbook*. Edmonton, Canada: IPT Publishing and Training Ltd.

*Rampaul, H. (2003). *Pipe welding procedures*. New York, NY: Industrial Press.

*Classic text

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

1. Develop skills in the vertical-down SMAW pipe welding method.
2. Present information regarding pipe material specifications and weld evaluation criteria as defined in the API Standard 1104

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, select filler metal, fit-up weld joints, and work safely.	Written quiz, observation and lab assignments.
Demonstrate welding skills in 2G, 5G and 6G pipe welding positions.	Lab assignments and welder qualification test.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology	
2. Course Prefix WELD	3. Course Number A122	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)	
6. Complete Course Title Pipe Welding Vertical-Up SMAW Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Course Content Guide (please specify)			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: /9999		
			12. ☐ Cross Listed with _____ ☒ Stacked with WELD A121 Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. Welding & NDT Industrial Welding Cert.		216	2/3/2012	Kelly Smith	
2. Welding & NDT Advanced Welding OEC		Proposed	2/3/2012	Kelly Smith	
3. WELD A121		493	2/3/2012	Kelly Smith	
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Builds on knowledge and techniques covered in WELD A121. Introduces vertical-up shielded metal arc welding (SMAW) techniques on carbon and alloy steel pipe using both EXX10 and EXX18 electrodes. Includes information on high strength alloy steel pipe specifications and weld/welder evaluation/qualifications defined in ASME IX and ANSI/ASME B31.3.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) WELD A121		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Course may be stacked with WELD A121. Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved					
Initiator (faculty only) <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME)		Dean/Director of School/College _____ Date _____			
☐ Approved ☐ Disapproved Department Chairperson _____ Date _____		Undergraduate/Graduate Academic Board Chairperson _____ Date _____			
☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____		Provost or Designee _____ Date _____			

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A122

Course Title: Pipe Welding Vertical-Up SMAW

Date: March 23, 2012

Credits: 4

I. Course Description:

Builds on knowledge and techniques covered in WELD A121. Introduces vertical-up shielded metal arc welding (SMAW) techniques on carbon and alloy steel pipe using EXX10 and EXX18 electrodes. Includes information on high-strength alloy steel pipe specifications and weld/welder evaluation/qualifications defined in ASME IX and ANSI/ASME B31.3.

II. Course Design:

- A. Designed for students who have some experience in pipe welding using the SMAW process.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is selective for the Advanced Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A121

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades are based on lab assignments, through observation of performance tests, student projects, written quizzes, and a final examination.

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 SMAW Electrodes
 - 2.1 Cellulose coated and low hydrogen coated electrodes
 - 2.2 Proper handling and storing of electrodes.
- 3.0 Preparation and Welding of Pipe Joints
 - 3.1 Joint design/fit-up
 - 3.2 Fixed position pipe welding techniques
 - 3.3 Welding pipe in 5G and 6G positions
- 4.0 Pipe Steels and Weldability
 - 4.1 Chemical compositions and the effects of various alloy elements
 - 4.2 Properties of steels
 - 4.3 Heat treatment and the effects of welding on alloy steels
 - 4.4 Welding stainless steel pipe
- 5.0 Weld Evaluation/Welder Qualification
 - 5.1 Weld discontinuities and defects
 - 5.2 ASME B31.3 process piping
 - 5.3 Qualification Test

VII. Suggested Text(s):

Hobart Institute of Welding Technology (2009). *Shielded metal-arc 6 inch pipe welding (uphill)*. Troy, OH: Author.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VIII. Bibliography:

*American Petroleum Institute-AGA Joint committee on oil and gas pipeline field welding practices. (2005). *Welding of pipelines and related facilities*. (20th ed.). Washington, DC: Author.

American Society of Mechanical Engineers Boiler and Pressure Vessel Committee, & ASME Boiler Code Committee. (2007). *ASME boiler & pressure vessel code, section IX: Welding and brazing qualifications*. New York, NY: Author.

*Griffin, I. H. (1985). *Pipe welding techniques*. Albany, NY: Delmar Publishers.

Lee, R. A. (2006). *IPT's pipe trades handbook*. Edmonton, Canada: IPT Publishing and Training Ltd.

*Rampaul, H. (2003). *Pipe welding procedures*. New York NY: Industrial Press.

*Classic text

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

1. Provide students with skills in the vertical-up SMAW pipe welding method.
2. Present information regarding pipe material specifications and weld evaluation criteria as defined in the American Society of Mechanical Engineers (ASME) codes and specifications.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, select filler metal, fit-up weld joints, and work safely.	Written quiz, observation and lab assignments.
Demonstrate welding skills in 5G and 6G welding positions using uphill pipe welding techniques.	Lab assignments and welder qualification test.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A157	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Technical Drawings for Welders Tech Drawings for Welders 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached table</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached table				2.				3.			
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13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides instruction for interpreting various types of drawings that are commonly used for construction projects that require welded assemblies.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) None		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program unity.																					
☐ Approved ☐ Disapproved <u>Eli Van Ringelenstein</u> Date _____ Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Date _____ Department Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Curriculum Committee Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Dean/Director of School/College ☐ Approved ☐ Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Provost or Designee																					

Course Being Changed:		WELD A157			
<i>Impacted Program or Course</i>	<i>Course Impacts</i>	<i>Program Impacts</i>	<i>Catalog Page</i>	<i>Type/Date of Notification</i>	<i>Chair/Coordinator Contacted</i>
Welding & Nondestructive Testing AAS <i>Welding & Nondestructive Testing</i> <i>Industrial Welding Certificate</i>		Program requirement	232	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing Welding OEC		Program requirement	216	email 2/3/2012	<i>Kelly Smith</i>
WELD A281	Prerequisite	Program requirement	Proposed 493	email 2/3/2012 email 2/3/2012	Kelly Smith Kelly Smith

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A157

Course Title: Technical Drawings for Welders

Date: March 23, 2012

Credits: 3

I. Course Description:

Provides instruction on interpreting various types of drawings that are commonly used for construction projects that require welded assemblies.

II. Course Design:

- A. Designed for beginning students.
- B. Credits: 3
- C. Total student involvement time: 135 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree and Welding OEC.
- E. This course has no lab fee.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures and individual assistance. Homework assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

None

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on drawing and print interpretation assignments, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Drawings and Graphic Communication
 - 2.1 Original drawings and prints
 - 2.2 Storage and reproduction
- 3.0 Measurement and Computations
 - 3.1 Graduated scales and linear measurements
 - 3.2 Measuring with precision tools
 - 3.3 US customary and metric conversions
 - 3.4 Computations with plane figures and solid shapes
- 4.0 Lines and Views
 - 4.1 Alphabet of lines
 - 4.2 Multiview drawings
 - 4.3 Auxillary views and sectional views
- 5.0 Drawing Types and Formats
 - 5.1 Pictorial drawings
 - 5.2 Detail and assembly drawings
 - 5.3 Shape, size and zoning
 - 5.4 Title block and notes
- 6.0 Dimensioning and Tolerances
 - 6.1 Dimensioning methods
 - 6.2 Geometric dimensioning and tolerancing
 - 6.3 Orientation and form tolerances
- 7.0 Welding Processes
 - 7.1 Soldering and brazing
 - 7.2 Fusion welding processes

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

8.0 Weld and Joint Nomenclature

- 8.1 Edge shapes and joint designs
- 8.2 Joint terms and weld terms

9.0 Welding Symbols

- 9.1 Elements of symbols
- 9.2 Symbols for weld types
- 9.3 Supplementary and finish symbols

10.0 Metalworking Processes

- 10.1 Casting and forging
- 10.2 Machining and forming

11.0 Piping System Drawings

- 11.1 Pipe components and symbols
- 11.2 Double-line and single-line drawings

VII. Suggested Text(s):

Walker, J. R., & Polanin, W. R. (2007). *Welding print reading*. Tinley Park, IL: Goodheart-Willcox.

VIII. Bibliography:

Corgan, K. (2011). *Print reading: For welding and fabrication*. Boston MA: Prentice Hall.

*Stinchcomb, C. (1996). *Reading welding blueprints and symbols*. Englewood Cliffs, NJ: Prentice Hall.

Bennett, A. E., & Siy, L. J. (2009). *Blueprint reading for welders*. Clifton Park, NY: Delmar Cengage Learning.

*Classic text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provide students with skills for interpretation of technical drawings and welding symbols.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Interpret various types of drawings used to describe welded products and construction projects	Written quiz, and final examination



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology	
2. Course Prefix WELD	3. Course Number A161	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)	
6. Complete Course Title Gas Metal Arc Welding (GMAW)					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 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 .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. See attached table					
2.					
3.					
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Introduce gas metal arc welding (GMAW) techniques for joining a number of metals. Includes information on power supplies, wire feed equipment, shielding gases, filler metal selection, and electrical characteristics of the arc.					
16a. Course Prerequisite(s) (list prefix and number) None		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.					
Initiator (faculty only) _____ Date _____ <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____					

Course Being Changed: WELD A161					
<i>Impacted Program or Course</i>	<i>Course Impacts</i>	<i>Program Impacts</i>	<i>Catalog Page</i>	<i>Type/Date of Notification</i>	<i>Chair/Coordinator Contacted</i>
Welding & Nondestructive Testing AAS		Program requirement	232	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing Industrial Welding Certificate		Program requirement	216	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing Welding OEC		Program requirement	Proposed	email 2/3/2012	Kelly Smith
WELD A162	prerequisite		493	email 2/3/2012	Kelly Smith

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A161
Course Title: Gas Metal Arc Welding (GMAW)

Date: March 23, 2012
Credits: 4

I. Course Description:

Introduce gas metal arc welding (GMAW) techniques for joining a number of metals. Includes information on power supplies, wire feed equipment, shielding gases, filler metal selection, and electrical characteristics of the arc.

II. Course Design:

- A. Designed for beginning students.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree and Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

None

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on lab assignments, observation of performance tests, student projects, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Process Description and Equipment Setup
 - 2.1 Gas metal arc welding (GMAW) process
 - 2.2 Constant potential (CP) power source and electricity
 - 2.3 Wire feeders and components
 - 2.4 Shielding gas equipment
- 3.0 Equipment and Process Variables
 - 3.1 Electrode wire size and wire feed speed
 - 3.2 Selecting proper voltage and amperage
 - 3.3 Travel angle, work angle and electrode extension
- 4.0 Basic Joint Designs, AWS Welding Symbols and Weld Defects
 - 4.1 Joint design and preparation
 - 4.2 Weld types and welding symbols
 - 4.3 Weld defects
- 5.0 Short Circuit Transfer on Steel in Flat Position and Metal Properties
 - 5.1 Electrode wire classifications for steel
 - 5.2 Properties of steels
 - 5.3 Conditions for short circuit transfer (SCT)
 - 5.4 Flat position welding techniques
- 6.0 Horizontal, Vertical, and Overhead Welding With SCT on Steel
 - 6.1 Horizontal position welding techniques
 - 6.2 Vertical position welding techniques
 - 6.3 Overhead position welding techniques
- 7.0 Welding Procedures and Qualification
 - 7.1 Codes, specifications and standards
 - 7.2 Welding procedures
 - 7.3 Welder qualification test

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

8.0 Other Modes of Metal Transfer

8.1 Spray transfer GMAW

8.2 Pulsed spray transfer GMAW

9.0 GMAW of Stainless Steels

9.1 Stainless steel specifications

9.2 Equipment for stainless steel GMAW

9.3 Welding techniques

10.0 GMAW of Aluminum Alloys

10.1 Aluminum alloy specifications

10.2 Equipment for aluminum GMAW

10.3 Welding Techniques

VII. Suggested Text(s):

*Baker, M. A. (Ed.). (1995). *Technical guide for gas metal arc welding*. Troy, OH: Hobart

Institute of Welding Technology.

VIII. Bibliography:

Jeffus, L. F., & Bower, L. (2010). *Welding skills, processes and practices for entry-level*

welders: Book two. Clifton Park, NY: Delmar Cengage Learning.

Minnick, W. H. (2008). *Gas metal arc welding handbook*. Tinley Park, IL: Goodheart-

Willcox Co.

*Rowe, R. J., & Jeffus, L. F. (2000). *The essential welder: Gas metal arc welding:*

Classroom manual. Albany, NY: Delmar.

*Classic text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provide students with skills in gas metal arc welding

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, select filler metal, fit-up weld joints, and work safely.	Written quiz, observation and lab assignments.
Demonstrate welding skills in a variety of welding positions.	Lab assignments and welder qualification test.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A162	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)																	
6. Complete Course Title Flux Cored Arc Welding (FCAW) 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Course Content Guide (please specify)			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 35%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 25%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Welding & NDT AAS</td><td>232</td><td>2/3/2012</td><td>Kelly Smith</td></tr><tr><td>2. Welding & NDT Industrial Welding Cert.</td><td>216</td><td>2/3/2012</td><td>Kelly Smith</td></tr><tr><td>3. Welding & NDT Welding OEC</td><td>Proposed</td><td>2/3/2012</td><td>Kelly Smith</td></tr></tbody></table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Welding & NDT AAS	232	2/3/2012	Kelly Smith	2. Welding & NDT Industrial Welding Cert.	216	2/3/2012	Kelly Smith	3. Welding & NDT Welding OEC	Proposed	2/3/2012	Kelly Smith
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. Welding & NDT AAS	232	2/3/2012	Kelly Smith																		
2. Welding & NDT Industrial Welding Cert.	216	2/3/2012	Kelly Smith																		
3. Welding & NDT Welding OEC	Proposed	2/3/2012	Kelly Smith																		
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Builds on knowledge and techniques covered in WELD A112 or WELD A161. Introduces theory and practice of FCAW using self-shielded and dual shielded wire processes. Covers physics of metal transfer, electrical characteristics of power supplies, wire feeders, and filler metal selection and storage.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) WELD A112 or WELD A161		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
☐ Approved ☐ Disapproved																					
Initiator (faculty only) _____ Date _____ <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME)			Dean/Director of School/College _____ Date _____																		
☐ Approved ☐ Disapproved Department Chairperson _____ Date _____			☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____																		
☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____			☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																		

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A162

Course Title: Flux Cored Arc Welding (FCAW)

Date: March 23, 2012

Credits: 4

I. Course Description:

Builds on knowledge and techniques covered in WELD A112 or WELD A161. Introduces theory and practice of FCAW using self-shielded and dual-shielded wire processes. Covers physics of metal transfer, electrical characteristics of power supplies, wire feeders, and filler metal selection and storage.

II. Course Design:

- A. Designed for advanced welding students.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree and Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A112 or WELD A161

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades are based on lab assignments, performance tests, student projects, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Welding topic safety
- 2.0 Flux Cored Arc Welding Process
 - 2.1 FCAW process types and operation modes
 - 2.2 Welding equipment and systems
 - 2.3 Advantages/disadvantages of FCAW
- 3.0 FCAW Operation
 - 3.1 Establishing an arc
 - 3.2 Metal deposition
 - 3.3 Power supplies
 - 3.4 Wire feed systems and welding guns
 - 3.5 Surface welds
- 4.0 Shielding Gases and Regulation Equipment
 - 4.1 Types of shielding gases used with FCAW
 - 4.2 Gas regulation devices
 - 4.3 Gas supply systems
 - 4.4 Fillet weld in the 1F, 2F, 3F and 4F positions
- 5.0 Filler Metal FCAW Wires
 - 5.1 Manufacturing process
 - 5.2 Filler metal specifications and classifications
 - 5.3 Use and storage of filler materials
 - 5.4 Selection criteria for filler material
- 6.0 Weld Joints and Weld Types
 - 6.1 Weld joint types and weld joint preparation
 - 6.2 Welding terms and symbols
 - 6.3 Welding positions
 - 6.4 Groove welds in the 1G, 2G, 3G and 4G positions

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

- 7.0 Welding Procedures and Techniques
 - 7.1 Welding procedure requirements
 - 7.2 Welding techniques
 - 7.3 Weld defects
- 8.0 Preweld Preparations
 - 8.1 Preparing the weld joint
 - 8.2 Fixturing and positioning
 - 8.3 Preheating
- 9.0 Post Weld Procedures
 - 9.1 Cleaning
 - 9.2 Repairing of welds
 - 9.3 Post heating
- 10.0 Procedure and Welder Qualification Test
 - 10.1 AWS D1.1 Welding structural welding code
 - 10.2 AWS 3G and 4G welder qualification test

VII. Suggested Text(s):

*Hobart Institute of Welding Technology. (2002). *Technical guide for flux cored arc welding*. Troy, OH: Author.

VIII. Bibliography:

Jeffus, L. F., & Bower, L. (2010). *Welding skills, processes and practices for entry-level welders: Book two*. Clifton Park, NY: Delmar Cengage Learning.

Minnick, W. H. (2009). *Flux cored arc welding handbook*. Tinley Park, IL: Goodheart-Willcox Co.

*Classic text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provide students with skills in flux cored arc welding.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, select filler metal, fit-up weld joints, and work safely.	Written quiz, observation and lab assignments.
Demonstrate welding skills in a variety of welding positions.	Lab assignments and welder qualification test.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A174	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+6)																	
6. Complete Course Title Gas Tungsten Arc Weld (GTAW) Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Course Content Guide (please specify)			9. Repeat Status No # of Repeats Max Credits																		
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Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
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Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Builds on knowledge and techniques covered in WELD A112. Introduces gas tungsten arc welding (GTAW) techniques for joining a number of metals. Includes information on power supplies, torches, inert gases, filler metal selection, and electrical characteristics of the arc.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) WELD A112		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
☐ Approved ☐ Disapproved																					
Initiator (faculty only) _____ Date _____ <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME)			Dean/Director of School/College _____ Date _____																		
☐ Approved ☐ Disapproved Department Chairperson _____ Date _____			☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____																		
☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____			☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																		

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A174

Course Title: Gas Tungsten Arc Welding (GTAW)

Date: March 23, 2012

Credits: 4

I. Course Description:

Builds on knowledge and techniques covered in WELD A112. Introduces gas tungsten arc welding (GTAW) techniques for joining a number of metals. Includes information on power supplies, torches, inert gases, filler metal selection, and electrical characteristics of the arc.

II. Course Design:

- A. Designed for students who have some basic welding ability.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree and Welding OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Introduces basic academic/technical information and practical skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A112

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades are based on lab assignments, observation of performance tests, student projects, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 GTAW Process
 - 2.1 Components and description
 - 2.2 Applications and parameters
- 3.0 Power Supplies
 - 3.1 Electrical terms
 - 3.2 Duty cycle and volt ampere curve
 - 3.3 Transformer/rectifier power supplies
 - 3.4 Inverter power supplies
- 4.0 Auxiliary Equipment and Systems
 - 4.1 High frequency generator
 - 4.2 Pulsers and slope controllers
 - 4.3 Semiautomatic and automatic systems
 - 4.4 GTAW torches
- 5.0 Shielding Gases and Filler Metals
 - 5.1 Shielding gas function, storage and distribution
 - 5.2 Argon, helium, and gas mixtures
 - 5.3 Filler metal identification and use
- 6.0 Weld Joints and Weld Types
 - 6.1 Joint design and preparation
 - 6.2 Weld types and welding symbols
 - 6.3 Methods of alignment and positioning
- 7.0 Equipment Setup and Welding Techniques
 - 7.1 Selection and preparation of tungsten electrodes
 - 7.2 Set up and adjustment procedure
 - 7.3 Preweld cleaning and welding procedures

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

8.0 Aluminum and Magnesium Alloys

- 8.1 Base metal and filler metal classifications
- 8.2 Characteristic properties and welding effects
- 8.3 Joint preparation and welding techniques

9.0 Copper Alloys

- 9.1 Base metal and filler metal classifications
- 9.2 Characteristic properties and welding effects
- 9.3 Joint preparation and welding techniques

10.0 Carbon and Low Alloy Steels

- 10.1 Base metal and filler metal classifications
- 10.2 Characteristic properties and welding effects
- 10.3 Joint preparation and welding techniques

11.0 Stainless Steels

- 11.1 Base metal and filler metal classifications
- 11.2 Characteristic properties and welding effects
- 11.3 Joint preparation and welding techniques

VII. Suggested Text(s):

*Hobart Institute of Welding Technology. (2002). *Technical guide for gas tungsten arc welding*. Troy, OH: Author.

VIII. Bibliography:

*Jeffus, L. F. (2000). *The essential welder: Gas tungsten arc welding classroom manual*.

Albany, NY: Delmar.

Jeffus, L. F., & Bower, L. (2010). *Welding skills, processes and practices for entry-level welders: Book three*. Clifton Park, NY: Delmar Cengage Learning.

Minnick, W. H. (2006). *Gas tungsten arc welding handbook*. Tinley Park, IL: Goodheart-Willcox Co.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

*Classic text

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provide students with skills in GTAW.

B. Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use tools, select filler metal, fit-up weld joints, and work safely.	Written quiz, observation and lab assignments.
Demonstrate welding skills in a variety of welding positions.	Lab assignments and welder qualification test.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology	
2. Course Prefix WELD	3. Course Number A190	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1 - 4 Credits	5b. Contact Hours (Lecture + Lab) (1-4+0-12)	
6. Complete Course Title Selected Topics in Welding					
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			9. Repeat Status No # of Repeats Max Credits		
If a change, mark appropriate boxes:			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
☐ 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 Course Content Guide (please specify)			11. Implementation Date semester/year From: Fall/2012 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 .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. Welding & NDT AAS		232		2/3/2012	
2. Welding & NDT Industrial Welding Cert.		216		2/3/2012	
3.					
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Presents relevant topics and techniques in the field of welding and fabrication.					
16a. Course Prerequisite(s) (list prefix and number) WELD A101		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None			
17. ☒ Mark if course has fees		18. ☒ Mark if course is a selected topic course			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.					
☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____					

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A190

Course Title: Selected Topics in Welding

Date: March 23, 2012

Credits: 1 -4

I. Course Description:

Presents relevant topics and techniques in the field of welding and fabrication.

II. Course Design:

- A. Designed for welding students and individuals in the industry.
- B. Credits: 1 - 4
- C. Total student involvement time: 45 to 180 hours
- D. This course is an elective.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Designed for entry level students to develop basic skills.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures and welding lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A101

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on lab assignments, student projects, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Theory of Operation
 - 2.1 Principle
 - 2.2 Theory
 - 2.3 Application
- 3.0 Application to Work-Site
 - 3.1 Equipment and materials required
 - 3.2 Job plan
 - 3.3 Quality assurance
- 4.0 Evaluation
 - 4.1 Student knowledge
 - 4.2 Competency-based skills
 - 4.3 Instructor/course

VII. Suggested Text(s):

Text material will be unique to the topic.

VIII. Bibliography:

- *Jenney, C. L., & O'Brien, A. (Ed.). (2001). *Welding handbook*. (9th ed., Vol.1): *welding science and technology*. Miami, FL: American Welding Society.
- *O'Brien, A. (Ed.). (2004). *Welding handbook*. (9th ed., Vol.2): *Welding processes*. Miami FL: American Welding Society.
- Jenney, C. L., O'Brien, A. (Ed.). (2011). *Welding handbook*. (9th ed., Vol. 4): *Materials and applications: Part 1*. Miami, FL: American Welding Society.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

*Classic text

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

To prepare students for entry-level positions as welder/fabricators on construction projects, and in manufacturing shops.

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Current welding processes and techniques will be presented to the students.	Written quiz, observation, and lab assignments.
Demonstrate selected welding processes and techniques in a variety of welding positions.	Lab assignments and welder qualification test.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology	
2. Course Prefix WELD	3. Course Number A261	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (2+4)	
6. Complete Course Title Ultrasonic Testing 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 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 .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. See attached table					
2.					
3.					
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☒ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Covers the principles of ultrasonic testing methods, with compression and shear wave techniques. Examines inspection techniques in accordance with AWS D1.1, API 1104, and ASME codes. Prepares students for the Level 1, ASNT, SNT-TC-1A, recommended practice examination.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) Math A105		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved					
Initiator (faculty only) <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME)		Date _____ Dean/Director of School/College _____ Date _____			
☐ Approved ☐ Disapproved Department Chairperson _____ Date _____		☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____			
☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____		☐ Approved ☐ Disapproved Provost or Designee _____ Date _____			

Course Being Changed: WELD A261					
<i>Impacted Program or Course</i>	Course Impacts	Program Impacts	<i>Catalog Page</i>	<i>Type/Date of Notification</i>	<i>Chair/Coordinator Contacted</i>
Welding & Nondestructive Testing AAS		Program requirement	232	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT Certificate		Program requirement	216	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT OEC		Program requirement	Proposed	email 2/3/2012	Kelly Smith
WELD A262	prerequisite		493	email 2/3/2012	Kelly Smith

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A261
Course Title: Ultrasonic Testing

Date: March 23, 2012
Credits: 4

I. Course Description:

Covers the principles of ultrasonic testing methods, with compression and shear wave techniques. Examines inspection techniques in accordance with AWS D1.1, API 1104, and ASME codes. Prepares students for the Level I, ASNT, SNT-TC-1A recommended practice examination.

II. Course Design:

- A. Designed for welding students and anyone who is in, or is planning a career in, the NDT industry.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree and Nondestructive Testing OEC and Advanced Nondestructive Testing OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: This course builds upon entry-level NDT skills and requires computations used in ultrasonic testing advanced skills in nondestructive testing.

III. Course Activities:

This course is initially offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

Math A105

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades are based on lab assignments, performance tests, student project, written quizzes and a final examination.

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Introduction of Ultrasonic Testing
 - 2.1 Research in the early 1930's and 1940's
 - 2.2 Present day inspection equipment and techniques
- 3.0 Basic Properties of Sound
 - 3.1 Properties of sound and use in ultrasonic testing
 - 3.2 Materials used in the construction of UT search units
- 4.0 Ultrasonic Wave Propagation
 - 4.1 Longitudinal waves
 - 4.2 Mathematical relationships of angles, velocity, and wave type
 - 4.3 Sound transfer properties
- 5.0 Basic Ultrasonic Testing Methods
 - 5.1 Ultrasonic weld inspection
 - 5.2 Thickness and corrosion measurement
- 6.0 Ultrasonic Testing Equipment
 - 6.1 Pulse-echo units
 - 6.2 Immersion units
 - 6.3 Thickness gauging units
- 7.0 Ultrasonic Weld Inspection in Accordance with AWS Codes
 - 7.1 AWS building inspections in accordance with D1.1
 - 7.2 AWS bridge inspections in accordance with D1.5
 - 7.3 AWS ultrasonic report forms

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

8.0 Sound Path Determination

- 8.1 Methods to determining the sound path in square material
- 8.2 Methods to determining the sound path in round material

9.0 Calibrating Ultrasonic Test Equipment

- 9.1 Calibration standards
- 9.2 AWS Calibration blocks and equipment calibration
- 9.3 ASTM calibration procedure

10.0 Ultrasonic Testing in Accordance with ASME

- 10.1 DAC curve
- 10.2 Application of the DAC in welding inspection

11.0 ASNT TC-1A Standards

- 11.1 SNT-TC-1A personal qualifications
- 11.2 Procedures
- 11.3 ASNT Level I and Level II questions for general exam
- 11.4 Interpretation of prevailing code for specific exam
- 11.5 Practice for the practical exam

VII. Suggested Text(s):

*General Dynamics. (2005). *Nondestructive Testing Ultrasonic*. (2nd ed., Vol. 1): *Basic*

Principles: PI-4-4. San Diego, CA: General Dynamics Convair Division.

General Dynamics. (2008). *Nondestructive Testing Ultrasonic*. (2nd ed., Vol. 2):

Equipment: PI-4-4. San Diego, CA: General Dynamics Convair Division.

*General Dynamics. (2005). *Nondestructive Testing Ultrasonic*. (2nd ed., Vol. 3):

Applications: PI-4-4. San Diego, CA: General Dynamics Convair Division.

American Society for Nondestructive Testing. (2010). *Ultrasonic testing classroom*

training book. Columbus, OH: Author.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VIII. Bibliography:

American Welding Society Structural Welding Committee et al. (2010). *Bridge welding code*. Miami, FL: Author.

Workman, G. L., & Moore, P. O. (2007). *Nondestructive testing handbook 7, ultrasonic testing*. Columbus, OH: American Society for Nondestructive Testing.

American Welding Society D1 Committee on Structural Welding et al. (2010). *Structural welding code--steel*. (22nd ed.). Miami, FL: Author.

*Jenney, C. L., & O'Brien, A. (Ed.). (2001). *Welding handbook*. (9th ed., Vol.1): *Welding science and technology*. Miami, FL: American Welding Society.

*Classic text

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

1. Prepares student with a basic knowledge of ultrasonic testing.
2. Prepares student for the ASNT Level I Ultrasonic Testing for the General, Specific, and Practical ultrasonic examinations.

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to safely and properly use the equipment.	Written quiz. Demonstration of equipment set-up and shut down procedures.
Demonstrate ability to examine a test sample using ultrasonic testing methods.	Written exam. Practical exam.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A262	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (2+2)																	
6. Complete Course Title General Nondestructive Testing Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; font-size: small;"> <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. See attached table</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached table				2.				3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. See attached table																					
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3.																					
Initiator Name (typed): <u>Eli Van Ringelenstein</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Presents nondestructive testing methods of dye penetrant, magnetic particle, and visual testing. Includes the applications, advantages, and limitations of these NDT methods. Prepares students for the Level I and Level II American Society for Nondestructive Testing, SNT-TC-1A recommended practice examination.																					
16a. Course Prerequisite(s) (list prefix and number) None		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ <u>Eli Van Ringelenstein</u> Initiator (TYPE NAME) Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____ Department Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____																					

Course Being Changed:		WELD A262			
<i>Impacted Program or Course</i>	<i>Course Impacts</i>	<i>Program Impacts</i>	<i>Catalog Page</i>	<i>Type/Date of Notification</i>	<i>Chair/Coordinator Contacted</i>
Welding & Nondestructive Testing AAS		Program requirement	232	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT Certificate		Program requirement	216	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT OEC		Program requirement	Proposed	email 2/3/2012	Kelly Smith
WELD A290	Prerequisite		Proposed	email 2/3/2012	Kelly Smith

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A262

Course Title: General Nondestructive Testing

Date: March 23, 2012

Credits: 3

I. Course Description:

Presents nondestructive testing methods of dye penetrant, magnetic particle, and visual testing. Includes the applications, advantages, and limitations of these NDT methods. Prepares students for the Level I and Level II American Society for Nondestructive Testing, SNT-TC-1A recommended practice examination.

II. Course Design:

- A. Designed for Welding and Nondestructive Testing Technology students and anyone who is currently working in the NDT industry.
- B. Credits: 3
- C. Total student involvement time: 135 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree, Nondestructive Testing OEC and Advanced Nondestructive Testing OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Course builds upon entry-level skills, and provides advanced skills in three nondestructive testing methods.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

None

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades are based on lab assignments, performance tests, student project, written quizzes, and a final examination.

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 NDT process safety
- 2.0 ASNT TC-1A Standards
 - 2.1 SNT-TC-1A personal qualification
 - 2.2 Processes covered
 - 2.3 Procedures
- 3.0 Discontinuities in Metal Manufacturing
 - 3.1 Steel making processes
 - 3.2 Manufacturing methods of other metals
 - 3.3 Inherent discontinuities
- 4.0 Liquid Penetrant Testing
 - 4.1 History of liquid penetrant
 - 4.2 Basic principles of liquid penetrant
 - 4.3 Types of penetrant
 - 4.4 Advantages and disadvantages of various methods
- 5.0 Liquid Penetrant Processing Steps
 - 5.1 Part cleaning
 - 5.2 Penetrant application
 - 5.3 Removal of excess penetrant
 - 5.4 Application of developer
 - 5.5 Inspection and evaluation of test specimen
 - 5.6 Post cleaning

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

6.0 Liquid Penetrant Test Equipment

- 6.1 Penetrant test units
- 6.2 Lighting used in liquid penetrant inspection
- 6.3 Materials used in liquid penetrant testing

7.0 Liquid Penetrant Indications

- 7.1 Reasons and appearance of indications
- 7.2 Persistence and time for indications to appear
- 7.3 Factors affecting indications
- 7.4 Establishing acceptance standards
- 7.5 Distinguish between the various indications
- 7.6 Acceptance and reject criteria to prevailing code
- 7.7 Standard methods ASTM E165
- 7.8 Interpret indications in accordance with AWS D1.1

8.0 Preparation for ASNT SNT-TC-1A Liquid Penetrant Exam

- 8.1 ASNT Level 1 and Level II questions for the general
- 8.2 Interpretation of prevailing code for the specific
- 8.3 Practice for the practical

9.0 Magnetic Particle Testing

- 9.1 Theory of magnetism
- 9.2 Magnetic particle test principles
- 9.3 Flux density
- 9.4 Hysteresis

10.0 Magnetic Fields

- 10.1 Magnetizing current equipment
- 10.2 Circular magnetization
- 10.3 Longitudinal magnetization
- 10.4 Orientation of discontinuity and detect ability

11.0 Magnetizing Currents

- 11.1 Alternating current
- 11.2 Direct current
- 11.3 Current requirements for circular magnetization
- 11.4 Current requirements with the use of prods
- 11.5 Current requirements for longitudinal magnetization
- 11.6 Demagnetization

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

- 12.0 Materials and Sensitivity
 - 12.1 Magnetic particles
 - 12.2 Dry method
 - 12.3 Wet method
 - 12.4 Sensitivity of method
- 13.0 Magnetic Particle Indications
 - 13.1 MT indications
 - 13.2 ASTM E709 procedure and technique
 - 13.3 NDT report
- 14.0 Preparation for ASNT SNT-TC-1A Magnetic Particle Exam
 - 14.1 ASNT Level 1 and Level II questions for general
 - 14.2 Interpretation of prevailing code for specific
 - 14.3 Practice for the practical exam
- 15.0 Principles of Eddy Current Testing
 - 15.1 Eddy current response characteristics
 - 15.2 Test system calibration
 - 15.3 Impedance vectors
- 16.0 Eddy Current Test Equipment
 - 16.1 Primary and secondary field strengths
 - 16.2 Material variations effect on eddy currents
 - 16.3 Elements common to ET unit
- 17.0 Eddy Current Response Characteristics
 - 17.1 Applications of eddy current
 - 17.2 Eddy current flow paths
 - 17.3 Standard depth of penetration
 - 17.4 End and edge effect
- 18.0 Visual Testing
 - 18.1 Fundamentals of visual testing
- 19.0 Vision
 - 19.1 Visual perception
 - 19.2 Lighting
 - 19.3 Factors affecting visual testing

COURSE CONTENT GUIDE
University of Alaska Anchorage
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- 20.0 Surface Condition
 - 20.1 Physical condition of specimen
 - 20.2 Physiological factors
- 21.0 Visual Inspection Equipment
 - 21.1 Magnifiers, gages
 - 21.2 Bore scopes
 - 21.3 Fiber scopes
 - 21.4 Optical comparators
- 22.0 Discontinuities
 - 22.1 Castings
 - 22.2 Welds
 - 22.3 Machining
- 23.0 Visual Testing Documents
 - 23.1 Welding specifications
- 24.0 Standard Terminology for Visual Testing

VII. Suggested Text(s):

General Dynamics. (2008). *Nondestructive testing: Liquid penetrant*. San Diego, CA:

General Dynamics Convair Division.

General Dynamics. (2008). *Nondestructive testing: Magnetic particle*. San Diego, CA:

General Dynamics, Convair Division.

Cox, J., & General Dynamics Corporation. (2008). *Nondestructive testing, eddy current*.

Harrisburg, NC: PH Diversified, Inc.

VIII. Bibliography:

*American Society for Nondestructive Testing (2000) *Eddy Current Method*. Columbus,

OH: Author.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Jenney, C. L., O'Brien, A. (Ed.). (2011). *Welding handbook*. (9th ed., Vol. 4): *Materials and applications: Part 1*. Miami, FL: American Welding Society.

General Dynamics (2008). *Eddy current*. (Vol. 1 and 2). Harrisburg, NC: Jim Cox Publisher
PH Diversified. Inc.

*Classic text

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepare students for ASNT-Level I/II exams in (PT), (MT), and (VT) nondestructive testing methods.

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to safely and properly use the equipment	Written quiz and practical exam
Demonstrate ability to examine a test sample and evaluate to a specification of a code	Written final exam and practical exam



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A263	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 2.0 Credits	5b. Contact Hours (Lecture + Lab) (2+0)																	
6. Complete Course Title Radiographic Testing Safety Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached table</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached table				2.				3.			
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Initiator Name (typed): <u>Robert McCauley</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☒ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Presents the safety practices and USNRC regulations for industrial radiography in nondestructive examination. Prepares for both Radioactive Materials (RAM) and the X-ray category Industrial Radiography Radiation Safety Personnel (IRRSP) examination administered by the American Society for Nondestructive Testing (ASNT).																					
16a. Course Prerequisite(s) (list prefix and number) Math A105		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
☐ Approved ☐ Disapproved ☐ Disapproved ☐ Disapproved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Disapproved Initiator (faculty only) _____ Date _____ <u>Robert McCauley</u> Initiator (TYPE NAME) Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____ Department Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____																					

Course Being Changed: WELD A263					
<i>Impacted Program or Course</i>	<i>Course Impacts</i>	<i>Program Impacts</i>	<i>Catalog Page</i>	<i>Type/Date of Notification</i>	<i>Chair/Coordinator Contacted</i>
Welding & Nondestructive Testing AAS		Program requirement	232	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT Certificate		Program requirement	216	email 2/3/2012	Kelly Smith
Welding & Nondestructive Testing NDT OEC		Program requirement	Proposed	email 2/3/2012	Kelly Smith
WELD A264	Prerequisite		494	email 2/3/2012	Kelly Smith

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A263
Course Title: Radiographic Testing Safety

Date: March 23, 2012
Credits: 2

I. Course Description:

Presents the safety practices and USNRC regulations for industrial radiography in nondestructive examination. Prepares for both Radioactive Materials (RAM) and the X-ray category Industrial Radiography Radiation Safety Personnel (IRRSP) examination administered by The American Society for Nondestructive Testing (ASNT).

II. Course Design:

- A. Designed for anyone interested in industrial radiography.
- B. Credits: 2
- C. Total student involvement time: 90 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree, and Nondestructive Testing
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a two week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Develops a professional level of understanding and practice by building on a foundation of science and applying computations that are critical to radiation safety.

III. Course Activities:

Method of instruction may include lecture, demonstration, DVD presentation and simulated application.

IV. Course Prerequisites:

Math A105

V. Course Evaluation:

1. Grading Basis: A – F.
2. Evaluation will be based on written tests, practical tests and homework assignments.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
- 2.0 Introduction
 - 2.1 Discovery of ionizing radiation
 - 2.2 Structure of matter
 - 2.3 Origin and types of radiation
- 3.0 Production and Characteristics of X and Gamma Radiation
 - 3.1 Ionization
 - 3.2 Photoelectric effect and Compton scatter
 - 3.3 Pair production and absorption
- 4.0 Units of Radiation Dose and Quantity of Radioactivity
 - 4.1 Roentgen
 - 4.2 Radiation absorbed dose (RAD) and Gray
 - 4.3 RBE and quality factor
 - 4.4 Roentgen equivalent man (REM) and Sievert
 - 4.5 Dose equivalents
 - 4.6 Total effective dose equivalent
 - 4.7 ALARA philosophy
- 5.0 Hazards of Exposure to Ionizing Radiation
 - 5.1 Natural background radiation
 - 5.2 Radiation and contamination
 - 5.3 Stochastic effects
 - 5.4 Nonstochastic effects
- 6.0 Levels of Radiation from Radioisotopes
 - 6.1 Curie (Becquerel)
 - 6.2 Decay
- 7.0 Controlling Radiation Dose by Time, Distance, and Shielding
 - 7.1 Time formula for dose
 - 7.2 Dispersion and distance calculations
 - 7.3 Attenuation and shielding calculations

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

8.0 Radiation Detection Instruments

- 8.1 Ion chamber and G-M survey meter calibration, dose rate measurement and limitations
- 8.2 Pocket dosimeter operation, usage and dose measurement
- 8.3 Rate alarms
- 8.4 Film badge and thermoluminescent dosimeters

9.0 Equipment for Radiography

- 9.1 X-ray machines
- 9.2 Isotope exposure equipment
- 9.3 Isotope shipping and storage

10.0 USNRC Federal Regulations

- 10.1 10 CFR Parts 19-20
- 10.2 10 CFR Part 30
- 10.3 10 CFR Part 34
- 10.4 10 CFR Part 71.4

11.0 Accidents in Radiography

- 11.1 Case histories of accidents
- 11.2 Procedures in the event of an accident

12.0 Safe Operating Procedures

- 12.1 Authorization and work permits
- 12.2 Use and maintenance of exposure devices
- 12.3 Conducting radiation surveys
- 12.4 Controlling access to radiographic areas
- 12.5 Securing exposure devices and storage containers
- 12.6 Use of personnel monitoring equipment
- 12.7 Transporting sealed source radioisotopes
- 12.8 Procedures for emergencies
- 12.9 Procedures for reporting defects and noncompliance
- 12.10 Record keeping

VII. Suggested Text(s):

*American Society for Nondestructive Testing. (2004). *Working safely in radiography*.

Columbus, OH: Author

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VIII. Bibliography:

*The American Society for Nondestructive Testing, Inc. (1983). *Radiographic testing programmed instruction handbook*. (2nd ed., Vol. 1 and 2). Columbus, OH: Author.

Nuclear Regulatory Commission. (2011). *Code of federal regulations, title 10: Parts 1-50*. Washington DC: U.S. Government Printing Office.

*Classic text

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Develop an understanding of safe practices and the U.S. Nuclear Regulatory Commission regulations pertaining to industrial radiography.

Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Describe the characteristics of X and gamma radiation, and the biological effects of human exposure to ionizing radiation.	Written quiz and final examination.
Apply formulas and graphs to calculate the radiation dose or dose rate for various time, distance and shielding situations.	Written quiz, performance test and final examination.
Recall the USNRC regulations that govern industrial radiography.	Written quiz and final examination.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A264	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0	5b. Contact Hours (Lecture + Lab) (3+3)																	
6. Complete Course Title Radiographic Testing 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☒ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☒ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
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2. Welding & NDT Cert	216	2/3/2012	Kelly Smith																		
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13b. Coordination Email Date: <u>2/3/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/20/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents theory and application of industrial radiography and meets ASNT initial training hour requirements for Level I and Level II radiographer. Includes operation of equipment, film exposure and development, radiographic procedure specifications, interpretation of radiographs, and a brief review of radiation safety.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) WELD A112 and WELD A263		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Expand course content and increase classroom hours and course credits to meet current ASNT Level II training requirements. Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
☐ Approved ☐ Disapproved ☐ Disapproved ☐ Disapproved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Disapproved ☐ Disapproved ☐ Disapproved Initiator (faculty only) <u>Robert McCauley</u> Initiator (TYPE NAME) Dean/Director of School/College _____ Date Department Chairperson _____ Date Undergraduate/Graduate Academic Board Chairperson _____ Date Curriculum Committee Chairperson _____ Date Provost or Designee _____ Date																					

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A264
Course Title: Radiographic Testing

Date: March 23, 2012
Credits: 4

I. Course Description:

Presents theory and application of industrial radiography and meets ASNT initial training hour requirements for Level I and Level II radiographer. Includes operation of equipment, film exposures and development, radiographic procedure specifications, interpretation of radiographs and a brief review of radiation safety.

II. Course Design:

- A. Designed for anyone interested in industrial radiographic image forming techniques. Includes a review of radiographic testing safety.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree, Nondestructive Testing OEC
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a four week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Builds on information presented in WELD A112 and WELD A263.

III. Course Activities:

Methods of instruction may include lecture, demonstration, DVD presentation and laboratory practice.

IV. Course Prerequisites:

WELD A112
WELD A263

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades will be based on written tests, homework assignments and laboratory assignments. Grades and attendance policies will be discussed during the first class meeting.

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Ionizing Radiation and radiographic testing (RT)
 - 2.1 Atomic theory and radioactive materials
 - 2.2 Interaction with matter
 - 2.3 RT applications and limitations
 - 2.4 Radiation safety review
- 3.0 The X-Ray Machine
 - 3.1 Bremsstrahlung
 - 3.2 Machine elements
 - 3.3 Generation of x-rays
- 4.0 Gamma Sources
 - 4.1 Exposure devices
 - 4.2 Operation and maintenance
 - 4.3 Exposure calculations
- 5.0 Darkroom Organization and Operation
 - 5.1 Elements and layout
 - 5.2 Processing chemicals
 - 5.3 Cleaning and maintenance
- 6.0 Making a Radiograph
 - 6.1 RT procedures
 - 6.2 Charts and film characteristic curves
 - 6.3 Making exposures

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

6.4 Processing film

7.0 Image Quality and Interpretation of Radiographs

7.1 Density and sensitivity

7.2 Film artifacts

7.3 Discontinuities and defects

8.0 Structural Weld Radiography

8.1 AWS D1.1 Structural Welding Code-Steel

8.2 RT procedure requirements

8.3 RT interpretation and evaluation

9.0 Pipe Weld Radiography

9.1 API Standard 1104 Pipeline Code

9.2 Pipe weld exposures and RT requirements

9.3 RT interpretation and evaluation

VII. Suggested Text(s):

GE Inspection Technologies. (2007). *Industrial radiography: Image forming techniques*. Lewistown PA: General Electric Company

*The American Society for Nondestructive Testing (1983). *Radiographic testing pi-4-6*. (2nd ed., Vol. 1 through 5). Columbus, OH: Author.

VIII. Bibliography:

*Bossi, R. H., Iddings, F. A., & Wheeler, G. C. (2002). *Radiographic testing*. Columbus, OH: American Society for Nondestructive Testing.

*American Society for Nondestructive Testing Inc. (2004). *Working safely in radiography*. Columbus, OH: Author

*Classic text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provide the classroom hours in topics required for ASNT SNT-TC-1A Level I and Level II Radiographic Testing (RT), and provide hands-on experience in RT film and exposure and processing methods.

Student Outcomes and Assessment Procedures

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Describe the main elements and controls common to all x-ray machines, and the procedures for proper use.	Written quiz and final examination.
Produce and evaluate radiographs of steel plate and pipe welds by applying AWS, and APT-1104 procedures using various techniques for particular applications.	Written quiz and laboratory assignment.



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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A281	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0 Credits	5b. Contact Hours (Lecture + Lab) (4+0)																	
6. Complete Course Title Welding Inspection and Code Review Weld Inspect and Code Review 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents numerous welding inspection methods and a study of various welding codes and standards in preparation for the American Welding Society (AWS) Certified Welding Inspector (CWI) Examination.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) WELD A112 and WELD A157		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Revise and update student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
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COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD

Course Number: WELD A281

Course Title: Welding Inspection and Code Review

Date: March 23, 2012

Credits: 4

I. Course Description:

Presents numerous welding inspection methods and a study of various welding codes and standards in preparation for the American Welding Society (AWS) Certified Welding Inspector (CWI) Examination.

II. Course Design:

- A. Designed for fourth semester Welding and Nondestructive Testing Technology students and also for anyone who is preparing for the AWS CWI Examination.
- B. Credits: 4
- C. Total student involvement time: 180 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree and Nondestructive Testing Technology OEC
- E. Lab fees are not assessed for the course.
- F. The course may be taught in any time frame, but not less than a four week session.
- G. Coordinated with KPC, UAF, UAS
- H. Course level justification: Builds on information presented in WELD A112 and WELD A157.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, lab assignments and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A112

WELD A157

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

V. Course Evaluation:

1. Grading Basis: A – F.
2. Grades are based on lab assignments, performance tests, student projects, written quizzes, and a final examination.

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Welding Inspector Qualifications and Requirements
 - 2.1 Physical condition and attitude
 - 2.2 Prerequisite knowledge and experience
 - 2.3 Ethical requirements
 - 2.4 Inspector responsibilities
- 3.0 Overview of Standards, Codes and Specifications
 - 3.1 American Welding Society (AWS) publications
 - 3.2 American Society of Mechanical Engineers (ASME) publications
 - 3.3 American Petroleum Institute (API) publications
 - 3.4 American Society for Testing Materials (ASTM) publications
 - 3.5 Others standards and specifications
- 4.0 Joint/Weld Nomenclature and Welding Terminology
 - 4.1 Types of joints and joint geometry
 - 4.2 Types of welds and weld size terminology
 - 4.3 Welding terms and definitions
- 5.0 Welding and Nondestructive Testing (NDT) Symbols
 - 5.1 Welding symbol elements
 - 5.2 Applications of welding symbols
 - 5.3 NDT symbols and applications
- 6.0 Welding Metallurgy and Metal Classifications
 - 6.1 Solidification from liquid state
 - 6.2 Atomic structure and microstructures

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

- 6.3 Chemical compositions and equivalents
- 6.4 Classifications and specifications for metals

7.0 Destructive Testing and Metric Conversions

- 7.1 Tensile testing
- 7.2 Hardness testing
- 7.3 Toughness testing
- 7.4 Soundness testing
- 7.5 The SI measurement system
- 7.6 Metric/American standard conversions

8.0 Welding, Brazing, and Cutting Processes

- 8.1 Shielded Metal Arc Welding (SMW)
- 8.2 Gas Metal Arc Welding (GMAW)
- 8.3 Flux Cored Arc Welding (FCAW)
- 8.4 Gas Tungsten Arc Welding (GTAW)
- 8.5 Plasma Arc Welding (PAW)
- 8.6 Submerged Arc Welding (SAW)
- 8.7 Electroslag Welding (ESW)
- 8.8 Stud Welding (SW)
- 8.9 Brazing processes
- 8.10 Thermal cutting processes
- 8.11 Mechanical cutting processes

9.0 Welding Procedures and Welder Qualification

- 9.1 Welding procedure specification
- 9.2 Welding procedure qualification
- 9.3 Welder qualification

10.0 Weld and Base Metal Discontinuities

- 10.1 Cracks
- 10.2 Inclusions
- 10.3 Incomplete fusion
- 10.4 Inadequate penetration
- 10.5 Lamellar tearing
- 10.6 Laminations/delaminations
- 10.7 Overlap
- 10.8 Porosity
- 10.9 Undercut
- 10.10 Underfill

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

10.11 Seams and laps

10.12 Spatter

10.13 Arc strikes

11.0 Nondestructive Testing Processes

11.1 Visual examination (VT)

11.2 Liquid penetrant testing

11.3 Magnetic particle testing (MT)

11.4 Ultrasonic testing (UT)

11.5 Radiography testing (RT)

11.6 Eddy current testing (ET)

11.7 Acoustic emission testing (AET)

11.8 Other nondestructive tests

12.0 Code Interpretation and Inspection Reports

12.1 AWS D1.1 code

12.2 API 1104 standard

12.3 Report forms and documentation

VII. Suggested Text(s):

*American Welding Society. (2000). *Certification manual for welding inspectors*. (4th ed.). Miami, FL: Author.

VIII. Bibliography:

American Welding Society Qualification and Certification Committee. (2007). *Standard for AWS certification of welding inspectors*. Miami, FL: Author.

*American Welding Society Qualification and Certification committee. (2003). *Specification for the qualification of welding inspectors*. Miami, FL: Author.

*American Petroleum Institute-AGA Joint committee on oil and gas pipeline field welding practices. (2005). *Welding of pipelines and related facilities*. (20th ed.). Washington, DC: Author.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

American Welding Society D1 Committee on Structural Welding et al. (2010). *Structural welding code--steel*. (22nd ed.). Miami, FL: Author.

American Welding Society A2 Committee on Definitions and Symbols. (2010). *Standard welding terms and definitions*. Miami, FL: Author.

American Society of Mechanical Engineers Boiler and Pressure Vessel Committee, & ASME Boiler Code Committee. (2007). *ASME boiler & pressure vessel code, section IX: Welding and brazing qualifications*. New York, NY: Author.

American Welding Society Committee on Methods of Inspection. (2009). *Guide for the nondestructive examination of welds*. Miami, FL.: Author.

*American Welding Society Committee on Methods of Inspection. (2000). *Guide for the visual examination of welds*. Miami, FL: Author.

*American Society for Nondestructive Testing. (2003). *Recommended practice no. SNT-TC-1A 2001*. Columbus, OH: Author.

American Welding Society Committee on Mechanical Testing of Welds. (2007). *Standard methods for mechanical testing of welds*. Miami, FL: Author.

*Linnert, G. E. (1983). *Welding metallurgy: Carbon and alloy steels*. New York, NY: American Welding Society.

*Classic text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

IX. Instructional Goal, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provide students with an understanding of numerous welding related topics and welding standards necessary for welding inspection.

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Apply the knowledge, and inspection methods required of an AWS Certified Welding Inspector as specified in the Standard for AWS Certification of Welding Inspectors ANSI/AWS/QCI.	Written quiz and final examination



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A287	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 5.0 Credits	5b. Contact Hours (Lecture + Lab) (3+4)																	
6. Complete Course Title Welding Metallurgy Applications WELD Metallurgy Applications 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents technical information in welding metallurgy. Includes laboratory practice in metallography, heat-treating, and mechanical properties testing.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) Math A055 and WELD A112		16b. Test Score(s) None		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
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COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A287
Course Title: Welding Metallurgy Applications

Date: March 23, 2012
Credits: 5

I. Course Description:

Presents technical information in welding metallurgy. Includes laboratory practice in metallography, heat-treating and mechanical properties testing.

II. Course Design:

- A. Designed for students who have completed basic coursework in welding and have an interest in metallurgical testing to evaluate metal properties and determine weldability.
- B. Credits: 5
- C. Total student involvement time: 225 hours
- D. This course is required for the Welding & Nondestructive Testing Technology AAS degree, and the Nondestructive Testing OEC.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than a five week session.
- G. Coordinated with KPC, UAF, UAS.
- H. Course level justification: Builds on information presented in WELD A112 and requires a basic knowledge of algebra.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures and individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A055
WELD A112

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on lab assignments, student projects, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Reduction of Ores and Metal Processing
 - 2.1 History of metalworking
 - 2.2 Making of iron and steel
 - 2.3 Refining nonferrous metals
 - 2.4 Casting and forming wrought products
- 3.0 Mechanical and Physical Properties of Metals
 - 3.1 Hardness testing
 - 3.2 Toughness and impact testing
 - 3.3 Tensile properties and testing
 - 3.4 Expansion and conductivity of metals
- 4.0 Steel and Cast Iron Classifications
 - 4.1 ASTM specifications
 - 4.2 SAE-AISI designations
- 5.0 Structure of Metals
 - 5.1 Atomic structure and molecular bonding
 - 5.2 Crystalline structures
- 6.0 Phase Diagrams
 - 6.1 Solutions and phases
 - 6.2 Iron/Iron-carbide diagram
 - 6.3 Microstructures and metallographic examination
- 7.0 Heat Treating Steels
 - 7.1 Heat treating processes
 - 7.2 Changes in mechanical properties
 - 7.3 Changes in crystalline structure
- 8.0 Isothermal Transformation (I-T) Diagrams
 - 8.1 Time vs. temperature

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

- 8.2 Cooling curves
- 8.3 Critical cooling rate
- 8.4 Quenching media

9.0 Hardenability of Steel

- 9.1 How to measure hardenability
- 9.2 Performing jominy end quench test
- 9.3 Alloy and how it effects hardenability

10.0 Metallurgy of Welds in Steel

- 10.1 Effect of welding on steels
- 10.2 Effects of alloy content and weldability
- 10.3 Cooling rates (preheat and postheat)
- 10.4 Application of I-T diagram
- 10.5 Testing of welds

VII. Suggested Text(s):

*Neely, J. E., & Bertone, T. J. (2003). *Practical metallurgy and materials of industry*. (6th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Bibliography:

Brandt, D. A., & Warner, J. C. (2009). *Metallurgy fundamentals*. Tinley Park, IL: Goodheart-Willcox.

*Classic text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

1. Provide students with basic knowledge of metallurgical structures, and a variety of methods to determine mechanical properties of metals.
2. Present information regarding material SAE, ASTM material destinations and specifications.

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to properly use metallurgical lab equipment, alter materials properties and work safely.	Laboratory assignments and final project.
Demonstrate and document the steps in performing laboratory assignments using a standard internal report format.	Laboratory assignments and final project.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ADTP Division of Transportation Power		1c. Department Welding & Nondestructive Testing Technology																	
2. Course Prefix WELD	3. Course Number A290	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1-4 Credits	5b. Contact Hours (Lecture + Lab) (1-4+0-12)																	
6. Complete Course Title Selected Topics in NDT t Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☒ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other Course Content Guide (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Builds on knowledge and techniques covered in WELD A262. Presents techniques and technology in the nondestructive testing industry.																					
16a. Course Prerequisite(s) (list prefix and number) WELD A262		16b. Test Score(s) None		16c. Co-requisite(s) (concurrent enrollment required) None																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) None																			
17. ☒ Mark if course has fees		18. ☒ Mark if course is a selected topic course																			
19. Justification for Action Revise student outcomes, suggested text and bibliographies. Make minor wording changes for program uniformity.																					
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COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

Department: WELD
Course Number: WELD A290
Course Title: Selected Topics in NDT

Date: March 23, 2012
Credits: 1 - 4

I. Course Description:

Builds on knowledge and techniques learned in WELD A262. Presents techniques and technology in the nondestructive testing industry.

II. Course Design:

- A. This course is offered in a structured class setting with classroom lectures, lab assignments and individual assistance.
- B. Credits: 1 - 4
- C. Total student involvement time: 45 - 180 hours
- D. This course is an elective.
- E. A onetime lab fee is charged at the beginning of each semester.
- F. The course may be taught in any time frame, but not less than one to four week sessions.
- G. Coordinated with KPC, UAS, UAF.
- H. Course level justification: This is a 200 level course that builds upon previously mastered skills and knowledge.

III. Course Activities:

This course is typically offered in a structured class setting with classroom lectures, individual assistance. Lab assignments, tests and quizzes are given on a pre-determined schedule.

IV. Course Prerequisites:

WELD A262

V. Course Evaluation:

- 1. Grading Basis: A – F.
- 2. Grades are based on lab assignments through observation of performance tests, student projects, written quizzes, and a final examination.

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

VI. Outline:

- 1.0 General Safety
 - 1.1 Classroom safety
 - 1.2 Campus safety
 - 1.3 Topic safety
- 2.0 Theory of Operation
 - 2.1 Principle
 - 2.2 Theory
 - 2.3 Application
- 3.0 Application to Work-Site
 - 3.1 Equipment and materials required
 - 3.2 Job plan
 - 3.3 Quality assurance
- 4.0 Evaluation
 - 4.1 Student knowledge
 - 4.2 Competency-based skills
 - 4.3 Instructor/course

VII. Suggested Text(s):

Text material will be unique to the topic.

VIII. Bibliography:

Ginzel, E. A. (2006). *Automated ultrasonic testing for pipeline girth welds: A handbook*.

Waltham, MA: Olympus.

*Mix, P. E. (2005). *Introduction to nondestructive testing: A training guide*. Hoboken, NJ:

Wiley.

*Classic text

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community and Technical College

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

1. Develop skills in various advanced NDT methods.
2. Present information regarding NDT methods, and material evaluation to a variety of specifications.

Student Outcomes and Assessment Procedures

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Demonstrate the ability to safely and properly use NDT equipment.	Written quiz, observation, lab assignment and final exam.



1a. School or College CT CTC	1b. Division ADTP Division of Transportation Power	1c. Department WELDING/NDT									
2. Complete Program Title/Prefix Nondestructive Testing Technology Occupational Endorsement Certificate											
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE Occupational Endorsement Certificate											
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8. Justification for Action Low admission and completion rate for this certificate. Student needs will be met more effectively through the new OEC's..																				
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2. Complete Program Title/Prefix Advanced Welding Occupational Endorsement Certificate								
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Occupational Endorsement Certificate CHOOSE ONE								
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3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE Associate of Applied Science						
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8. Justification for Action Program changes are in response to industry input and program review. Bibliographies and suggested text have been updated. A change in WELD A264 from 3 to 4 credits to accommodate the requirement for an additional 10 hours in radiation safety training.						
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WELDING & NONDESTRUCTIVE TESTING TECHNOLOGY

Anchorage

Gordon Hartlieb Hall (GHH), Room 111, (907) 786-6475

<http://www.uaa.alaska.edu/ctc/programs/academic/adt/index.cfm>

*Kenai Peninsula College
Kenai River Campus, 156 College Road, Soldotna, AK 99669, (907) 262-0344,
(877) 262-0330*

www.kpc.alaska.edu/academics/cert_welding.html

The University of Alaska Anchorage offers welding programs described below at the Anchorage campus and the Kenai Peninsula College campus.

Kenai Peninsula College offers the Undergraduate Certificate in Welding Technology. For information and advising for this program, please contact the Kenai River Campus at (907) 262-0344, (877) 262-0330, or www.kpc.alaska.edu/academics/cert_welding.html.

The Anchorage campus offers Occupational Endorsement Certificates in Welding, Advanced Welding, and Nondestructive Testing as well as the Associate of Applied Science Degree in Welding and Nondestructive Testing. For information and advising for these programs, please contact the Anchorage Campus at (907) 786-6475, Weld_NDT@uaa.alaska.edu, or <http://www.uaa.alaska.edu/ctc/programs/academic/adt/index.cfm>

The Welding and Nondestructive Testing Technology program prepares students for employment in welding and/or nondestructive examination industries as entry-level technicians. A variety of career opportunities are available to welding technicians and nondestructive examination technicians. Both of these fields are utilized in construction, manufacturing, and transportation industries throughout the world.

Careers in welding or nondestructive testing fields involve complex and technical processes, requiring a combination of communication, mathematic, and hands-on competencies. Students will be expected to apply math applications at the MATH A105 level.

Occupational Endorsement Certificates

OECs are designed to give students skills in a specific occupational field and indicate competence in a technical and professional area. The Welding and Nondestructive Testing OECs are embedded in the AAS in Welding and Nondestructive Testing. Students must receive a satisfactory grade (C or higher) in all required Weld courses to be awarded an OEC. The Welding and Nondestructive Testing Department offers the following OECs:

Welding

Advanced Welding

Nondestructive Testing

Admission Requirements

See Occupational Endorsement Certificate Admission Requirements in Chapter 7, Academic Standards and Regulations.

Advising

Students should contact the Anchorage Welding and Nondestructive Testing faculty for assistance with course planning toward occupational endorsement certificates.

Academic Progress

Students must earn a satisfactory grade (C or higher) in all Welding and Nondestructive Testing courses required for each certificate.

General University Requirements

See General University Requirements for Occupational Endorsement Certificates at the beginning of this chapter.

Occupational Endorsement Certificate

Welding

Provides foundational skills required for entry into the welding industry.

Outcomes

Upon completion of this OEC, students will demonstrate:

- Interpretation and application of drawings and symbols commonly used in welding projects.
- Preparation and layout of metals for basic welding projects.
- Welding proficiency in SMAW, GMAW, FCAW, and GTAW techniques at a level required for entry-level welders and welding layout positions

Requirements

1. All students must complete the following courses.

WELD A112 Shielded Metal Arc Welding	4
Weld A157 Technical Drawing for Welders	3
Weld A161 Gas Metal Arc Welding	4
Weld A162 Flux Cored Arc Welding	4
Weld A174 Gas Tungsten Arc Welding	4

2. Successfully pass at least one industry recognized welder certification.

3. A total of 19 credits is required for this OEC.

4. Graduates of the Kenai Peninsula College Undergraduate Certificate in Welding Technology may complete this OEC by successfully completing Weld A161 and Weld A162.

Occupational Endorsement Certificate

Advanced Welding

Builds on foundational skills required for entry into the welding industry, and prepares individuals for employment in pipe welding operations.

Outcomes

Upon completion of this OEC, students will demonstrate:

- Knowledge and skill required for pipe preparation and layout.
- Proficiency in pipe welding a variety of metals at a level required to obtain entry-level employment in the pipe welding field.
- Foundational skills and knowledge required for employment in mechanical trades.

Requirements

1. All students must complete the following courses.

WELD A112 Shielded Metal Arc Welding	4
Weld A114 Welding of High Strength Steel	4
Weld A117 Basic Pipefitting	4
Weld A121 Pipe Welding Vertical Down (4). or	
Weld A122 Pipe Welding Vertical Up	4

2. Successfully pass at least two industry recognized welder certifications.

3. A total of 16 credits is required for this OEC.

4. Graduates of the Kenai Peninsula College Undergraduate Certificate in Welding Technology may complete this OEC by successfully completing Weld A114 and Weld A117.

Nondestructive Testing technician students examine metallic components or weldments to locate and evaluate discontinuities by learning to apply liquid penetrant (PT), magnetic particle (MT), eddy current (ET), radiographic (RT) and ultrasonic (UT) test methods. Student qualification in each NDT method is based on general, specific and practical examinations administered as prescribed in the American Society for Nondestructive Testing (ASNT) Recommended Practice No. SNT-TC-1A.

Occupational Endorsement Certificate

Nondestructive Testing

Provides foundational skills required for entry into the nondestructive testing industry.

Outcomes

Upon completion of this OEC, students will demonstrate:

- A general understanding of welding processes and principles of metallurgy important to the welding and nondestructive testing industries.
- An understanding of the principles and processes of a variety of inspection and nondestructive testing technology techniques.
- Proper technique in determining discontinuities and defects in welds and welded materials using NDT applications.

Requirements

1. All students must complete the following courses.

MATH A105 Intermediate Algebra, or	3
Any course for which MATH A105 is a prerequisite	
WELD A112 Shielded Metal Arc Welding	4
WELD A261 Ultrasonic Testing	4
WELD A262 General Nondestructive Testing	3
WELD A263 Radiography Testing Safety	2
Weld A122 Pipe Welding Vertical Up	4

2. Successfully pass at least two separate industry recognized welder certifications.

3. A total of 16 credits is required for this OEC.

Undergraduate Certificates

Admission Requirements

See Admission Requirements to Undergraduate Certificates and Associate's Degree Programs Chapter 7, Academic Standards and Regulations.

General University Requirements

Complete the General University Requirements for Undergraduate Certificates at the beginning of this chapter.

Advising

Students should consult the Anchorage or Kenai WELD faculty for assistance with course planning towards certifications.

Academic Progress Requirements

Students must complete certificate course requirements with a minimum cumulative GPA of 2.00.

Undergraduate Certificate, Welding Technology

Kenai Peninsula College

*Kenai River Campus, 156 College Road, Soldotna, AK 99669, (907) 262-0344,
(877) 262-0330*

This certificate is offered only at Kenai Peninsula College.

Advising for this program is only available from the Welding faculty at Kenai Peninsula College. Please call (907) 262-0344 or (877) 262-0330 for more information.

Certificate Description

The one-year certificate in welding technology provides a student with specific training for structural and pipe welding certification through the AWS and ASME national certifications. Students gain comprehensive training in the latest welding technology, blueprint reading, layout, and fabrication. Graduates of this program will be prepared for industrial employment as structural or pipe welders, and will have a solid welding background for many mechanical trades.

NOTE: Experienced welders, including those with a welding OEC, have the option of bypassing the first semester courses by successfully completing written and practical examinations on first semester work.

Outcomes

1. Perform the AWS D1.1 structural – oxy-acetylene cutting process.
2. Perform the AWS D1.1 structural – preparation of steel plate certified groove welds.
3. Perform the AWS D1.1 structural – welding of steel plate all position groove welds.
4. Perform the ASME Section IX pipe welding – oxy-acetylene cutting process of steel pipe (both with freehand and machine cutting).
5. Perform the ASME Section IX pipe welding – preparation of steel pipe to be welded with the stick-electrode process for common sizes of pipe used in industry.
6. Perform the ASME Section IX pipe welding – welding of steel pipe per Procedure KPC-I for testing and will also have welded common schedules and sizes of pipe used in industry.

General University Requirements

Complete the General University and the General Course Requirements for certificates located at the beginning of this chapter.

Certificate Requirements

1. Complete the following requirements:

MATH A105	Intermediate Algebra (or any MATH course for which MATH A105 is a prerequisite)	3
PRPE A108	Introduction to College Writing (3)	3
	or	
ENGL A111	Methods of Written Communication (3)	
	or	
COMM A111	Fundamentals of Oral Communication (3)	
WELD A102	Gas Welding	2
WELD A103	Arc Welding	4
WELD A104	Arc Welding: Low-Hydrogen Electrodes	4
WELD A105	Pipe Welding	4
WELD A106	Pipe Certification	4
PETR A155	Blueprint Reading	3
2. Complete one of the following (4 credits):

WELD A108	Wire Welding (4)	
WELD A109	TIG Welding (4)	
3. All students must pass structural and pipe certification tests before receiving a certificate in Welding Technology.
4. A total of 31 credits is required for the undergraduate certificate.

FACULTY

Fritz Miller, Associate Professor, IFFWM@uaa.alaska.edu

Shawn Taplin, Assistant Professor, shtaplin@uaa.alaska.edu

Associate of Applied Science, Welding and Nondestructive Testing Technology

Prepares students with technical and administrative skills required for a career in metal fabrication and inspection environments.

Outcomes

Upon completion of this AAS Degree, students will demonstrate:

1. Entry-level technical skills in welding and nondestructive examination.

2. Technical knowledge of the interrelationship between metallurgy, welding, and inspection processes.
3. Hazard assessment and best safety practices to avoid exposing themselves or others to risk of injury and avoiding damage to equipment.
4. Effective oral and written communication with other employees, customers, and management.
5. Application of Mathematical formulas as applied in the welding, inspection, and nondestructive testing field.

Admission Requirements

See the Associate's Degree Admissions Requirements in Chapter 7, Academic Standards and Regulations.

General University Requirements

Complete the General University Requirements for Associate of Applied Science Degrees at the beginning of this chapter.

General Course Requirements

Complete the General Course Requirements for AAS degrees listed at the beginning of this chapter.

Advising

Students should consult the Anchorage or Kenai WELD faculty for assistance with course planning towards the AAS degree.

Major Requirements

1. Complete the following required courses:

ENGL A111	Methods of Written Communication	3
ENGL A212	Technical Writing	3
MATH A105	Intermediate Algebra (or any MATH course for which MATH A105 is a prerequisite)	3
Additional AAS General Education Requirements		6
PHYS A101	Physics for Poets (3)	3-4
	or	
PHYS A115	Physical Science with Laboratory (4)	
	or	
PHYS A123	Basic Physics I (3)	
WELD A112	Shielded Metal Arc Welding (SMAW)	4
WELD A157	Technical Drawings for Welders	3
WELD A161	Gas Metal Arc Welding (GMAW)	4
WELD A162	Flux Cored Welding (FCAW)	4
WELD A174	Gas Tungsten Arc Welding (GTAW)	4
WELD A261	Ultrasonic Testing	4
WELD A262	General Nondestructive Testing	3
WELD A263	Radiographic Testing Safety	2
WELD A264	Radiographic Testing	4
WELD A281	Welding Inspection and Code Review	4
WELD A287	Welding Metallurgy Applications	5
2. Complete at least one of the following courses: 3-4

TECH A295	Technical Internship (advisor approved) (3)
WELD A117	Basic Pipefitting (4)
WELD A118	Welding Fabrication and Manufacturing (4)
WELD A190	Selected Topics in Welding Technology (3)
3. Pass three separate all-position welder qualification tests.

4. Pass two separate NDT method qualification tests.
5. A total of 62-64 credits is required for the degree.

FACULTY

Robert McCauley, Anchorage, Associate Professor, rdmccauley@uaa.alaska.edu

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Eli van Ringenelstein, Anchorage, Instructor, evanringenelstein@uaa.alaska.edu

Shawn Taplin, Assistant Professor, shtaplin@uaa.alaska.edu

WELDING & NONDESTRUCTIVE TESTING TECHNOLOGY

Anchorage

Gordon Hartlieb Hall (GHH), Room 111, (907) 786-6475

www.uaa.alaska.edu/ctc/construction/weld <http://www.uaa.alaska.edu/ctc/programs/academic/adt/index.cfm>

Kenai Peninsula College

Kenai River Campus, 156 College Road, Soldotna, AK 99669, (907) 262-0344,
(877) 262-0330

www.kpc.alaska.edu/academics/cert_welding.html

The University of Alaska Anchorage

offers welding programs described below at the Anchorage campus and the Kenai Peninsula College campus.

Kenai Peninsula College offers the Undergraduate Certificate in Welding Technology. For information and advising for this program, please contact the Kenai River Campus at (907) 262-0344, (877) 262-0330, or www.kpc.alaska.edu/academics/cert_welding.html.

The Anchorage campus offers Occupational Endorsement Certificates in Welding, Advanced Welding, and Nondestructive Testing as well as the Associate of Applied Science Degree in Welding and Nondestructive Testing. For information and advising for these programs, please contact the Anchorage Campus at (907) 786-6475, Weld_NDT@uaa.alaska.edu, or <http://www.uaa.alaska.edu/ctc/programs/academic/adt/index.cfm>

The Welding and Nondestructive Testing Technology program prepares students for employment in welding and/or nondestructive examination industries as entry-level technicians. A variety of career opportunities are available to welding technicians and nondestructive examination technicians. Both of these fields are utilized in construction, manufacturing, and transportation industries throughout the world.

Careers in welding or nondestructive testing fields involve complex and technical processes, requiring a combination of communication, mathematic, and hands-on competencies. Students will be expected to apply math applications at the MATH A105 level.

The Welding and Nondestructive Testing (NDT) program offers an Associate of Applied Science (AAS) degree in Welding and Nondestructive Testing Technology, and two separate Undergraduate Certificates in either Industrial Welding Technology or Nondestructive Testing Technology. Welding and NDT are combined in the AAS degree. Kenai Peninsula College also offers an Undergraduate Certificate in Welding Technology as described in this catalog section.

Industrial welding technician students develop manual skills in four main welding processes and three thermal cutting processes, as well as gain a wide range of technical knowledge in welding application, procedure/welder qualification, reading plans and specifications, and applied metallurgy. Welder qualification tests are administered as prescribed in AWS D1.1, API Standard 1104, or ASME IX welding codes.

Occupational Endorsement Certificates

OECs are designed to give students skills in a specific occupational field and indicate competence in a technical and professional area. The Welding and Nondestructive Testing OECs are embedded in the AAS in Welding and Nondestructive Testing. Students must receive a satisfactory grade (C or higher) in all required Weld courses to be awarded an OEC. The Welding and Nondestructive Testing Department offers the following OECs:

Welding

Advanced Welding

Nondestructive Testing

Admission Requirements

See [Occupational Endorsement Certificate Admission Requirements in Chapter 7, Academic Standards and Regulations.](#)

Advising

Students should contact the Anchorage Welding and Nondestructive Testing faculty for assistance with course planning toward occupational endorsement certificates.

Academic Progress

Students must earn a satisfactory grade (C or higher) in all Welding and Nondestructive Testing courses required for each certificate.

General University Requirements

See General University Requirements for Occupational Endorsement Certificates at the beginning of this chapter.

Occupational Endorsement Certificate Welding

Provides foundational skills required for entry into the welding industry.

Outcomes

Upon completion of this OEC, students will demonstrate:

- Interpretation and application of drawings and symbols commonly used in welding projects.
- Preparation and layout of metals for basic welding projects.
- Welding proficiency in SMAW, GMAW, FCAW, and GTAW techniques at a level required for entry-level welders and welding layout positions

Requirements

1. All students must complete the following courses.

<u>WELD A112 Shielded Metal Arc Welding</u>	<u>4</u>
<u>Weld A157 Technical Drawing for Welders</u>	<u>3</u>
<u>Weld A161 Gas Metal Arc Welding</u>	<u>4</u>
<u>Weld A162 Flux Cored Arc Welding</u>	<u>4</u>
<u>Weld A174 Gas Tungsten Arc Welding</u>	<u>4</u>

2. Successfully pass at least one industry recognized welder certification.

3. A total of 19 credits is required for this OEC.

4. Graduates of the Kenai Peninsula College Undergraduate Certificate in Welding Technology may complete this OEC by successfully completing Weld A161 and Weld A162.

Occupational Endorsement Certificate Advanced Welding

Builds on foundational skills required for entry into the welding industry, and prepares individuals for employment in pipe welding operations.

Outcomes

Upon completion of this OEC, students will demonstrate:

- Knowledge and skill required for pipe preparation and layout.
- Proficiency in pipe welding a variety of metals at a level required to obtain entry-level employment in the pipe welding field.
- Foundational skills and knowledge required for employment in mechanical trades.

Requirements

1. All students must complete the following courses.

<u>WELD A112 Shielded Metal Arc Welding</u>	<u>4</u>
<u>Weld A114 Welding of High Strength Steel</u>	<u>4</u>
<u>Weld A117 Basic Pipefitting</u>	<u>4</u>
<u>Weld A121 Pipe Welding Vertical Down (4). or</u>	
<u>Weld A122 Pipe Welding Vertical Up</u>	<u>4</u>

2. Successfully pass at least two industry recognized welder certifications.

3. A total of 16 credits is required for this OEC.

4. Graduates of the Kenai Peninsula College Undergraduate Certificate in Welding Technology may complete this OEC by successfully completing Weld A114 and Weld A117.

Nondestructive Testing technician students examine metallic components or weldments to locate and evaluate discontinuities by learning to apply liquid penetrant (PT), magnetic particle (MT), eddy current (ET), radiographic (RT) and ultrasonic (UT) test methods. Student qualification in each NDT method is based on general, specific and practical examinations administered as prescribed in the American Society for Nondestructive Testing (ASNT) Recommended Practice No. SNT-TC-1A.

Occupational Endorsement Certificate **Nondestructive Testing**

Provides foundational skills required for entry into the nondestructive testing industry.

Outcomes

Upon completion of this OEC, students will demonstrate:

- A general understanding of welding processes and principles of metallurgy important to the welding and nondestructive testing industries.
- An understanding of the principles and processes of a variety of inspection and nondestructive testing technology techniques.
- Proper technique in determining discontinuities and defects in welds and welded materials using NDT applications.

Requirements

1. All students must complete the following courses.

<u>MATH A105 Intermediate Algebra, or</u>	<u>3</u>
<u>Any course for which MATH A105 is a prerequisite</u>	
<u>WELD A112 Shielded Metal Arc Welding</u>	<u>4</u>
<u>WELD A261 Ultrasonic Testing</u>	<u>4</u>
<u>WELD A262 General Nondestructive Testing</u>	<u>3</u>
<u>WELD A263 Radiography Testing Safety</u>	<u>2</u>
<u>WELD A264 Radiographic Testing</u>	<u>4</u>

2. Successfully pass at least two separate industry recognized welder certifications.

3. A total of 16 credits is required for this OEC.

Undergraduate Certificates

Admission Requirements

See Admission Requirements to Undergraduate Certificates and Associate's Degree Programs Chapter 7, Academic Standards and Regulations.

General University Requirements

Complete the General University Requirements for Undergraduate Certificates at the beginning of this chapter.

Advising

Students should consult the Anchorage or Kenai WELD faculty for assistance with course planning towards certifications.

Academic Progress Requirements

Students must complete certificate course requirements with a minimum cumulative GPA of 2.00.

Undergraduate Certificate, Industrial Welding Technology

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

Undergraduate Certificate, **Nondestructive Testing Technology**

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

Undergraduate Certificate, Welding Technology

Kenai Peninsula College

Kenai River Campus, 156 College Road, Soldotna, AK 99669, (907) 262-0344,
(877) 262-0330

This certificate is offered only at Kenai Peninsula College.

Advising for this program is only available from the Welding faculty at Kenai Peninsula College. Please call (907) 262-0344 or (877) 262-0330 for more information.

Certificate Description and Outcomes

The one-year certificate in welding technology provides a student with specific training for structural and pipe welding certification through the AWS and ASME national certifications. Students gain comprehensive training in the latest welding technology, blueprint reading, layout, and fabrication. Graduates of this program will be prepared for industrial employment as structural or pipe welders, and will have a solid welding background for many mechanical trades.

NOTE: Experienced welders, including those with a welding OEC, have the option of bypassing the first semester courses by successfully completing written and practical examinations on first semester work.

Outcomes

1. Perform the AWS D1.1 structural – oxy-acetylene cutting process.
2. Perform the AWS D1.1 structural – preparation of steel plate certified groove welds.
3. Perform the AWS D1.1 structural – welding of steel plate all position groove welds.
4. Perform the ASME Section IX pipe welding – oxy-acetylene cutting process of steel pipe (both with freehand and machine cutting).
5. Perform the ASME Section IX pipe welding – preparation of steel pipe to be welded with the stick-electrode process for common sizes of pipe used in industry.
6. Perform the ASME Section IX pipe welding – welding of steel pipe per Procedure KPC-I for testing and will also have welded common schedules and sizes of pipe used in industry.

General University Requirements

Complete the General University and the General Course Requirements for certificates located at the beginning of this chapter.

Certificate Requirements

- Complete the following requirements:

MATH A105	Intermediate Algebra (or any MATH course for which MATH A105 is a prerequisite)	3
PRPE A108	Introduction to College Writing (3)	3
	or	
ENGL A111	Methods of Written Communication (3)	
	or	
COMM A111	Fundamentals of Oral Communication (3)	
WELD A102	Gas Welding	2
WELD A103	Arc Welding	4
WELD A104	Arc Welding: Low-Hydrogen Electrodes	4
WELD A105	Pipe Welding	4
WELD A106	Pipe Certification	4
PETR A155	Blueprint Reading	3
- Complete one of the following (4 credits): 4

WELD A108 Wire Welding (4)

WELD A109 TIG Welding (4)

3. All students must pass structural and pipe certification tests before receiving a certificate in Welding Technology.
4. A total of 31 credits is required for the undergraduate certificate.

FACULTY

Fritz Miller, Associate Professor, IFFWM@uaa.alaska.edu

~~Drew O'Brien~~ Shawn Taplin, Assistant Professor, ~~IFDO~~shatplin@uaa.alaska.edu

Associate of Applied Science, Welding and Nondestructive Testing Technology

Degree Description and Outcomes

~~This associate's degree prepares students with the technical and administrative skills required in today's metal fabrication and inspection environments. Graduates of this program will be able to apply specifications and codes to complete specific job tasks.~~

~~Prepares students with technical and administrative skills required for a career in metal fabrication and inspection environments.~~

Outcomes

Upon completion of this AAS Degree, students will demonstrate:

~~At the completion of the program, students are able to demonstrate:~~

1. Entry-level technical skills in welding and nondestructive examination.
2. Technical knowledge of the interrelationship between metallurgy, welding, and inspection processes.
3. Hazard assessment and best safety practices to avoid exposing themselves or others to risk of injury and avoiding damage to equipment.
4. Effective oral and written communication with other employees, customers, and management.
5. Application of Mathematical formulas as applied in the welding, inspection, and nondestructive testing field.

Admission Requirements

See the Associate's Degree Admissions Requirements in Chapter 7, Academic Standards and Regulations.

General University Requirements

Complete the General University Requirements for Associate of Applied Science Degrees at the beginning of this chapter.

General Course Requirements

Complete the General Course Requirements for AAS degrees listed at the beginning of this chapter.

Advising

Students should consult the Anchorage or Kenai WELD faculty for assistance with course planning towards the AAS degree.

Major Requirements

1. Complete the following required courses:

ENGL A111	Methods of Written Communication	3
ENGL A212	Technical Writing	3
MATH A105	Intermediate Algebra (or any MATH course for which MATH A105 is a prerequisite)	3
Additional AAS General Education Requirements		6
PHYS A101	Physics for Poets (3)	3-4
or		

PHYS A115	Physical Science with Laboratory (4)	
	or	
PHYS A123	Basic Physics I (3)	
WELD A112	Shielded Metal Arc Welding (SMAW)	4
WELD A157	Technical Drawings for Welders	3
WELD A161	Gas Metal Arc Welding (GMAW)	4
WELD A162	Flux Cored Welding (FCAW)	4
WELD A174	Gas Tungsten Arc Welding (GTAW)	4
WELD A261	Ultrasonic Testing	4
WELD A262	General Nondestructive Testing	3
WELD A263	Radiographic Testing Safety	2
WELD A264	Radiographic Testing	~~34~~
WELD A281	Welding Inspection and Code Review	4
WELD A287	Welding Metallurgy Applications	5
2. Complete at least one of the following courses: 3-4

TECH A295	Technical Internship (advisor approved) (3)	
WELD A117	Basic Pipefitting (4)	
WELD A118	Welding Fabrication and Manufacturing (4)	
WELD A190	Selected Topics in Welding Technology (3)	
 3. Pass three separate all-position welder qualification tests.
 4. Pass two separate NDT method qualification tests.
 5. A total of ~~61~~-62-~~64~~ credits is required for the degree.

FACULTY

Robert McCauley, Anchorage, Associate Professor, ~~AFRDM@uaa.alaska.edu~~ rdmccauley@uaa.alaska.edu
 Fritz Miller, Kenai, ~~Assistant~~-Associate Professor, IFFWM@uaa.alaska.edu
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 Shawn Taplin, Assistant Professor, shtaplin@uaa.alaska.edu



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ACCT	
2. Course Prefix ACCT	3. Course Number A201	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Principles of Financial Accounting Principles of Financial Acct Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Course Number ☐ Credits ☐ Contact Hours ☐ Title ☐ Repeat Status ☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Update course outline and bibliography (please specify)			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 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 .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. See attached sheet					
2.					
3.					
Initiator Name (typed): <u>Soren Orley</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>03/30/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/30/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Introduction to financial accounting concepts and principles. Emphasizes the recognition and recording of financial information, the creation and understanding of financial statements, and the role accounting information takes in business and society. Special Note: ACCT A101 and ACCT A102 will satisfy the requirement for ACCT A201. AAS accounting majors must take ACCT A101 and ACCT A102.					
16a. Course Prerequisite(s) (list prefix and number) (MATH A105 or MATH A107 or MATH A172 or MATH A200 or MATH A272) with minimum grade of "C" or approved UAA mathematics placement test score		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)			
17. ☒ Mark if course has fees Standard CBPP computer lab fee		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Update course outline and bibliography.					

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

Impacted Courses for ACCT A201, Principles of Financial Accounting – CAR Box 13a.			
Impacted Program/Course	Catalog Pages	Date of Coordination	Chair/Coordinator Contacted
Accounting, BBA	134	03/01/2012	Pat Fort
Accounting Minor, BBA	134	03/01/2012	Pat Fort
Small Business Management, Undergraduate Certificate	135	03/01/2012	Ed Forrest
Small Business Administration, AAS	136	03/01/2012	Ed Forrest
Economics Major, BBA	137, 138	03/01/2012	Paul Johnson
Finance Major, BBA	137, 138	03/01/2012	Ed Forrest
Global Logistics and Supply Chain Management Major, BBA	137, 138	03/01/2012	Philip Price
Management, BBA	137, 138	03/01/2012	Ed Forest
Marketing, BBA	137, 138	03/01/2012	Ed Forest
Business Administration Minor	139	03/01/2012	Ed Forest
Business Computer Information Systems, AAS	140	03/01/2012	Minnie Yen
Management Information Systems, BBA	140	03/01/2012	Minnie Yen
Management Information Systems Major	141	03/01/2012	Minnie Yen
Aviation Administration, AAS	181	03/01/2012	Rocky Capozzi
Aviation Technology, BS, Aviation Management Emphasis	185	03/01/2012	Rocky Capozzi
Aviation Technology, BS, Professional Piloting Emphasis	186	03/01/2012	Rocky Capozzi
Computer Information and Office Systems, AAS	190	03/01/2012	Darlene Gill
Construction Management, AAS	192	03/01/2012	Donn Ketner
Construction Management, BS	193	03/01/2012	Donn Ketner
Hospitality and Restaurant Management, BA	197	03/01/2012	Tim Doebler
Business Emphasis, BS Technology	227	03/01/2012	Angela Dirks
ACCT A101	316	03/01/2012	Pat Fort
ACCT A102	316	03/01/2012	Pat Fort
ACCT A202	316	03/01/2012	Pat Fort
ACCT A210	316	03/01/2012	Pat Fort
ACCT A216	316	03/01/2012	Pat Fort
ACCT A222	316	03/01/2012	Pat Fort
ACCT A225	316	03/01/2012	Pat Fort
BA A306	340	03/01/2012	Ed Forrest
BA A320	340	03/01/2012	Ed Forrest

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated February 23, 2012

II. Course Information

College/School: College of Business and Public Policy
Department: Accounting
Programs: BBA Majors, AAS Accounting, Undergraduate Certificate

in Small Business Management, AAS General Business, AAS Small Business Administration, Business Administration Minor, Accounting Minor, AAS Business Computer Information Systems, BS Aviation Technology, BS Construction Management, BA Hospitality and Restaurant Management, BS Technology Business

Course Title: Principles of Financial Accounting

Course Number: ACCT A201

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: Introduction to financial accounting concepts and principles. Emphasizes the recognition and recording of financial information, the creation and understanding of financial statements, and the role accounting information takes in business and society. Special Note: ACCT A101 and ACCT A102 will satisfy the requirement for ACCT A201. AAS accounting majors must take ACCT A101 and ACCT A102.

Course Prerequisites: (MATH A105 or MATH A107 or MATH A172 or MATH A200 or MATH A272) with minimum grade of "C" or approved UAA mathematics placement test score

Registration Restrictions: None

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lecture
- B. Discussion
- C. Homework problems

IV. Course Level Justification

The national standard for this course is 200-level. This foundation course builds on the students' growing understanding of business and society. Students typically take it in their second year when the information can be put into context with their other business courses.

V. Outline

- A. Introduction to Accounting
 - 1. Conceptual Framework
 - 2. General Accepted Accounting Principles
 - 3. The Accounting Equation
- B. The Accounting Cycle
 - 1. Analyzing and recording transactions
 - 2. Adjusting entries
 - 3. Closing entries
 - 4. Preparing financial statements
 - 5. Accounting for merchandising concerns
- C. Accounting for Assets
 - 1. Cash
 - 2. Receivables
 - 3. Inventories and cost of goods sold
 - 4. Investments
 - 5. Property, plant, equipment, and depreciation
 - 6. Intangible assets
- D. Accounting for Liabilities
 - 1. Current liabilities
 - 2. Notes payable and bonds
- E. Accounting for Shareholders' Equity
 - 1. Capital stock
 - 2. Retained earnings
 - 3. Earnings per share and dividends
- F. Financial Statement and Ratio Analysis
 - 1. Capital stock
 - 2. Retained earnings
 - 3. Earnings per share and dividends

VI. Suggested Text

Wild, J. (2011). *Financial accounting* (5th ed.). New York, NY: McGraw-Hill Irwin.

VII. Bibliography

American Accounting Association: <http://aaahq.org>.

Association to Advance Collegiate Schools of Business: <http://www.aacsb.org>.

Financial Accounting Standards Board: <http://www.fasb.org>.

International Financial Accounting Standards Board: <http://ifrs.org>.

Rich, J. (2012). *Cornerstones of financial accounting*. (2nd ed.). Mason, OH: Cengage Learning.

Securities and Exchange Commission: <http://www.sec.org>.

Tracy, J. A. (2009). *How to read a financial report* (7th ed.). New York, NY: Wiley.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:	
1.	Explain the accounting standard-setting environment and the role of the Financial Accounting Standards Board and the Securities and Exchange Commission.
2.	Explain how transactions are recorded in the accounting system.
3.	Explain accrual concepts and the adjusting process.
4.	Define the elements of the balance sheet.
5.	Explain revenue and expense recognition.
6.	Integrate real corporate financial statements into the class discussion.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Analyze basic economic events and input economic information into the financial accounting system.	Exams, quizzes, and/or homework
2. Explain the development and flow of information through the accounting cycle.	Exams, quizzes, and/or homework
3. Prepare basic financial statements for service or merchandising operations.	Exams, quizzes, and/or homework

4. Demonstrate basic accounting principles and methods utilized in accounting for the assets of a company.	Exams, quizzes, and/or homework
5. Demonstrate basic accounting principles and methods utilized in accounting for the liabilities of a company.	Exams, quizzes, and/or homework
6. Demonstrate basic accounting principles and methods utilized in accounting for the equity of a company.	Exams, quizzes, and/or homework
7. Calculate and interpret financial ratios.	Exams, quizzes, and/or homework
8. Interpret corporate financial statements.	Exams, quizzes, and/or homework



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ACCT																	
2. Course Prefix ACCT	3. Course Number A202	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Principles of Managerial Accounting Principles of Managerial Acct Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Update course outline and bibliography (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; font-size: small;"> <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. See attached sheet</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached sheet				2.				3.			
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Initiator Name (typed): <u>D. J. Kilpatrick</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>03/30/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/30/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Study of the generation and analysis of accounting information and its use by managers as they engage in planning, control, and decision-making activities in business and non-business organizations. Topics include product costing, cost-volume-profit analysis, profit planning, variance analysis, relevant costs for decision making, and capital budgeting decisions.																					
16a. Course Prerequisite(s) (list prefix and number) [(ACCT A101 and ACCT A102) or ACCT A201] with 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) None																			
17. ☒ Mark if course has fees Standard CBPP computer lab fee		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Update course description, prerequisites, and CCG																					
Initiator (faculty only) _____ Date _____ <u>D. J. Kilpatrick</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

Impacted Courses for ACCT A202, Principles of Managerial Accounting – CAR Box 13a.			
Impacted Program/Course	Catalog Pages	Date of Coordination	Chair/Coordinator Contacted
Accounting, AAS	133	03/01/2012	Pat Fort
Accounting, BBA	134	03/01/2012	Pat Fort
Accounting Minor, BBA	134	03/01/2012	Pat Fort
Small Business Management, Undergraduate Certificate	135	03/01/2012	Ed Forrest
General Business, AAS	136	03/01/2012	Ed Forrest
Small Business Administration, AAS	136, 137	03/01/2012	Ed Forrest
Economics Major, BBA	137, 138	03/01/2012	Paul Johnson
Finance Major, BBA	137,138	03/01/2012	Ed Forest
Global Logistics and Supply Chain Management Major, BBA	137, 138	03/01/2012	Philip Price
Management, BBA	137, 138	03/01/2012	Ed Forest
Marketing, BBA	137, 138	03/01/2012	Ed Forest
Business Administration Minor	139	03/01/2012	Ed Forest
Business Computer Information Systems, AAS	140	03/01/2012	Minnie Yen
Management Information Systems, BBA	140	03/01/2012	Minnie Yen
Management Information Systems, Major	141	03/01/2012	Minnie Yen
Aviation Technology, BS, Aviation Management Emphasis	185	03/01/2012	Rocky Capozzi
Construction Management, BS	193	03/01/2012	Donn Ketner
Hospitality and Restaurant Management, BA	197	03/01/2012	Tim Doebler
Business Emphasis, BS Technology	227	03/01/2012	Angela Dirks
ACCT A301	316	03/01/2012	Pat Fort
ACCT A310	317	03/01/2012	Pat Fort
ACCT A316	317	03/01/2012	Pat Fort
ACCT A342	317	03/01/2012	Pat Fort
BA A325	340	03/01/2012	Ed Forrest
CM A440	364	03/01/2012	Donn Ketner

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated February 23, 2012

II. Course Information

College/School: College of Business and Public Policy
Department: Accounting
Programs: BBA Majors, AAS Accounting, Undergraduate Certificate
Small Business Management, AAS General Business, AAS
Small Business Administration, Business Administration
Minor, Accounting Minor, AAS Business Computer
Information Systems, BS Aviation Technology, BS
Construction Management, BA Hospitality and Restaurant
Management, BS Technology Business Emphasis.
Course Title: Principles of Managerial Accounting
Course Number: ACCT A202
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: Study of the generation and analysis of accounting
information and its use by managers as they engage in planning, control, and
decision-making activities in business and non-business organizations. Topics
include product costing, cost-volume-profit analysis, profit planning, variance
analysis, relevant costs for decision making, and capital budgeting decisions.
Course Prerequisites: [(ACCT A101 and ACCT A102) or ACCT A201] with
minimum grade of C
Registration Restrictions: None
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lecture
- B. Discussion
- C. Solving problems

IV. Course Level Justification

This course covers the principles of management accounting. Prior knowledge of the accounting information system and financial accounting, which are covered in the prerequisite course(s), is assumed. Students learn basic accounting methods to provide information useful to managers in performing their planning, control, decision making, and evaluation responsibilities.

V. Outline

- A. Introduction to Managerial Accounting
 - 1. Management responsibilities
 - 2. Managerial vs. financial accounting
 - 3. Cost terms and concepts
- B. Absorption Costing and Cost Behavior
 - 1. Job order costing
 - 2. Cost behavior
- C. Planning and Control
 - 1. Cost-volume-profit analysis
 - 2. Profit planning
 - 3. Standard costs, flexible budgets, and variance analysis
- D. Performance Evaluation and Decision Making.
 - 1. Segment reporting and decentralization
 - 2. Relevant costs in decision making
- E. Capital Budgeting Decisions

VI. Suggested Text

Garrison, R. H., Noreen, E., & Brewer, P. C. (2012). *Managerial accounting* (14th ed.). New York, NY: McGraw-Hill.

VII. Bibliography

American Accounting Association home page. <http://www.aaahq.org>.

American Institute of Certified Public Accountants home page.
<http://www.aicpa.org>.

Association to Advance Collegiate Schools of Business home page.
<http://www.aacsb.edu>.

Atkinson, A. A., Kaplan, R. S., Matsumura, E. M., & Young, S. M. (2012). *Management accounting, information for decision making and strategy execution* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Davis, C. E., & Davis, E. (2012). *Managerial accounting*. Hoboken, NJ: John Wiley & Sons.

Duska, R. F., Duska, B. S., & Ragatz, J. (2011). *Accounting ethics* (2nd ed.). Malden, MA: Wiley-Blackwell.

Institute of Management Accountants home page. <http://www.imanet.org>.

May, C. B., & May, G. S. (2012). *Effective writing, a handbook for accountants* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

Mowen, M. M., Hansen, D. R., & Heitger, D. L. (2012). *Cornerstones of managerial accounting* (4th ed.). Mason, OH: South-Western.

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 methods.
3. Explain cost behavior and cost-volume-profit analysis.
4. Discuss profit planning and its usage in planning, control, and decision making.
5. Explain standard costing and variance analysis.
6. Discuss performance evaluation in decentralized organizations.
7. Explain the identification and use of relevant costs in decision making.
8. Explain the application of time value of money concepts to capital budgeting decisions.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Explain the role of managerial accounting in the business information system.	Exams, quizzes, and/or assignments
2. Explain and calculate the assignment of costs to cost objects at a basic level.	Exams, quizzes, and/or assignments
3. Define cost behavior for fixed, variable, and mixed costs, and apply basic cost-volume-profit analysis to make projections.	Exams, quizzes, and/or assignments
4. Demonstrate knowledge of the basic budgeting process and discuss its role in the management responsibilities of planning, control, and decision making.	Exams, quizzes, and/or assignments

5. Describe the basic concepts underlying variance analysis and calculate variances for direct costs of production.	Exams, quizzes, and/or assignments
6. Discuss basic methods of performance evaluation in decentralized organizations.	Exams, quizzes, and/or assignments
7. Apply relevant cost and revenue analysis to decision making in a variety of organizational situations at a fundamental level.	Exams, quizzes, and/or assignments
8. Apply time value of money concepts to capital budgeting decisions at a basic level.	Exams, quizzes, and/or assignments



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ACCT	
2. Course Prefix ACCT	3. Course Number A301	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Intermediate Accounting I Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Update course outline and bibliography (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 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 .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. See attached sheet					
2.					
3.					
Initiator Name (typed): <u>C. Patrick Fort</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>03/30/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/30/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) In-depth study of the accounting sequence, principles and rules governing financial statements and balance sheet accounts including cash; receivables; inventory; property, plant, and equipment; and intangibles.					
16a. Course Prerequisite(s) (list prefix and number) (ACCT A202 and ACCT A216) 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) College of Business and Public Policy majors must be admitted to upper-division standing			
17. ☒ Mark if course has fees Standard CBPP computer lab fee		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Update course outline and bibliography					
Initiator (faculty only) _____ Date _____ Pat Fort Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____					

Impacted Courses for ACCT A301, Intermediate Accounting I – CAR Box 13a.			
Impacted Program/Course	Catalog Pages	Date of Coordination	Chair/Coordinator Contacted
Accounting, BBA	134	03/01/2012	Pat Fort
Accounting Minor, BBA	134	03/01/2012	Pat Fort
ACCT A302	316	03/01/2012	Pat Fort
ACCT A420	317	03/01/2012	Pat Fort
ACCT A430	317	03/01/2012	Pat Fort
ACCT A495	317	03/01/2012	Pat Fort

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 10, 2012

II. Course Information

College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Intermediate Accounting I
Course Number: ACCT A301
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: In-depth study of the accounting sequence, principles and rules governing financial statements and balance sheet accounts including cash; receivables; inventory; property, plant, and equipment; and intangibles.
Course Prerequisites: (ACCT A202 and ACCT A216) with a minimum grade of C
Registration Restrictions: College of Business and 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 300-level, and its prerequisites are 200-level courses.

V. Outline

- A. Financial Accounting Environment
- B. Accounting Principles
 - 1. Accounting theory
 - 2. Elements of financial statements
 - 3. Original pronouncements of financial accounting standard-setting bodies
 - 4. Accounting cycle

C. Assets

1. Cash and receivables
2. Inventories
3. Property, plant, and equipment
4. Depreciation, impairments, and depletion
5. Intangible assets

VI. Suggested Text

Kieso, D. E., Weygandt, J. J. & Warfield, T. D. (2012). *Intermediate accounting* (14th ed.). Hoboken, NJ: Wiley.

VII. Bibliography

American Accounting Association: <http://aaahq.org>

American Institute of Certified Public Accountants: <http://www.aicpa.org>.

Association to Advance Collegiate Schools of Business: <http://www.aacsb.org>.

Financial Accounting Standards Board: <http://www.fasb.org>.

International Financial Accounting Standards Board: <http://ifrs.org>.

Securities and Exchange Commission: <http://www.sec.org>.

Tracy, J. A. (2009). *How to read a financial report* (7th ed.). New York, NY: Wiley.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Present methods of researching pronouncements of financial accounting standard-setting bodies.
2. Demonstrate and explain issues regarding the presentation of financial statements.
3. Demonstrate and explain the accounting treatment of current and noncurrent assets under Generally Accepted Accounting Principles (GAAP).

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Describe users of financial statements and the authoritative bodies developing accounting standards.	Exams and/or assignments
2. Identify and examine pronouncements of financial accounting standard-setting bodies.	Assignments
3. Integrate knowledge of the Financial Accounting Standard Board's Conceptual Framework with specific accounting topics and issues.	Exams, quizzes and/or assignments
4. Apply knowledge of the elements of the four audited financial statements to accounting topics and issues.	Exams, quizzes and/or assignments
5. Analyze and demonstrate the flow of economic information from the point of identification to the preparation of financial statements.	Exams, quizzes and/or assignments
6. Analyze, record, classify, and present cash and receivables.	Exams and/or quizzes
7. Analyze, record, classify, and present inventories.	Exams and/or quizzes
8. Analyze, record, classify, and present property, plant, and equipment.	Exams and/or quizzes
9. Analyze, record, classify, and present intangible assets.	Exams and/or quizzes



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ACCT																	
2. Course Prefix ACCT	3. Course Number A302	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Intermediate Accounting 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Update course outline and bibliography (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
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13b. Coordination Email Date: <u>03/30/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/30/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) A continuation of the study of intermediate accounting including the principles governing financial reporting of investments, liabilities, stockholders' equity, revenues, and cash flows.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) ACCT A301 with a minimum grade of C		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) College of Business and Public Policy majors must be admitted to upper-division standing																			
17. ☒ Mark if course has fees Standard CBPP computer lab fee		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Update course outline and bibliography																					
Initiator (faculty only) _____ Date _____ <u>C. Patrick Fort</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

Impacted Courses for ACCT A302, Intermediate Accounting II – CAR Box 13a.			
Impacted Program/Course	Catalog Pages	Date of Coordination	Chair/Coordinator Contacted
Accounting, BBA	134	03/01/2012	Pat Fort
Accounting Minor, BBA	134	03/01/2012	Pat Fort
ACCT A401	317	03/01/2012	Pat Fort
ACCT A410	317	03/01/2012	Pat Fort
ACCT A452	317	03/01/2012	Pat Fort

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 10, 2012

II. Course Information

College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Intermediate Accounting II
Course Number: ACCT A302
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: A continuation of the study of intermediate accounting including the principles governing financial reporting of investments, liabilities, stockholders' equity, revenues, and cash flows.
Course Prerequisites: ACCT A301 with a minimum grade of C
Registration Restrictions: College of Business and 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 300-level and its prerequisite is a 300-level course.

V. Outline

- A. Current Liabilities
 - 1. Payables
 - 2. Payroll taxes
 - 3. Contingencies
 - 4. Warranties
- B. Long-Term Liabilities
 - 1. Bonds
 - 2. Long-term notes

- C. Stockholders' Equity - Contributed Capital
 - 1. Common stock
 - 2. Treasury stock
 - 3. Preferred stock
- D. Stockholders' Equity - Earned Capital
 - 1. Cash dividends
 - 2. Stock dividends
 - 3. Stock splits
- E. Earnings Per Share (EPS)
 - 1. Stock-based compensation
 - 2. EPS
- F. Investments
 - 1. Fair value accounting - debt securities
 - 2. Fair value accounting - equity securities
 - 3. Equity Method
- G. Revenue Recognition
 - 1. Percentage-of-Completion Method
 - 2. Completed-Contract Method
 - 3. Installment Sales Method
 - 4. Cost-Recovery Method
- H. Tax Deferrals
 - 1. Deferred tax liabilities
 - 2. Deferred tax assets
 - 3. Net operating losses
 - 4. Financial statement presentation
- I. Pensions
 - 1. Defined contributions plans
 - 2. Defined benefit plans
 - 3. Pension expense
 - 4. Pension asset/liability
- J. Leases
 - 1. Operating leases
 - 2. Capital leases
 - 3. Direct financing
 - 4. Sales-type
- K. Changes and Errors
 - 1. Retrospective type
 - 2. Prospective type
 - 3. Error analysis
- L. Statement of Cash Flows
 - 1. Classification
 - 2. Preparation

VI. Suggested Text

Kieso, D. E., Weygandt, J. J. & Warfield, T. D. (2012). *Intermediate accounting* (14th ed.). Hoboken, NJ: Wiley.

VII. Bibliography

American Accounting Association: <http://aaahq.org>

American Institute of Certified Public Accountants: <http://www.aicpa.org>.

Association to Advance Collegiate Schools of Business: <http://www.aacsb.org>.

Financial Accounting Standards Board: <http://www.fasb.org>.

International Financial Accounting Standards Board: <http://ifrs.org>.

Securities and Exchange Commission: <http://www.sec.org>.

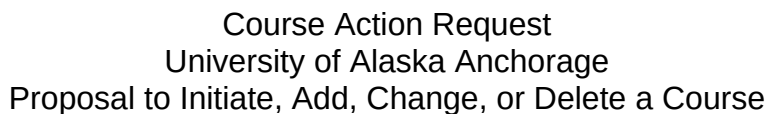
Tracy, J. A. (2009). *How to read a financial report*. (7th ed.). New York: Wiley.

IX. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Demonstrate and explain the accounting treatment of current and long-term liabilities, equity accounts, investments, tax deferrals, leases, pensions, and cash flow statements under Generally Accepted Accounting Principles (GAAP).
2. Relate topics to the Financial Accounting Standard Board's Conceptual Framework.
3. Emphasize conceptual learning and deemphasize memorization.
4. Emphasize important global topics and deemphasize minute details.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Classify, analyze, record, and present current liabilities with an emphasis on payroll taxes and warranties.	Exam and/or quiz
2. Classify, analyze, record, and present bonds with an emphasis on valuation and accrual of interest.	Exam and/or quiz
3. Classify, analyze, record, and present stockholders' equity: Areas of emphasis include contributed capital, dividends, earning per share, and stock-based compensation.	Exam and/or quiz

4. Classify, analyze, record, and present investments in debt and equity securities using fair value and equity method.	Exam and/or quiz
5. Analyze and record unique revenue recognition situations including percentage-of-completion and completed-contract method for long-term construction contracts and installment sales.	Exam and/or quiz
6. Analyze, record, and present tax deferrals from inception to reversal and the carryback and carryforward of net operating losses.	Exam and/or quiz
7. Analyze, record, and present defined benefit pensions with an emphasis on the calculation of pension expense and the pension asset/liability.	Exam and/or quiz
8. Classify, analyze, record, and present operating and capital leases for both lessees and lessors with an emphasis on the amortization of capital leases.	Exam and/or quiz
9. Analyze and correct accounting changes and errors in current and prior periods.	Exam and/or quiz
10. Prepare a complex statement of cash flows.	Exam and/or quiz

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ECON A312 13a. Impacted courses or programs (continued)

Impacted program/course	Catalog pages impacted	Date of coordination	Chair/ Coordinator contacted
Economics, BA	142	3/26/12	Paul Johnson
Economics, BBA	138	3/26/12	Paul Johnson
Finance, BBA	138	3/29/12	Ed Forrest
Global Logistics and Supply Chain Management, BBA	138	3/29/12	Philip Price
Marketing, BBA	139	3/29/12	Ed Forrest
Management Information Systems, BBA	141	3/29/12	Minnie Yen
Management Information Systems, Minor	141	3/29/12	Minnie Yen
Logistics and Supply Chain Operations, AAS	144	3/29/12	Philip Price
BA A420 Marketing Research	340	3/29/12	Ed Forrest
ECON A492 Seminar in Economic Research	381	3/29/12	Paul Johnson

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 10, 2012

II. Course Information

College/School: College of Business and Public Policy

Department: Economics

Program: Bachelor of Arts, Economics
Bachelor of Business Administration, Economics
Bachelor of Business Administration, Finance
Bachelor of Business Administration, Global Logistics and Supply Chain Management
Bachelor of Business Administration, Marketing
Bachelor of Business Administration, Management Information Systems
Associate of Applied Science, Logistics and Supply Chain Operations

Course Title: Econometrics for Business and Economics

Course Number: ECON A312

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 basic concepts in regression analysis and econometric methods. Applies methods to naturally-occurring and experimental data. Emphasizes applications through use of econometrics software and personal computers.

Course Prerequisites: [(ECON A201 or ECON A202) and (BA A273 or STAT A307 or STAT A308)] with minimum grade of C.

Registration Restrictions: Familiarity with personal computers and basic software applications. Keyboarding of at least 30 wpm recommended.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Computer lab
- C. Discussions
- D. In-class exercises

IV. Course Level Justification

Junior-level, upper-division course that builds upon previous coursework and requires familiarity with the concepts, methods, and vocabulary of business, economics and statistics.

V. Outline

- A. Statistical Inference and its Relationship to Economic Theory
 - 1. Probability
 - 2. Variance and covariance
 - 3. Standard hypothesis testing
 - 4. Nonparametric hypothesis testing
 - 5. Analysis of variance
- B. Application of Regression Analysis to Problems in Business and Economics
 - 1. Single variable linear regression models
 - 2. Multivariate linear regression models
 - 3. Panel data models
 - 4. Nonlinear regression models
 - 5. Limited dependent variable regression
- C. Issues in Regression Modeling
 - 1. Multicollinearity
 - 2. Heteroskedasticity
 - 3. Serial correlation
 - 4. Nonstationarity

VI. Suggested Texts

Adkins, L.C. and Carter Hill, R. 2008. *Using Stata for Principles of Econometrics*. Hoboken, NJ: John Wiley & Sons.

Stock, J.H. and Watson, M.W. 2007. *Introduction to Econometrics*, 2nd ed. New York: Pearson Addison Wesley.

VII. Bibliography

Johnston, Jack and John DiNardo. 1997. *Econometric Methods*, 4th ed. New York: McGraw Hill, 1997.

Judge, George C., et al. *The Theory and Practice of Econometrics*, 2nd ed. Wiley: New York, 1985.

Kennedy, P. 2008. *A Guide to Econometrics*, 6th ed. Malden, MA: Blackwell Publishing.

Wooldridge, J. 2008. *Introductory Econometrics: A Modern Approach*, 4th ed. Mason, OH: South-Western Cengage Learning.

Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Present standard theoretical models of econometrics
2. Demonstrate standard analysis techniques of econometrics
3. Demonstrate strategic approaches to econometric modeling
4. Compare and contrast alternate statistical solution techniques
5. Discuss applications of econometric models to common economic problems

B. Student Outcomes. Students will be able to:	Assessment Method
1. Apply hypothesis testing to characterize data	Exam or in-class exercise
2. Prepare a regression model appropriate to a specific problem	Homework or in-class exercise
3. Use diagnostic testing to evaluate an estimated regression	Homework or in-class exercise
4. Evaluate the accuracy of estimates considering the limits of econometric theory	Exam or in-class exercise
5. Compare two or more estimates and determine which estimate is more accurate	Exam



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department Business Administration																	
2. Course Prefix BA	3. Course Number A290	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)																	
6. Complete Course Title Alaska Native Business Practices AK Native Business Practices 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status Yes # of Repeats 10 Max Credits 30																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Alaska Native Studies</td> <td>Courtesy Coordination</td> <td>2/21/2012</td> <td>Maria Williams</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Alaska Native Studies	Courtesy Coordination	2/21/2012	Maria Williams	2.				3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. Alaska Native Studies	Courtesy Coordination	2/21/2012	Maria Williams																		
2.																					
3.																					
Initiator Name (typed): <u>Sharon G. Lind</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>03/19/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/19/2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introductory examination of topics and issues in Alaska Native business practices. Prominent leaders from the Native community are brought into direct classroom contact with students to discuss important business issues in rural Alaska and the larger Native community. Special Note: Subtitle varies. May be repeated for credit with a different subtitle.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) None		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) None																			
17. ☒ Mark if course has fees Standard CBPP computer lab fee		18. ☒ Mark if course is a selected topic course																			
19. Justification for Action This course provides a means to respond to student and community demands for lower-division classes focused on specific Native business issues.																					
Initiator (faculty only) _____ Date _____ <u>Sharon G. Lind</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated April 10, 2012

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Business Administration

Course Title: Alaska Native Business Practices

Course Number: BA A290

Credits: 1-3

Contact Hours: 1-3 per week x 15 weeks = 15-45 hours

0 lab hours

0 hours outside of class per week

Grading Basis: A-F

Course Description: Introductory examination of topics and issues in Alaska Native business practices. Prominent leaders from the Native community are brought into direct classroom contact with students to discuss important business issues in rural Alaska and the larger Native community. Special Note: Subtitle varies. May be repeated for credit with a different subtitle.

Course Prerequisites: None

Registration Restrictions: None

Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lectures

B. Discussions

C. Guest Speakers

IV. Course Level Justification

This 200-level class examines selected business topics in Alaska Native Studies and exceeds 100-level material.

V. Outline

Course outline varies with topics. Examples of topics include the business related aspects of the following:

- A. Alaska National Interest Lands Conservation Act (ANILCA)
- B. Alaska Native Claims Settlement Act (ANCSA)
- C. Alaska Native Corporations
- D. Alaska Native Tribal Consortia
- E. Alaska Native Tribes and People
- F. Cultural Differences
- G. Federal Indian Policy
- H. Politics and Public Policy

VI. Suggested Text

None required.

VII. Bibliography

Reading selections for this course will include a variety of articles from numerous sources. Additionally, the Institute of Social and Economic Research (ISER), Alaskool, and the Alaska Native Knowledge Network will be used. Alaska business publications will be a source for current articles regarding Alaska Native Corporation business activities.

VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Engage students through lecture and presentation formats, bringing the subject matter to a level within their comprehension.
2. Empower students to participate in class discussions, facilitated debates, and various in-class activities and exercises that are designed to bring the business issues alive for learning.
3. Challenge students to see both sides of controversial issues surrounding Alaska Native tribal and business practices objectively and participate in meaningful debates of those practices.
4. Provide an interaction with current professionals who provide a high level of expertise in their fields, such as federal Indian policy, Alaska Native business management, Alaska Native land claims, or Alaska Tribal sovereignty issues, to foster student learning, mentorship, and executive leadership advising.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Define basic federal Indian policy, and compare and contrast the Alaska Native tribal status and courts to those of the Lower 48 American Indian Tribes.	Homework , essays, quizzes, and journals
2. Describe the laws and business practices that led to today's Alaska Native Businesses including ANCSA and ANILCA.	Homework, essays, quizzes, in-class exercises, and journals
3. Differentiate between the various entities formed as a result of ANCSA and understand their roles and responsibilities, and between Alaska Native entities formed as a result of various American Indian/Alaska Native treaties and laws.	Homework, quizzes, in-class exercises, and journals
4. Debate in a public forum, issues centered on current and historical Alaska Native business topics.	Homework and in-class exercises
5. Interact with leaders in the state of Alaska who have facilitated the passage of pertinent laws and policies, and have played an important role in the history of Alaska.	Homework, quizzes, and journals



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Accounting						
2. Complete Program Title/Prefix Associate of Applied Science, Accounting								
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Associate of Applied Science or Graduate: CHOOSE ONE								
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM ☐ Add ☒ Change ☐ Delete</td><td style="width: 50%;">PREFIX ☐ Add ☐ Change ☐ Inactivate</td></tr></table>			PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate				
PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate							
5. Implementation Date (semester/year) From: Fall/2012 To: /9999								
6a. Coordination with Affected Units Department, School, or College: Accounting Initiator Name (typed): C. Patrick Fort Date: _____ Initiator Signed Initials: _____								
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/20/2012								
6c. Coordination with Library Liaison Date: 03/20/2012								
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function								
8. Justification for Action Add student learning outcomes to the UAA catalog.								
<table style="width: 100%;"><tr><td style="width: 50%;">☐ Approved Initiator (faculty only) _____ Date _____ C. Patrick Fort Initiator (TYPE NAME)</td><td style="width: 50%;">☐ Disapproved Dean/Director of School/College _____ Date _____</td></tr><tr><td>☐ Approved ☐ Disapproved Department Chairperson _____ Date _____</td><td>☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____</td></tr><tr><td>☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____</td><td>☐ Approved ☐ Disapproved Provost or Designee _____ Date _____</td></tr></table>			☐ Approved Initiator (faculty only) _____ Date _____ C. Patrick Fort Initiator (TYPE NAME)	☐ Disapproved Dean/Director of School/College _____ Date _____	☐ Approved ☐ Disapproved Department Chairperson _____ Date _____	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____	☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved Provost or Designee _____ Date _____
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AAS – Accounting Program Student Learning Outcomes

Upon graduation, in addition to the general business knowledge and skills gained via the core business courses, students earning the AAS in Accounting will be able to:

1. Provide written documentation summarizing accounting information in an organized manner.
2. Apply the fundamental accounting equation in the analysis and recording of business transactions and understand the concepts underlying the preparation of financial statements.
3. Define the major components of accounting systems, including attributes of an effective internal control system.
4. Explain the fundamental state and federal payroll tax laws and principles, and properly calculate, record, and report payroll transactions for an organization.
5. Explain the fundamental tax laws and principles and prepare an individual income tax return.
6. Demonstrate competency in utilizing computer technology in the accounting processing cycle.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Accounting						
2. Complete Program Title/Prefix Bachelor of Business Administration, Accounting								
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Business Administration or Graduate: CHOOSE ONE								
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM ☐ Add ☒ Change ☐ Delete</td><td style="width: 50%;">PREFIX ☐ Add ☐ Change ☐ Inactivate</td></tr></table>			PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate				
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☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved Provost or Designee _____ Date _____							

BBA - Accounting Program Student Learning Outcomes

Upon graduation, students earning the BBA in Accounting at UAA will be able to:

1. Prepare a complex cash flow statement.
2. Prepare a complex tax return.
3. Demonstrate the ability to communicate effectively.
4. Explain the external environment of business.
5. Identify, formulate, and solve business problems using appropriate methodologies and tools.
6. Demonstrate an appreciation of professional and ethical responsibilities.
7. Demonstrate the ability to function well in groups.
8. Explain the functional areas of organizations and how they relate to each other.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Logistics
2. Complete Program Title/Prefix Associate of Applied Science, Logistics and Supply Chain Operations		
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: _____ or Graduate: _____ Associate of Applied Science _____ CHOOSE ONE		
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate		
5. Implementation Date (semester/year) From: Fall/2012 To: /9999		
6a. Coordination with Affected Units Department, School, or College: Logistics Initiator Name (typed): Philip Price Initiator Signed Initials: _____ Date: _____		
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AAS – Logistics and Supply Chain Operations Program Student Learning Outcomes

Upon graduation, in addition to the general business knowledge and skills gained via the core business courses, students earning the AAS in Logistics and Supply Chain Operations will be able to:

1. Explain logistics and supply chain operations in today's business environment.
2. Perform inventory control analyses used to improve supply chain efficiency.
3. Demonstrate the impact of logistics and supply chain operations on an organization's bottom line.
4. Demonstrate skills in data mining in supply chain topics and sources.
5. Explain the role of transportation in Alaska's economy.
6. Demonstrate the ability to communicate effectively.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Logistics		
2. Complete Program Title/Prefix Bachelor of Business Administration, Global Logistics and Supply Chain Management				
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE Bachelor of Business Administration				
4. Type of Action: PROGRAM PREFIX ☐ Add ☐ Add ☒ Change ☐ Change ☐ Delete ☐ Inactivate				
5. Implementation Date (semester/year) From: Fall/2012 To: /9999				
6a. Coordination with Affected Units Department, School, or College: Logistics Initiator Name (typed): Philip Price Initiator Signed Initials: _____ Date: _____				
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BBA - Logistics Program Student Learning Outcomes

Upon graduation, students earning the BBA in Logistics at UAA will be able to:

1. Demonstrate an understanding of the role logistics plays in creating or adding value to supply chain management.
2. Identify key logistics components and explain how they affect the economy and the performance of organizations.
3. Demonstrate the ability to communicate effectively.
4. Explain the external environment of business.
5. Identify, formulate, and solve business problems using appropriate methodologies and tools.
6. Demonstrate an appreciation of professional and ethical responsibilities.
7. Demonstrate the ability to function well in groups.
8. Explain the functional areas of organizations and how they relate to each other.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Business Administration		
2. Complete Program Title/Prefix Associate of Applied Science, Small Business Administration				
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: _____ or Graduate: _____ Associate of Applied Science _____ CHOOSE ONE				
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;">PROGRAM ☐ Add ☒ Change ☐ Delete</td><td style="width: 50%; vertical-align: top;">PREFIX ☐ Add ☐ Change ☐ Inactivate</td></tr></table>			PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate
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5. Implementation Date (semester/year) From: Fall/2012 To: /9999				
6a. Coordination with Affected Units Department, School, or College: Business Administration Initiator Name (typed): Ed Forrest Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/20/2012				
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AAS - SBA Program Student Learning Outcomes

Upon graduation, in addition to the general business knowledge and skills gained via the core business courses, students earning the AAS in Small Business Administration will be able to:

1. Demonstrate an understanding of for-profit and not-for-profit businesses, issues of social responsibility, business ethics, and forms of business ownership.
2. Explain the importance of entrepreneurship to the wealth of an economy.
3. Explain the importance of human resource management, the responsibilities of human resource managers, and the role of human resource planning in an organization's competitive strategy.
4. Demonstrate a fundamental knowledge of business law concepts.
5. Explain financial statement analysis, cash flow analysis, capital assets utilization, budgeting, debt financing, and the preparation of financial statements.
6. Demonstrate knowledge of marketing, and how marketing concept apply in both for-profit and nonprofit organizations.
7. Demonstrate skills to sell themselves, their products, their services, and their ideas.
8. Demonstrate competency in utilizing computer technology.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Business Administration						
2. Complete Program Title/Prefix Bachelor of Business Administration, Marketing								
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Business Administration or Graduate: CHOOSE ONE								
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM ☐ Add ☒ Change ☐ Delete</td><td style="width: 50%;">PREFIX ☐ Add ☐ Change ☐ Inactivate</td></tr></table>			PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate				
PROGRAM ☐ Add ☒ Change ☐ Delete	PREFIX ☐ Add ☐ Change ☐ Inactivate							
5. Implementation Date (semester/year) From: Fall/2012 To: /9999								
6a. Coordination with Affected Units Department, School, or College: Business Administration Initiator Name (typed): Ed Forrest Initiator Signed Initials: _____ Date: _____								
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/20/2012								
6c. Coordination with Library Liaison Date: 03/20/2012								
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function								
8. Justification for Action Add student learning outcomes to the UAA catalog.								
<table style="width: 100%;"><tr><td style="width: 50%;">☐ Approved Initiator (faculty only) _____ Date _____ Ed Forrest Initiator (TYPE NAME)</td><td style="width: 50%;">☐ Disapproved Dean/Director of School/College _____ Date _____</td></tr><tr><td>☐ Approved ☐ Disapproved Department Chairperson _____ Date _____</td><td>☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____</td></tr><tr><td>☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____</td><td>☐ Approved ☐ Disapproved Provost or Designee _____ Date _____</td></tr></table>			☐ Approved Initiator (faculty only) _____ Date _____ Ed Forrest Initiator (TYPE NAME)	☐ Disapproved Dean/Director of School/College _____ Date _____	☐ Approved ☐ Disapproved Department Chairperson _____ Date _____	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____	☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved Provost or Designee _____ Date _____
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☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved Provost or Designee _____ Date _____							

BBA - Marketing Program Student Learning Outcomes

Upon graduation, students earning the BBA in Marketing at UAA will be able to:

1. Provide a comprehensive delineation of the key marketing concepts, requisite steps, strategic considerations, and essential decision paradigms involved in planning, implementing, and evaluating marketing tactics and campaigns.
2. Create an appreciation for the evolving role and scope of the marketing function in customer-focused organizations operating in a global economy.
3. Demonstrate the ability to communicate effectively.
4. Explain the external environment of business.
5. Identify, formulate, and solve business problems using appropriate methodologies and tools.
6. Demonstrate an appreciation of professional and ethical responsibilities.
7. Demonstrate the ability to function well in groups.
8. Explain the functional areas of organizations and how they relate to each other.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Business Administration		
2. Complete Program Title/Prefix Bachelor of Business Administration, Management				
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Business Administration or Graduate: CHOOSE ONE				
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate				
5. Implementation Date (semester/year) From: Fall/2012 To: /9999				
6a. Coordination with Affected Units Department, School, or College: Business Administration Initiator Name (typed): Ed Forrest Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/20/2012				
6c. Coordination with Library Liaison Date: 03/20/2012				
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function				
8. Justification for Action Add student learning outcomes to the UAA catalog.				
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Initiator (faculty only) _____ Date _____ Ed Forrest Initiator (TYPE NAME) _____ ☐ Approved ☐ Disapproved Department Chairperson Date ☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date	☐ Approved ☐ Disapproved Dean/Director of School/College Date ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date ☐ Approved ☐ Disapproved Provost or Designee Date			

BBA - Management Program Student Learning Outcomes

Upon graduation, students earning the BBA in Management at UAA will be able to:

1. Demonstrate an understanding of human behavior in organizations and the management of human resources in a global context.
2. Demonstrate the ability to perform managerial tasks involving strategic and cross-functional issues in complex organizations.
3. Demonstrate the ability to communicate effectively.
4. Explain the external environment of business.
5. Identify, formulate, and solve business problems using appropriate methodologies and tools.
6. Demonstrate an appreciation of professional and ethical responsibilities.
7. Demonstrate the ability to function well in groups.
8. Explain the functional areas of organizations and how they relate to each other.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Business Administration		
2. Complete Program Title/Prefix Bachelor of Business Administration, Finance				
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Business Administration or Graduate: CHOOSE ONE				
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate				
5. Implementation Date (semester/year) From: Fall/2012 To: /9999				
6a. Coordination with Affected Units Department, School, or College: Business Administration Initiator Name (typed): Ed Forrest Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/20/2012				
6c. Coordination with Library Liaison Date: 03/20/2012				
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function				
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BBA - Finance Program Student Learning Outcomes

Upon graduation, students earning the BBA in Finance at UAA will be able to:

1. Demonstrate corporate finance content knowledge through a project evaluation.
2. Demonstrate investments content knowledge through advanced stock and bond valuation.
3. Demonstrate the ability to communicate effectively.
4. Explain the external environment of business.
5. Identify, formulate, and solve business problems using appropriate methodologies and tools.
6. Demonstrate an appreciation of professional and ethical responsibilities.
7. Demonstrate the ability to function well in groups.
8. Explain the functional areas of organizations and how they relate to each other.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Economics										
2. Complete Program Title/Prefix Bachelor of Business Administration, Economics												
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Business Administration or Graduate: CHOOSE ONE												
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate												
5. Implementation Date (semester/year) From: Fall/2012 To: /9999												
6a. Coordination with Affected Units Department, School, or College: Economics Initiator Name (typed): Paul Johnson Date: _____ Initiator Signed Initials: _____												
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/20/2012												
6c. Coordination with Library Liaison Date: 03/20/2012												
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function												
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Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved	Date Date Date ☐ Approved ☐ Disapproved											
Provost or Designee ☐ Approved ☐ Disapproved	Date Date Date ☐ Approved ☐ Disapproved											

BBA – Economics Program Student Learning Outcomes

Upon graduation, students earning the BBA in Economics at UAA will be able to:

1. Achieve a score of 80% or higher on a comprehensive exam.
2. Demonstrate content knowledge in a written senior paper.
3. Demonstrate the ability to communicate effectively.
4. Explain the external environment of business.
5. Identify, formulate, and solve business problems using appropriate methodologies and tools.
6. Demonstrate an appreciation of professional and ethical responsibilities.
7. Demonstrate the ability to function well in groups.
8. Explain the functional areas of organizations and how they relate to each other.



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

1a. School or College CB CBPP	1b. Division ADEP Division of Econ Public Pol	1c. Department Economics
2. Complete Program Title/Prefix Bachelor of Arts, Economics		
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/2012 To: /9999		
6a. Coordination with Affected Units Department, School, or College: Economics Initiator Name (typed): Paul Johnson Initiator Signed Initials: _____ Date: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/20/2012		
6c. Coordination with Library Liaison Date: 03/20/2012		
7. Title and Program Description - Please attach the following: ☐ Cover Memo ☐ Catalog Copy in Word using the track changes function		
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BA – Economics Program Student Learning Outcomes

Upon graduation, students earning the BA in Economics at UAA will be able to:

1. Describe the economic way of thinking and apply it to a wide variety of issues and problems.
2. Demonstrate economic concepts and analytical skills and apply them to economic problems.
3. Demonstrate a basic descriptive knowledge of the U. S. and world economies.
4. Explain the role of institutions, especially markets and government, in shaping economic outcomes.
5. Obtain and analyze relevant economic data to test hypotheses against evidence.
6. Write clearly about economic issues.
7. Explain and defend ideas orally.



Course Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Languages	
2. Course Prefix SPAN	3. Course Number A470	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Spanish Linguistics: History of the Language Span Linguistics: Hist of Lang Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Course Number ☐ Credits ☐ Contact Hours ☐ Title ☐ Repeat Status ☐ Grading Basis ☐ Cross-Listed/Stacked ☒ Course Description ☒ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify)			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis ☒ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: Fall/2012 To: 9999/9999 12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. N/A		N/A	N/A	N/A	
2.					
3.					
Initiator Name (typed): <u>Patricia Fagan</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/13/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/13/2012</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Focuses on the fundamental areas of Spanish linguistics: phonology, morphology, syntax, and semantics. The diachronic evolution of the Spanish language is examined from its origins in the Iberian Peninsula to its present manifestations spanning continents in a globalized world. Special attention is given to sociolinguistic theory as a means by which to analyze and understand linguistic change and dialectal variation as reflective of historical, political, and cultural influences. Special Note: Course conducted in Spanish.					
16a. Course Prerequisite(s) (list prefix and number) SPAN A302 with a grade of "C" or better		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 Course update to reflect current Course Description and Prerequisites, Instructional Goals, Student Learning Outcomes, and Bibliography.					

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

University of Alaska Anchorage

Course Content Guide

Department of Languages

SPAN A470

Spanish Linguistics: History of the Language

- I. Initiation Date: Spring 2012
- II. Course Information:
 - A. College: College of Arts and Sciences
 - B. Course Title: Spanish Linguistics: History of the Language
 - C. Course Subject/Number: SPAN A470
 - D. Credit Hours: 3.0
 - E. Contact Time: 3 + 0 hours per week
 - F. Grading Information: A-F
 - G. Course Description: Focuses on the fundamental areas of Spanish linguistics: phonology, morphology, syntax, and semantics. The diachronic evolution of the Spanish language is examined from its origins in the Iberian Peninsula to its present manifestations spanning continents in a globalized world. Special attention is given to sociolinguistic theory as a means by which to analyze and understand linguistic change and dialectal variation as reflective of historical, political, and cultural influences.
Special Note: Course conducted in Spanish.
 - H. Status of Course Relative to Degree or Certificate Programs: Course may be used as an elective to satisfy the upper-division component of a Spanish major or minor.
 - I. Course Attributes: Applies toward the upper-division requirement for Spanish majors and minors.
 - J. Lab Fees: Yes
 - K. Coordination: UAA Faculty List Serve
 - L. Course Prerequisite: SPAN A302 with a grade of "C" or better.

III. Instructional Goals and Defined Student Outcomes:

Instructional Goals:

1. Conduct the class in Spanish, soliciting student collaboration via discussion of course material.
2. Introduce students to general linguistic theories regarding the universality of human language and its inherent evolutionary nature.
3. Provide students with the pertinent terminology in Spanish for in-depth study of the various disciplinary branches of linguistics.
4. Present the geographical, historical, political, and sociocultural contexts within which the Spanish language has evolved.
5. Guide students in critically analyzing and interpreting linguistic phenomena, using appropriate disciplinary approaches and terminology.

Defined Student Learning Outcomes	Assessment Methods
Demonstrate comprehension of class instruction.	Performance in class participation and discussion
Identify, decode, and interpret documents and recordings representative of specific linguistic phenomena and relate them to the geographical, historical and cultural contexts in which they were composed.	Performance on a variety of quizzes, problem sets, examinations, oral presentations, and papers
Apply appropriate disciplinary approaches and terminology in investigative analyses executed in the target language.	Performance on a variety of quizzes, problem sets, examinations, oral presentations, and papers

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student's grade will be based on the criteria stated in the syllabus of the individual instructor.

VI. Course-level Justification:

Course requires prior formal study of college Spanish grammar at the upper-division level.

VII. Course Outline:

- A. Introduction to the field of General Linguistics and theories regarding the universality of human languages.
- B. Functions of linguistic change and variation: categories and causes.
- C. History of the Iberian Peninsula: impact of politics, economy, and religion on the origin and development of the Spanish language.
- D. The diachronic evolution of Late Latin, Hispanoprotoromance, Medieval Castilian, and Modern Spanish.
 - 1. Philology and paleography: linguistic development observed through written testimony over time.
 - 2. Introduction to the specializations of phonetics, phonology, morphology, and syntax.
- E. Dialectology: synchronic evolution of Modern Spanish and regional variation.
- F. Sociolinguistics: cultural variables, social values, and community identities of Spanish-speakers.
- G. Globalization: Spanish and English in contact and the phenomenon of Spanglish.

VIII. Suggested Texts:

Azevedo, Milton M. *Introducción a la lingüística española*. 2a edición. New Jersey: Pearson-Prentice Hall, 2005. Print

Wheatley, Kathleen. *Sintaxis y morfología de la lengua española*. New Jersey: Pearson-Prentice Hall, 2006. Print

IX. Bibliography:

Bischoff, Bernhard. *Latin Paleography: Antiquity & the Middle Ages*. Trans. Dáibhí Ó Cróinín & David Ganz. England: Cambridge University Press, 1993. Print

Brumme, Jenny. "Historia de la reflexión sobre las lenguas románicas: español." *Romanische Sprachgeschichte*. Dir. Gerhard Ernst et al. Berlin: Walter de Gruyter, 2003. 1:265-79. Print

- Byrnes, Heidi, Heather D. Weger-Guntharp, and Katherine A. Sprang, eds. *Educating for Advanced Foreign Language Capacities*. Washington, DC: Georgetown UP, 2006. Print
- Cano Aguilar, Rafael. *El español a través de los tiempos*. Madrid: Arco Libros, 1992. Print
- Chomsky, Noam. *On Nature and Language*. New York: Cambridge University Press, 2002. Print
- Dale, Philip S. *Language Development: Structure and Function*. 2nd ed. New York: Holt Rinehart & Winston, 1976. Print
- De Saussure, Ferdinand. *Course in General Linguistics*. Trans. Wade Baskin. New York: McGraw-Hill, 1966. Print
- Echenique Elizondo, María Teresa y María José Martínez Alcalde. *Diacronía y gramática histórica de la lengua española*. Valencia: Tirant lo Blanch, 2000. Print
- Fox, Arturo. *Latinoamérica: Presente y pasado*. 2^a ed. Upper Saddle River, NJ: Prentice Hall, 2003. Print
- Klee, Carol and Andrew Lynch. *El español en contacto con otras lenguas*. Washington, DC: Georgetown University Press, 2009. Print
- Lapesa, Rafael. *Historia de la lengua española*. 9^a ed. Madrid: Gredos, 1981. Print
- Lathrop, T. A. *Curso de gramática histórica española*. Barcelona: Ariel, 1989. Print
- Lázaro Carreter, Fernando. *Diccionario de términos filológicos*. 3^{ra} ed. Madrid: Editorial Gredos, 1971. Print
- Lipski, John. *El español de América*. Madrid: Cátedra, 1996. Print
- . *Varieties of Spanish in the United States*. Washington, DC: Georgetown University Press, 2008. Print

- Lloyd, Paul. M. *From Latin to Spanish: Historical Phonology and Morphology of the Spanish Language*. Philadelphia: American Philosophical Society, 1987. Print
- Loprete, Carlos A. *Iberoamérica: Historia de su civilización y cultura*. 4ª ed. Upper Saddle River, NJ: Prentice Hall, 2001. Print
- Menéndez Pidal, Ramón. *Manual de gramática histórica española*. 14ª ed. Madrid: Espasa-Calpe, 1973. Print
- Mujica, Bárbara. *Milenio: Mil años de literatura española*. New York: John Wiley & Sons, 2002. Print
- Penny, Ralph J. *Gramática histórica del español*. Barcelona: Ariel, 1993. Print
- *A History of the Spanish Language*. 2ª ed. Cambridge, MA: Cambridge University Press, 2002. Print
- Pharies, David. A. *Breve historia de la lengua española*. Chicago: University of Chicago Press, 2007. Print
- Pinker, Steven. *The Language Instinct*. New York: William Morrow, 1994. Print
- Rini, Joel. *Exploring the Role of Morphology in the Evolution of Spanish*. Amsterdam: John Benjamins, 1999. Print
- Stavans, Ilán. *On Borrowed Words: A Memoir of Language*. New York: Penguin Books, 2001. Print
- *Spanglish: The Making of a New American Language*. New York: Harper Collins, 2003. Print
- Ugarte, Francisco, Michael Ugarte and Kathleen McNerney. *España y su civilización*. 5ª ed. Boston: McGraw Hill, 2005. Print
- Varela Cuéllar, Beatriz. "El español en los Estados Unidos." *Actas del Primer Congreso Internacional de Historia de la Lengua Española*. Dir. M. Ariza et al. Madrid: Arco Libros, 1988. 2:1575-80. Print

Whitley, Stanley M. *Spanish/English Linguistics*. Washington, DC: Georgetown University Press, 2002. Print

Wright, Roger. *Late Latin and Early Romance in Spain and Carolingian France*. Liverpool: Francis Cairns, 1982. Print

TO: College of Arts & Sciences Curriculum Committee; Undergraduate Academic Board

FROM: Patricia Fagan, Ph.D., Department of Languages Curriculum Committee Chair

RE: Honors in Languages

DATE: January 22, 2012

The Department of Languages' Curriculum Committee proposes to ***delete*** the option for Graduation with Honors for the B.A. in Languages as currently stated in the UAA Catalog (p. 112) beginning Fall 2012. Pending further discussion and unanimous departmental agreement regarding the format, content, and grading rubric for the comprehensive examination in Honors among all major language programs, this option will be suspended for AY 2012-13. Upon establishment of Defined Outcomes for the Department of Languages, the option for Graduation with Honors in Languages will be revisited, revised, and petitioned to be reinstated in the University of Alaska Anchorage Catalog accordingly.



1a. School or College AS CAS	1b. Division AHUM Division of Humanities	1c. Department Languages								
2. Complete Program Title/Prefix Languages/LANG										
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 PREFIX ☐ Add ☒ Change ☐ Delete ☐ Add ☐ Change ☐ Inactivate										
5. Implementation Date (semester/year) From: Fall/2012 To: 9999/9999										
6a. Coordination with Affected Units Department, School, or College: N/A Initiator Name (typed): <u>Patricia Fagan</u> Initiator Signed Initials: _____ Date: _____										
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: <u>01/29/2012</u>										
6c. Coordination with Library Liaison Date: <u>01/29/2012</u>										
7. Title and Program Description - Please attach the following: ☒ Cover Memo ☒ Catalog Copy in Word using the track changes function										
8. Justification for Action Pending further discussion and unanimous departmental agreement regarding the format, content, and grading rubric for the comprehensive examination in Honors among all major language programs, this option will be suspended for AY 2012-13. Upon establishment of Defined Outcomes for the Department of Languages, the option for Graduation with Honors in Languages will be revisited, revised, and petitioned to be reinstated in the University of Alaska Anchorage Catalog accordingly.										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Initiator (faculty only) _____ Date _____ Patricia Fagan, Ph.D. Initiator (TYPE NAME) _____ </td> <td style="width: 50%; border: none; vertical-align: top;"> ☐ Approved ☐ Disapproved </td> </tr> <tr> <td style="border: none;"> Department Chairperson _____ Date _____ </td> <td style="border: none; vertical-align: top;"> ☐ Approved ☐ Disapproved </td> </tr> <tr> <td style="border: none;"> Curriculum Committee Chairperson _____ Date _____ </td> <td style="border: none; vertical-align: top;"> ☐ Approved ☐ Disapproved </td> </tr> <tr> <td style="border: none;"></td> <td style="border: none; vertical-align: top;"> Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ Patricia Fagan, Ph.D. Initiator (TYPE NAME) _____	☐ Approved ☐ Disapproved	Department Chairperson _____ Date _____	☐ Approved ☐ Disapproved	Curriculum Committee Chairperson _____ Date _____	☐ Approved ☐ Disapproved		Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____
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LANGUAGES

Administration/Humanities Building (ADM), Room 287, (907) 786-4037
www.uaa.alaska.edu/languages

Studying languages prepares a student to live and work in an increasingly interdependent world in which contact with other cultures is frequent and the appreciation and respect for linguistic and cultural diversity is important. The Department of Languages offers a Bachelor of Arts degree, a minor in a single language, and courses that fulfill CAS and GER requirements.

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Bachelor of Arts, Languages

Admission Requirements

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

Academic Progress

No course in which a grade below C has been received will count toward the major or minor.

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

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C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements listed at the beginning of the CAS section.

D. Major Requirements

1. Students working toward a degree in Languages may choose from two options:

Option I: Single Language

- a. Choose an emphasis language from French, German, Japanese, Russian, or Spanish.
- b. Complete one of the following four courses: 3
- | | | |
|-----------|--|--|
| ENGL A311 | Advanced Composition (3) | |
| ENGL A435 | History of Criticism (3) | |
| LING A101 | The Nature of Language (3) | |
| LSSS A111 | Cultural Foundations of Human Behavior (3) | |
- c. Complete the following four courses in the emphasis language (16 credits):
- | | | |
|------|------------------|---|
| A201 | Intermediate I* | 4 |
| A202 | Intermediate II* | 4 |
| A301 | Advanced I | 4 |
| A302 | Advanced II | 4 |
- *Japanese courses have the same course number but different titles: JPN A201 Second Year Japanese I and JPN A202 Second Year Japanese II.*
- d. Complete 12 credits of approved upper division electives in or related to the emphasis language or culture, at least 9 of which must be taught in the emphasis language (contact Language Program Coordinator for list of approved courses taught in English). 12
- e. Complete an additional 6 credits of emphasis language approved electives in or related to the emphasis language or culture, but which must be upper division if taught in the emphasis language (contact department for list of approved courses taught in English). 6

Option II: Dual Languages

- a. Choose an emphasis language from French, German, Japanese, Russian, or Spanish; and a second language from among those, ASL, or Chinese.
- b. Complete one of the following four courses: 3
- | | | |
|-----------|--|--|
| ENGL A311 | Advanced Composition (3) | |
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- *Chinese and Japanese courses have the same course number but different titles, respectively: CHIN A201 Second Year Chinese I and CHIN A202 Second Year Chinese II; JPN A201 Second Year Japanese I and JPN A202 Second Year Japanese II.*
- d. Complete 9 credits of approved upper division electives in or related to the emphasis language or culture, at least 6 of which must be taught in the

- emphasis language (contact Language Program Coordinator see department for list of approved courses taught in English). 9
- e. Complete 8 credits beyond A102 in the second language. 8
2. Students must petition to substitute study abroad language courses for certain major requirements.
 3. Students may not earn a major and a minor in the same language.
 4. Students must take at least 6 upper division credits, in the respective emphasis language, in courses numbered higher than A302 physically in residence at UAA.
 5. A total of 120 credits is required for the degree, of which 42 credits must be upper division.

Language Credit by Placement

An accepted, degree-seeking UAA student who has completed in residence one of the Department of Languages UAA catalog courses (A102-A301) with a grade of B or better is eligible to receive credit for the two immediately preceding courses, if any, up to a total of 8 credits not to exceed the level of A202. Language Credit by Placement is limited to one time per language. This policy does not apply to credit earned through Credit by Examination, the College Board Advanced Placement Examination Program, nor to special topics (-93), independent study (-97), the course A302, or Department of Languages literature or culture courses. In order to receive credit the student must complete the appropriate form in the Office of the Registrar and pay an administrative fee.

Minor, Languages

Students who wish to minor in languages must complete the following requirements: a total of 19 credits taught in the target language at or above the 200 level with at least 11 credits being upper division. Credits must be in one discipline chosen from the following languages:

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German
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Russian
Spanish

FACULTY

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Honors in Languages

~~The Department of Languages recognizes exceptional undergraduate students by awarding them departmental honors in Languages. To graduate with departmental honors, students must be declared Languages majors and meet the following requirements:~~

- ~~1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations;~~
- ~~2. Satisfy all requirements for a BA degree in Languages;~~
- ~~3. Maintain an overall UAA GPA of 3.50 with a 3.85 in the major;~~
- ~~4. Notify their departmental advisor in writing at least two semesters prior to graduation of intent to graduate with departmental honors;~~
- ~~5. Receive an honors score (90 percent) (based upon criteria established by the department) on a comprehensive examination in the language(s) of focus; the comprehensive examination must be completed at least one semester prior to graduation.~~

Bachelor of Arts, Languages

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- d. Complete 9 credits of approved upper division
electives in or related to the emphasis language or culture, at least 6 of which must be taught in the
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Course Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AFAR Division of Fine Arts		1c. Department Music																	
2. Course Prefix MUS	3. Course Number A381	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 2	5b. Contact Hours (Lecture + Lab) (2+0)																	
6. Complete Course Title Choral Conducting 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions ☒ Other Update CCG (please specify)			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: /9999																		
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Initiator Name (typed): <u>Karen Strid-Chadwick</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>Oct. 20, 2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>Oct. 20, 2011</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Principles of conducting and interpreting choral music.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) MUS A232 and MUS A280		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Update CCG																					
Initiator (faculty only) _____ Date _____ <u>Karen Strid-Chadwick</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:

College of Arts and Sciences / Department of Music

Date:

October 2011

Course Title:

MUS A381: Choral Conducting

Credits:

2

- I. Course description:** Principles of conducting and interpreting choral music.
- II. Course design: overview:** A conducting course to teach music students the basic skills and knowledge necessary for leading a choral ensemble. Students learn physical skills through modeling and demonstration. Instruction will be provided concerning score analysis, reading, preparation, and instruments and transposition.
- A. **Credits:** 2
 - B. **Contact hours:** 2+0
 - C. **Degree requirements met:** Bachelor of Music, Performance; Bachelor of Music, Music Education Emphasis; and Bachelor of Arts, Music.
 - D. **Grading basis:** A - F
 - E. **Prerequisites:** MUS A232 and MUS A280
- III. Course Activities:**
Students will physically demonstrate mastery of choral conducting techniques and gestures. In addition, the student will learn about basic voice production, rehearsal strategies and techniques, and score reading and analysis. Video recording of the student's conducting, self-assessment, class participation and assigned readings will also be part of the course.
- IV. Evaluation:**
- A. Evaluation of conducting
 - B. Self-Review of video-recorded conducting
 - C. Completion of written assignments
- V. Instructional Goals and Student Outcomes:**
Teacher will
- A. Demonstrate appropriate practice techniques
 - B. Demonstrate movement and facial expression appropriate to the music
 - C. Make eye contact with musicians at appropriate moments
 - D. Demonstrate knowledge of score reading, rehearsal management and vocal technique

Defined Outcomes: Student will be able to:

Student Outcomes	Assessment Procedures
Apply appropriate individual practice techniques	Evidenced in class performance
Exhibit appropriate physical behaviors	Evaluated through student demonstration
Analyze recorded video and provide constructive criticism and strategies for improvement	Evidenced in written self-reviews
Apply an understanding of vocal technique, rehearsal management and score reading	Evaluated through written and performance exams

VI. Course Outline:**A. Development of conducting technique**

1. Staying within a vertical & horizontal plane
2. Ending and starting sound
3. Showing an appropriate articulation
4. Using an appropriately sized beat
5. Using patterns in different meters
6. Engaging the face
7. Using posture as body language
8. Implementing dead-time when appropriate

B. Development of score study

1. Knowledge of instruments/voices
2. Marking micro note/phrase shapes
3. Marking macro phrase/period shapes
4. Demonstrating musical language with voice
5. Melody, harmony, meter, and form of the music
6. Emotional compass of the music
7. Historical, biographical, or analytical materials

C. Development of self-growth

1. Consistent, deliberate practice
2. Self-review/reflective practices
3. Setting goals and strategies for growth
4. The act of performing/rehearsing
5. Awareness of sound while conducting

VII. Suggested text:

Demaree, R. (1995). *The complete conductor*. Upper Saddle River, NJ: Prentice Hall.

VIII. Bibliography:

Buchanan, H. (2006). *Teaching music through performance in choir*. Chicago: GIA Publications.

Garnett, L. (2009). *Choral conducting and the construction of meaning*. United Kingdom: Ashgate.

Garretson, R. (1998). *Conducting choral music* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Green, E. (2005). *The modern conductor* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Labuta, J. (2004). *Basic conducting techniques* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Moses, D. (2004). *Face to face with orchestra and chorus, second, expanded edition: A handbook for choral conductors*. Indiana: Indiana University Press.

Phillips, K. (1997). *Basic techniques of conducting*. New York City: Oxford University Press.

Rudolf, M. (1994). *The grammar of conducting* (3rd ed.). New York City: Macmillan Publishing.

Stotter, D. (2006). *Methods and materials for conducting*. Chicago: GIA Publications.

Telfer, N. (2006). *Successful performing: Ideas for choral conductors and conductors-in-training: Conductor's Edition*. San Diego: Neil A. Kjos Music Co.



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6. Complete Course Title Instrumental Conducting Abbreviated Title for Transcript (30 character)																					
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13b. Coordination Email Date: <u>Oct. 20, 2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>Oct. 20, 2011</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Principles of conducting and interpreting instrumental music.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) MUS A232 and MUS A280		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Update CCG																					
Initiator (faculty only) _____ Date _____ <u>Karen Strid-Chadwick</u> Initiator (TYPE NAME) _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Disapproved Board Chairperson ☐ Approved Provost or Designee _____ Date _____ ☐ Disapproved Provost or Designee ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____																					

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:

College of Arts and Sciences / Department of Music

Date:

October 2011

Course Title:

MUS A382: Instrumental Conducting

Credits:

2

- I. Course description:** Principles of conducting and interpreting instrumental music.
- II. Course design: overview:** A conducting course to teach music students the basic skills and knowledge necessary for leading an instrumental ensemble. Students learn physical skills through modeling and demonstration. Instruction will be provided concerning score analysis, reading, preparation, and instruments and transposition.
- A. **Credits:** 2
 - B. **Contact hours:** 2+0
 - C. **Degree requirements met:** Bachelor of Music, Performance and Bachelor of Music, Music Education Emphasis
 - D. **Grading basis:** A - F
 - E. **Prerequisites:** MUS A232 and MUS A280
- III. Course Activities:**
Students will physically demonstrate mastery of instrumental conducting techniques and gestures. They will engage in score study and preparation and lead the class in rehearsal and performance of selected musical works. Video recording of the student's conducting, self-assessment, class participation and assigned readings will also be part of the course.
- IV. Evaluation:**
- A. Evaluation of conducting
 - B. Self-Review of video-recorded conducting
 - C. Completion of written assignments
- V. Instructional Goals and Student Outcomes:**
Instructor will
- A. Demonstrate appropriate conducting gestures
 - B. Demonstrate movement and facial expression appropriate to the music
 - C. Make eye contact with musicians at appropriate moments
 - D. Demonstrate knowledge of transposition/instruments/voice
 - E. Maintain a positive and safe learning environment

Defined Outcomes: Student will be able to:

Student Outcomes	Assessment Procedures
Apply appropriate individual practice techniques	Evidenced in class performance
Exhibit appropriate physical behaviors	Evaluated through student demonstration
Analyze recorded video and provide constructive criticism and strategies for improvement	Evidenced in written self-reviews
Apply an understanding of readings, instruments, transposition, and score reading	Evaluated through written assignments

VI. Course Outline:

A. Development of conducting technique

1. Staying within a vertical & horizontal plane
2. Ending and starting sound
3. Showing an appropriate articulation
4. Using an appropriately sized beat
5. Using patterns in different meters
6. Engaging the face
7. Using posture as body language
8. Implementing dead-time when appropriate

B. Development of score study

1. Transposition
2. Knowledge of instruments
3. Marking micro note/phrase shapes
4. Marking macro phrase/period shapes
5. Melody, harmony, meter, and form of the music
6. Emotional compass of the music
7. Historical, biographical, or analytical materials

C. Development of self-growth

1. Consistent, deliberate practice
2. Self-review/reflective practices
3. Setting goals and strategies for growth
4. The act of performing/rehearsing
5. Awareness of sound while conducting

VII. Suggested texts:

Battisti, R. & Garofalo, F. (1990). *Guide to score study*. Galesville, MD: Meredith Music.

Miles, R. (1997). *Teaching music through performance in band, vol. 1*. Chicago: GIA Publications.

Stotter, D. (2006). *Methods and materials for conducting*. Chicago: GIA Publications.

VIII. Bibliography:

Demaree, R. (1995). *The complete conductor*. Upper Saddle River, NJ: Prentice Hall.

Green, E. (2005). *The modern conductor* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Labuta, J. (2004). *Basic conducting techniques* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Littrell, D. (2003). *Teaching music through performance in orchestra*, vols. 1-3. Chicago: GIA Publications.

Miles, R. (1997). *Teaching music through performance in band*, vols. 1-7. Chicago: GIA Publications.

Miles, R. (2006). *Teaching music through performance in jazz*. Chicago: GIA Publications.

Phillips, K. (1997). *Basic techniques of conducting*. New York City: Oxford University Press.

Rudolf, M. (1994). *The grammar of conducting* (3rd ed.). New York City: Macmillan Publishing.



Course Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division AFAR Division of Fine Arts		1c. Department Music	
2. Course Prefix MUS	3. Course Number A469	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1	5b. Contact Hours (Lecture + Lab) (1+0)	
6. Complete Course Title Guitar Master Class 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:			9. Repeat Status Yes # of Repeats 7 Max Credits 8		
☐ Prefix ☐ Course Number ☒ Credits ☒ Contact Hours ☐ Title ☐ Repeat Status ☐ Grading Basis ☐ Cross-Listed/Stacked ☒ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify)			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: Fall/2012 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 .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. see attached table					
2.					
3.					
Initiator Name (typed): <u>Karen Strid-Chadwick</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>Oct. 20, 2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>Oct. 20, 2011</u>		
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) Designed to improve guitar performance through solo and duo performance experience in the classroom. Instruction in performance technique, stage presence, and correct stylistic interpretation. Development of critical pedagogical skills through discussions of fellow student and one's own performances. Comparative analysis and discussion of the literature, plucked instrument relatives and examination of its styles and periods (Renaissance through the 21st century). At least two performances required each semester. Special note: Mandatory each semester for guitar majors; 4 credits minimum required for BA music majors. May be repeated for a maximum of 8 credits.					
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) Departmental approval. Enrollment concurrent with appropriate level of juried private lessons. One of the following: MUS A161, A162, A261, A262, A361, A362, A461, or A462.			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Change master class to one credit to reflect current practices.					

☐ Approved		☐ Disapproved	
Initiator (faculty only) <u>Karen Strid-Chadwick</u>		Dean/Director of School/College	
Date		Date	
Initiator (TYPE NAME)			
☐ Approved		☐ Approved	
☐ Disapproved		Undergraduate/Graduate Academic Board Chairperson	
Date		Date	
Department Chairperson		☐ Disapproved	
☐ Approved		☐ Approved	
☐ Disapproved		Provost or Designee	
Curriculum Committee Chairperson		Date	
Date		Date	

Addendum for CAR MUS A469 Guitar Master Class

13a.

Impacted Program/Course	Catalog page(s) impacted	Date of Coordination	Chair/Coordinator Contacted
Additional Major Requirements: Bachelor of Arts, Music	118	Oct. 20, 2011	Dr. Timothy Smith
Bachelor of Music, Performance	118	Oct. 20, 2011	Dr. Timothy Smith
Bachelor of Music, Music Education Emphasis	119	Oct. 20, 2011	Dr. Timothy Smith
Minor in Music	119	Oct. 20, 2011	Dr. Timothy Smith

COURSE CONTENT GUIDE
University of Alaska Anchorage

College/Unit:
College of Arts and Sciences / Department of Music

Date:
rev Nov. 2011

Course Title:
MUS A469: Guitar Master Class

Credits:
1

I. Course Description: Designed to improve guitar performance through solo and duo performance experience in the classroom. Instruction in performance technique, stage presence, and correct stylistic interpretation. Development of critical pedagogical skills through discussions of fellow student and one's own performances. Comparative analysis and discussion of the literature, plucked instrument relatives and examination of its styles and periods (Renaissance through the 21st century). At least two performances required each semester. **Special note:** Mandatory each semester for guitar majors; 4 credits minimum required for BA music majors. May be repeated for a maximum of 8 credits.

II. Course Design:

- A. Overview:** A course geared toward in-depth study of the classical solo and duo repertoire performance techniques specific to the student's major instrument.
- B. Credits:** 1
- C. Contact hours:** 1 + 0
- D. Degree requirements met:** Bachelor of Music, Performance; Bachelor of Music, Music Education Emphasis; Bachelor of Arts, Music and Minor, Music
- E. Grading basis:** A – F
- F. Registration Restriction:** Departmental approval. Enrollment concurrent with appropriate level of juried private lessons: MUS A161, A162, A261, A262, A361, A362, A461, or A462.

III. Course Activities: Performance by students of their assigned repertoire on a weekly basis. Lessons cover style, pedagogic and technical considerations. Memorization is required. Students must be prepared to perform in a final in-class performance.

IV. Evaluation:

- A.** Consistent class attendance demonstrating a professional collegial comportment.
- B.** Completion of successful performances in class and student recitals.
- C.** Evidence of consistent daily practice.
- D.** Evidence of ability to produce a performed work at acceptable tempo, level of technical expertise, and musical-stylistic considerations that have artistic merit.

V. Instructional Goals and Defined Outcomes:

Instructor will

- A.** Assign music to be performed in a public venue, demonstrating knowledge of the appropriate style in each composition.
- B.** Demonstrate technical ability, tone control, breath support, correct articulation, musical clarity and dramatic presentation in each performance, implying a clarity of ideas, styles, and purpose.

C. Demonstrate appropriate application of pedagogic techniques.

Student will be able to

Student Outcomes	Assessment Procedures
Apply stylistic performance practice and interpretative techniques to individual solo repertoire.	Class performances and student recitals; final in-class performance
Demonstrate sufficient technical ability relevant to each assigned piece.	Class performances and student recitals; final in-class performance
Demonstrate knowledge of and direct application of pedagogic techniques to preparation of assignments.	Class performances and student recitals; final in-class performance

VI. Course Outline:

A. Development of Technical Skills.

1. Technical Mastery:

- a. Rhythmic accuracy.
- b. Understanding and utilization of correct fingering.
- c. The application, to the extent that is reasonable and possible, in works transcribed from other instrumental literature, the various characteristics of those instruments that can and or should be portrayed by the guitarist.
- d. Pacing a performance.
- e. Overall proficiency in execution of assigned literature (technical mastery, awareness of traditional tempi, etc).

2. Musical/Stylistic Mastery:

- a. Phrasing and dynamics.
- b. Melodic projection and color variation.
- c. Interpretation of the work as a unified, coherent whole. Presentation with regard to dramatic impact, emotional projection, and communication of musical ideas.
- d. Achieving a greater understanding of the variety of plucked instrument family musical notation and instrument types and their terminology through specific attention to period style and (to the extent reasonable and possible), the relationship of said notation and styles to the modern guitar in relation to its historical antecedents, their construction and playing techniques.

- 3. Stage comportment:** including mastery of such skills as the proper announcement of pieces with minimal preparation for proper pronunciation of foreign language titles and composer names.

B. Pedagogy:

1. Understanding pedagogic principles as relevant to differing styles and composers.
2. Familiarity with the teaching repertoire for younger and low-intermediate students.
3. Communicating pedagogic principles to the student in a lesson situation.
4. Understanding the whole picture regarding preparation of a piece for performance: Technical skills, establishment of proper fingering, pedal techniques, daily practice techniques, goal setting.

5. Understanding the issues relating to good health and the avoidance of physical injury through proper practice and performance techniques.

VII. Suggested texts:

Jeffery, B. (2006). *25 etudes for guitar, op. 60* (M. Carcassi, Ed.). London: Tecla.

VIII. Bibliography:

Aguado y García, D. (1980). *Méthode complète por la guitare*. Geneva: Minhoff.

Aguado y García, D. (1994). *Complete works*. (Chanterelle, Ed.). Heidelberg, Germany.

Carulli, F. (dates vary). *Selected Ensemble and Solo Works*. Firenze, Italy: Studio per Edizioni Scelte.

Jeffery, B. (1984 – 1988a). *The complete works in facsimilies of the original edition, Op. 100, vol. 10* (M. Giuliani, Ed.). London: Tecla.

Ness, A. (Ed.). (1970). *The lute music of Francesco Canova da Milano*. Cambridge, MA: Harvard University Press.

Smith, D. A. (2002). *A history of the lute from Antiquity to the Renaissance*. Fort Worth, TX: The Lute Society of America Press.

Stearns, R. (Ed.). (no date). *The Altensteiger guitar books*. Not published.

Turnbull, H. (1974). *The guitar from the Renaissance to the present day*. London: B.T. Batsford.

Tyler, J. (1980). *The early guitar, a history and handbook*, London: Oxford University Press.



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

1a. School or College AS CAS	1b. Division AFAR Division of Fine Arts	1c. Department Music
2. Complete Program Title/Prefix Minor, Music		
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/2012 To: /9999		
6a. Coordination with Affected Units Department, School, or College: Initiator Name (typed): Karen Strid-Chadwick Date: _____ Initiator Signed Initials: _____		
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: Feb. 23, 2012		
6c. Coordination with Library Liaison Date: Feb. 23, 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 See attached memo.		
Initiator (faculty only) Karen Strid-Chadwick Date Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College Date ☐ Approved ☐ Disapproved Date Department Chairperson ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson Date ☐ Approved ☐ Disapproved Date Curriculum Committee Chairperson ☐ Approved ☐ Disapproved Provost or Designee Date		



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

1a. School or College AS CAS	1b. Division AFAR Division of Fine Arts	1c. Department Music
2. Complete Program Title/Prefix Music, Bachelor of Music, Performance		
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Music or Graduate: CHOOSE ONE		
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate		
5. Implementation Date (semester/year) From: Fall/2012 To: /9999		
6a. Coordination with Affected Units Initiator Name (typed): Karen Strid-Chadwick Date: _____ Department, School, or College: Initiator Signed Initials: _____		
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Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College AS CAS	1b. Division AFAR Division of Fine Arts	1c. Department Music															
2. Complete Program Title/Prefix Music, Bachelor of Music, Music Education Emphasis																	
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Music or Graduate: CHOOSE ONE																	
4. Type of Action: PROGRAM ☐ Add ☒ Change ☐ Delete PREFIX ☐ Add ☐ Change ☐ Inactivate																	
5. Implementation Date (semester/year) From: Fall/2012 To: /9999																	
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6c. Coordination with Library Liaison Date: Feb. 23, 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 See attached memo.																	
<table style="width: 100%; border: none;"><tr><td style="width: 45%; border: none;">Initiator (faculty only) Karen Strid-Chadwick Initiator (TYPE NAME)</td><td style="width: 5%; border: none; text-align: center;">Date</td><td style="width: 5%; border: none;"></td><td style="width: 45%; border: none;"> ☐ Approved ☐ Disapproved Dean/Director of School/College</td><td style="width: 5%; border: none; text-align: center;">Date</td></tr><tr><td style="border: none;"> ☐ Approved ☐ Disapproved Department Chairperson</td><td style="border: none; text-align: center;">Date</td><td style="border: none;"></td><td style="border: none;"> ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson</td><td style="border: none; text-align: center;">Date</td></tr><tr><td style="border: none;"> ☐ Approved ☐ Disapproved Curriculum Committee Chairperson</td><td style="border: none; text-align: center;">Date</td><td style="border: none;"></td><td style="border: none;"> ☐ Approved ☐ Disapproved Provost or Designee</td><td style="border: none; text-align: center;">Date</td></tr></table>			Initiator (faculty only) Karen Strid-Chadwick Initiator (TYPE NAME)	Date		☐ Approved ☐ Disapproved Dean/Director of School/College	Date	☐ Approved ☐ Disapproved Department Chairperson	Date		☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson	Date	☐ Approved ☐ Disapproved Curriculum Committee Chairperson	Date		☐ Approved ☐ Disapproved Provost or Designee	Date
Initiator (faculty only) Karen Strid-Chadwick Initiator (TYPE NAME)	Date		☐ Approved ☐ Disapproved Dean/Director of School/College	Date													
☐ Approved ☐ Disapproved Department Chairperson	Date		☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson	Date													
☐ Approved ☐ Disapproved Curriculum Committee Chairperson	Date		☐ Approved ☐ Disapproved Provost or Designee	Date													



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

1a. School or College AS CAS	1b. Division AFAR Division of Fine Arts	1c. Department Music
2. Complete Program Title/Prefix Music, Bachelor of Arts, Music		
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/2012 To: /9999		
6a. Coordination with Affected Units Department, School, or College: Initiator Name (typed): Karen Strid-Chadwick Date: _____ Initiator Signed Initials: _____		
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8. Justification for Action See attached memo.		
Initiator (faculty only) _____ Date _____ Karen Strid-Chadwick Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____		

MUSIC

Fine Arts Building (ARTS), Room 302, (907) 786-1595

<http://music.uaa.alaska.edu>

The Department of Music is dedicated to providing leadership in the musical arts for the state of Alaska. This is accomplished through teaching, performance, recordings, composition, publication, community outreach, and other creative and service-oriented endeavors related to the field of music. At the institutional level, the Department of Music, as a unit of the College of Arts and Sciences, provides a vital liberal arts link for the University of Alaska Anchorage.

The Department of Music exerts intellectual, pedagogic, and creative leadership at the college, pre-college, and community levels. Its music degree programs foster excellence in the preparation of music students for graduate school, teacher training, or other careers in music. Music faculty and programs also serve as an important community resource in the training of pre-college talent. In addition, the Department seeks to serve the lifelong learning component of the university mission in that it supports courses needed for professional development and offers the community access to opportunities for continuing education.

The Department of Music offers three degree programs: Bachelor of Arts, Music; Bachelor of Music, Performance; and Bachelor of Music, Music Education Emphasis. A minor in Music is also available.

The Bachelor of Arts, Music is a curriculum planned for those desiring a broad liberal arts education with a concentration in music. Students pursuing this degree sample courses of their choosing in each of the major academic areas while still having time to strengthen understanding and performance in their chosen musical area.

The Bachelor of Music, Performance is a professional music degree. Students focus on the development of skills, concepts, and sensitivities essential for success as a performing musician. Students work to achieve a high level of technical competence in their performing area while gaining a broad knowledge of music theory, history and literature.

The Bachelor of Music, Music Education Emphasis degree is a four-year program that provides initial training for a career in teaching music. This professional music degree is followed by a one-year Master of Arts in Teaching program, which completes the requirements for the initial teaching certificate in music K-12. Contact the College of Education for more information:

<http://ed.uaa.alaska.edu/mat>.

Student Learning Outcomes

1. Demonstrate technical proficiency on a chosen instrument appropriate to the degree with an attendant functional proficiency on piano.
2. Demonstrate and analyze through musical literacy the basic technical principles used in the construction of music and its basic forms.
3. Communicate a knowledge of the various musical periods and representative forms from those periods in the social, artistic and political context of each.

Honors in Music

The Department of Music recognizes students who demonstrate exceptional promise in their discipline by awarding them departmental honors in Music upon graduation. To graduate with honors, the student must:

1. Be a declared Music major.
2. Meet all requirements for the Bachelor of Arts, Music; the Bachelor of Music, Performance; or the Bachelor of Music, Music Education Emphasis degree.
3. Maintain a cumulative grade point average of 3.50 or higher in all Music courses applicable to the degree.
4. Meet the requirements for Graduation with Honors listed in Chapter 7, Academic Standards and Regulations. These include:
 - a. A cumulative grade point average of 3.50 or higher in all college work attempted at both UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program.

- b. Completion of at least 30 academic credits at this institution.
- 5. Complete MUS A462, which includes a senior recital, with a grade of B or above.
Note: Bachelor of Arts Music majors may, upon successful completion of MUS A262 with a grade of A, offer an honors performance for faculty adjudicators selected by the department chair and the candidate.
- 6. Receive an honors score (based on criteria established by the department) on a comprehensive examination for majors.

Bachelor of Arts, Music

Bachelor of Music, Performance

Bachelor of Music, Music Education Emphasis

Admission Requirements: All Majors

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Students who declare a Music major and who qualify for admission to baccalaureate study are given pre-major status. Declaring a major in Music assumes evidence of musicianship and performance ability. To demonstrate music skills, all incoming freshmen and transfer students are required to complete an audition/performance examination and music theory placement examination prior to their first semester. This assists faculty in determining each student's readiness for entry into juried private lessons, ensembles, and academic music classes. Students judged not ready for juried private lessons will be required to complete non-juried private lessons to build performance skills. To develop prerequisite understanding of music theory, those students not ready for theory and aural skills courses will be required to complete MUS A111 Fundamentals of Music. Upon completion of the performance evaluation, advisors will assist students in planning a first year of study best suited to their needs.

Academic Progress: All Majors

Upon successful completion of one semester of juried private lessons (MUS A161), students file a Change of Degree Form to move from pre-major to major status. At the end of the sophomore year, all music majors must demonstrate a satisfactory level of proficiency of performance on their applied instrument in order to advance to upper division courses. A student may elect to continue private instruction at the 200 level in attempting to pass requirements for admission to upper division study. Students must also have completed a music technical training workshop and must have demonstrated proficiency in all aspects of recital technical support.

MUS A154D Functional Piano IV, and the piano proficiency examination by jury must be passed prior to completion of 60 credits in the program. Music majors may not enroll in certain upper division music courses until this jury examination is passed. See Music degree listings for specific requirements.

Graduation Requirements: All Majors

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

Note: Total credits for graduation may increase unless students select at least 3 credits of upper division courses in fulfillment of GER/CAS requirements.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements for either a BA or BM, Performance degree, listed at the beginning of the CAS section. (There are no additional requirements for the BM, Music Education Emphasis degree).

D. Major Requirements: All Majors

1. Complete the following required courses:

MUS A131	Music Theory I	3
MUS A132	Music Theory II	3
MUS A133	Aural Skills I	2
MUS A134	Aural Skills II	2
MUS A154D	Functional Piano IV	1
MUS A221	History of Music I	3
MUS A222	History of Music II	3
MUS A231	Music Theory III	3
MUS A232	Music Theory IV	3
MUS A233	Aural Skills III	2
MUS A234	Aural Skills IV	2
MUS A280	Basic Conducting	2
MUS A331	Form and Analysis	3

2. All Music majors enrolled in juried private music lessons must, during each semester of enrollment:
 - a) Perform in at least one student recital;
 - b) Stand for jury finals;
 - c) Participate in an appropriate ensemble. See the ensemble requirements specific to each degree below;
 - d) Attend department-approved recitals and concerts which provide a variety of musical experiences and expand the curriculum. A minimum attendance requirement is set by the department each semester; failure to meet this number will lower by one letter the grade assigned for private lessons.
3. Music majors may not enroll in certain upper division academic courses (MUS A331, MUS A421-A424, or MUS A431-A432, for example) or in upper division private lessons (MUS A361) until they have passed the Piano Proficiency examination by jury.

E. Additional Major Requirements: Bachelor of Arts, Music

1. Private lessons on your major instrument: 4
MUS A161, MUS A162; MUS A261, MUS A262
2. Ensemble 10

Five semesters of ensembles are required.

Choose the class appropriate to your major instrument:

Voice Majors:

MUS A301B University Singers (2)

Piano Majors:

MUS A302B Chamber Music and
Accompanying (2)

Wind Majors:

MUS A303B University Wind Ensemble (2)

Percussion Majors:

MUS A303B University Wind Ensemble (2)

String Majors:

MUS A307B University Sinfonia (2)

Guitar Majors:

MUS A409B University Guitar Ensemble (2)

3. Master Class

Four semesters of Master Class are required.

Choose the class appropriate to your major instrument:

Wind, String and and Guitar Majors:

MUS A466 String and Wind Master Class (1)

MUS A469 Guitar Master Class (1)**Voice and Piano Majors:**

MUS A467 Piano Master Class (2)

or

MUS A468 Voice Master Class (2)

or

Percussion Majors:

MUS A408B University Percussion Ensemble (2)

4. Sixty-seven credits must be completed outside of Music.

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

F. Additional Major Requirements:

Bachelor of Music, Performance

1. Private lessons on your major instrument: 16

MUS A161 - A162

MUS A261 - A262

MUS A361 - A362

MUS A461 - A462

2. Ensemble 16

Choose the class appropriate to your major instrument:

Voice Majors:

MUS A301B University Singers (2)

Wind Majors:

MUS A303B University Wind Ensemble (2)

Percussion Majors:

MUS A303B University Wind Ensemble (2)

String Majors:

MUS A307B University Sinfonia (2)

Piano Majors:

MUS A302B Chamber Music and
Accompanying (2) to total 12
and

MUS A301B University Singers (2) to total 4
or

MUS A303B University Wind Ensemble (2)
or

MUS A307B University Sinfonia (2)

Guitar Majors:

MUS A409B University Guitar
Ensemble (2) to total 12
and

MUS A301B University Singers (2) to total 4
or

- ### **G. Additional Major Requirements: Bachelor of Music, Music Education Emphasis**

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MUS A461 - A462

2. Ensemble 16

Choose the class appropriate to your major instrument:

Voice Majors:

MUS A301B University Singers (2)

Wind Majors:

MUS A303B University Wind Ensemble (2)

Percussion Majors:

MUS A303B University Wind Ensemble (2)

String Majors:

MUS A307B University Sinfonia (2)

Piano Majors:

MUS A302B Chamber Music and
Accompanying (2) to total 12
and

MUS A301B University Singers (2) to total 4
or

MUS A303B University Wind Ensemble (2)
or

MUS A307B University Sinfonia (2)

Guitar Majors:

MUS A409B University Guitar
Ensemble (2) to total 12
and

MUS A301B University Singers (2) to total 4
or

MUS A303B University Wind Ensemble (2)
or

MUS A307B University Sinfonia (2)

3. Chamber Ensemble 2-4

Wind, Voice and String majors only must meet a two-semester, small ensemble requirement. This requirement is fulfilled by performing on your major instrument in one of these courses:

MUS A302 Chamber Music and
Accompanying (2)

MUS A313 Opera Workshop (2)

MUS A365 Chamber Ensemble (1)

MUS A407 Jazz Combo (2)

MUS A408B University Percussion Ensemble (2)

MUS A409B University Guitar Ensemble (2)

Note: Credits completed will vary from 2 to 4, depending upon which courses are selected.

4. Master Class 8

Four or eight semesters of Master Class are required.

Choose the class appropriate to your major instrument:

Wind, String and Guitar Majors:

MUS A466 String and Wind Master Class (1)

MUS A469 Guitar Master Class (1)

Voice, Piano and Guitar Majors:

MUS A467 Piano Master Class (2)

MUS A468 Voice Master Class (2)

Percussion Majors:

MUS A408B University Percussion Ensemble (2)

5. Conducting 2
MUS A381 Choral Conducting (2)
or
MUS A382 Instrumental Conducting (2)
6. Methods and Techniques 12
MUS A371 Brass Methods and Techniques (2)
MUS A372 Woodwind Methods and Techniques (2)
MUS A373 String Methods and Techniques (2)
MUS A374 Voice Methods and Techniques (2)
MUS A375 Percussion Methods and Techniques (2)
MUS A376 Elementary Music Methods and Techniques (2)
7. Music History Elective (select from): 3
MUS A421 Music in the Baroque Period (3)
MUS A422 Music in the Classical Period (3)
MUS A423 Music in the Romantic Period (3)
MUS A424 Music in the 20th Century (3)
8. Orchestration
MUS A432 Orchestration 3
9. Students seeking a Bachelor of Music, Music Education Emphasis degree must complete a half recital during their senior year. Students must demonstrate in this recital the ability to satisfactorily perform a program of artistic merit in public.
10. A total of 128-130 credits are required for the degree, of which 42 credits must be upper division.
11. Students seeking certification in Music K-12 must complete a one-year, Master of Arts in Teaching (MAT) program. Admission to the program is limited.
12. UAA's graduate application for admission into the MAT program must be completed either by March 1 for admission to the program the following summer or by October 1 for admission to the program the following spring.
13. Students seeking music certification must have completed all requirements for the Bachelor of Music, Music Education Emphasis degree with a 2.75 GPA or better for admission to the MAT program.
14. Students must take the PRAXIS I and the PRAXIS II in music for admission to the MAT program.
15. Students seeking certification should contact the College of Education for an application packet and a detailed description of the MAT program.

Minor, Music

Students majoring in another subject who wish to minor in music must complete the following requirements. Nineteen credits are required for the minor, 8 of which must be upper division.

1. MUS A111 Fundamentals of Music (3) 6
or
MUS A131 Music Theory I (3)

		or	
	MUS A132	Music Theory II (3)	
2.	MUS A121	Music Appreciation (3)	3
		or	
	MUS A221	History of Music I (3)	
		or	
	MUS A222	History of Music II (3)	
3.	Private Lessons		2-4
	MUS A161-A162 (1-2)		
	To complete this requirement, students must successfully pass two jury exams, one at the end of each semester of study.		
4.	Master Class		2/4
	Two semesters of master class are required; credits vary.		
	<i>Choose the class appropriate to your major instrument:</i>		
	MUS A408B	University Percussion Ensemble (2)	
	MUS A466	String and Wind Master Class (1)	
	MUS A467	Piano Master Class (2)	
	MUS A468	Voice Master Class (2)	
	MUS A469	Guitar Master Class (1)	
5.	Ensemble		4/6
	<i>Choose the ensemble appropriate to your major instrument:</i>		
	MUS A301B	University Singers (2)	
	MUS A302B	Chamber Music and Accompanying (2)	
	MUS A303B	University Wind Ensemble (2)	
	MUS A307B	University Sinfonia (2)	
	MUS A409B	University Guitar Ensemble (2)	

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MUSIC

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The Department of Music is dedicated to providing leadership in the musical arts for the state of Alaska. This is accomplished through teaching, performance, recordings, composition, publication, community outreach, and other creative and service-oriented endeavors related to the field of music. At the institutional level, the Department of Music, as a unit of the College of Arts and Sciences, provides a vital liberal arts link for the University of Alaska Anchorage.

The Department of Music exerts intellectual, pedagogic, and creative leadership at the college, pre-college, and community levels. Its music degree programs foster excellence in the preparation of music students for graduate school, teacher training, or other careers in music. Music faculty and programs also serve as an important community resource in the training of pre-college talent. In addition, the Department seeks to serve the lifelong learning component of the university mission in that it supports courses needed for professional development and offers the community access to opportunities for continuing education.

The Department of Music offers three degree programs: Bachelor of Arts, Music; Bachelor of Music, Performance; and Bachelor of Music, Music Education Emphasis. A minor in Music is also available.

The Bachelor of Arts, Music is a curriculum planned for those desiring a broad liberal arts education with a concentration in music. Students pursuing this degree sample courses of their choosing in each of the major academic areas while still having time to strengthen understanding and performance in their chosen musical area.

The Bachelor of Music, Performance is a professional music degree. Students focus on the development of skills, concepts, and sensitivities essential for success as a performing musician. Students work to achieve a high level of technical competence in their performing area while gaining a broad knowledge of music theory, history and literature.

The Bachelor of Music, Music Education Emphasis degree is a four-year program that provides initial training for a career in teaching music. This professional music degree is followed by a one-year Master of Arts in Teaching program, which completes the requirements for the initial teaching certificate in music K-12. Contact the College of Education for more information:

<http://ed.uaa.alaska.edu/mat>.

Student Learning Outcomes

1. Demonstrate technical proficiency on a chosen instrument appropriate to the degree with an attendant functional proficiency on piano.
2. Demonstrate and analyze through musical literacy the basic technical principles used in the construction of music and its basic forms.
3. Communicate a knowledge of the various musical periods and representative forms from those periods in the social, artistic and political context of each.

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Honors in Music

The Department of Music recognizes students who demonstrate exceptional promise in their discipline by awarding them departmental honors in Music upon graduation. To graduate with honors, the student must:

1. Be a declared Music major.
2. Meet all requirements for the Bachelor of Arts, Music; the Bachelor of Music, Performance; or the Bachelor of Music, Music Education Emphasis degree.
3. Maintain a cumulative grade point average of 3.50 or higher in all Music courses applicable to the degree.
4. Meet the requirements for Graduation with Honors listed in Chapter 7, Academic Standards and Regulations. These include:
 - a. A cumulative grade point average of 3.50 or higher in all college work attempted at both UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program.

- b. Completion of at least 30 academic credits at this institution.
- 5. Complete MUS A462, which includes a senior recital, with a grade of B or above.
Note: Bachelor of Arts Music majors may, upon successful completion of MUS A262 with a grade of A, offer an honors performance for faculty adjudicators selected by the department chair and the candidate.
- 6. Receive an honors score (based on criteria established by the department) on a comprehensive examination for majors.

Bachelor of Arts, Music

Bachelor of Music, Performance

Bachelor of Music, Music Education Emphasis

Admission Requirements: All Majors

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations. Students who declare a Music major and who qualify for admission to baccalaureate study are given pre-major status. Declaring a major in Music assumes evidence of musicianship and performance ability. To demonstrate music skills, all incoming freshmen and transfer students are required to complete an audition/performance examination and music theory placement examination prior to their first semester. This assists faculty in determining each student's readiness for entry into juried private lessons, ensembles, and academic music classes. Students judged not ready for juried private lessons will be required to complete non-juried private lessons to build performance skills. To develop prerequisite understanding of music theory, those students not ready for theory and ~~sight singing/ear training~~ **aural skills** courses will be required to complete MUS A111 Fundamentals of Music. Upon completion of the performance evaluation, advisors will assist students in planning a first year of study best suited to their needs.

Academic Progress: All Majors

Upon successful completion of one semester of juried private lessons (MUS A161), students file a Change of Degree Form to move from pre-major to major status. At the end of the sophomore year, all music majors must demonstrate a satisfactory level of proficiency of performance on their applied instrument in order to advance to upper division courses. A student may elect to continue private instruction at the 200 level in attempting to pass requirements for admission to upper division study. Students must also have completed a music technical training workshop and must have demonstrated proficiency in all aspects of recital technical support.

MUS A154D Functional Piano IV, and the piano proficiency examination by jury must be passed prior to completion of 60 credits in the program. Music majors may not enroll in certain upper division music courses until this jury examination is passed. See Music degree listings for specific requirements.

Graduation Requirements: All Majors

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees located at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

Note: Total credits for graduation may increase unless students select at least 3 credits of upper division courses in fulfillment of GER/CAS requirements.

C. College of Arts and Sciences Requirements

Complete the College of Arts and Sciences Requirements for either a BA or BM, Performance degree, listed at the beginning of the CAS section. (There are no additional requirements for the BM, Music Education Emphasis degree).

D. Major Requirements: All Majors

- Complete the following required courses:

MUS A131	Music Theory I	3	
MUS A132	Music Theory II	3	
MUS A133	~~Sight Singing and Ear Training~~ Aural Skills I	2	
MUS A134	Aural Skills ~~Sight Singing and Ear Training~~ II	2	
MUS A154D	Functional Piano IV	1	
MUS A221	History of Music I	3	
MUS A222	History of Music II	3	
MUS A231	Music Theory III	3	
MUS A232	Music Theory IV	3	
MUS A233	Aural Skills ~~Sight Singing and Ear Training~~ III	2	
MUS A234	Aural Skills ~~Sight Singing and Ear Training~~ IV	2	
MUS A280	Basic Conducting	2	
MUS A331	Form and Analysis	3	

- All Music majors enrolled in juried private music lessons must, during each semester of enrollment:
 - Perform in at least one student recital;
 - Stand for jury finals;
 - Participate in an appropriate ensemble. See the ensemble requirements specific to each degree below;
 - Attend department-approved recitals and concerts which provide a variety of musical experiences and expand the curriculum. A minimum attendance requirement is set by the department each semester; failure to meet this number will lower by one letter the grade assigned for private lessons.
- Music majors may not enroll in certain upper division academic courses (MUS A331, MUS ~~A422~~ **A421**-A424, or MUS A431-A432, for example) or in upper division private lessons (MUS A361) until they have passed the Piano Proficiency examination by jury.

E. Additional Major Requirements: Bachelor of Arts, Music

- Private lessons on your major instrument: 4
MUS A161, MUS A162; MUS A261, MUS A262
- Ensemble 10

Five semesters of ensembles are required.

Choose the class appropriate to your major instrument:

Voice Majors:

MUS A301B University Singers (2)

Piano Majors:

MUS A302B Chamber Music and
Accompanying (2)

Wind Majors:

MUS A303B University Wind Ensemble (2)

Percussion Majors:

MUS A303B University Wind Ensemble (2)

String Majors:

MUS A307B University Sinfonia (2)

Guitar Majors:

MUS A409B University Guitar Ensemble (2)

3. Master Class

Four semesters of Master Class are required.

Choose the class appropriate to your major instrument:

Wind, ~~String and~~ and Guitar ~~String~~ Majors:

MUS A466 String and Wind Master Class (1)

~~MUS A469 Guitar Master Class (1)~~

Voice, ~~and Piano and Guitar~~ Majors:

MUS A467 Piano Master Class (2)

or

MUS A468 Voice Master Class (2)

or

~~MUS A469 Guitar Master Class (2)~~

Percussion Majors:

MUS A408B University Percussion Ensemble (2)

4. Sixty-seven credits must be completed outside of Music.

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

F. Additional Major Requirements:

Bachelor of Music, Performance

1. Private lessons on your major instrument: 16

MUS A161 - A162

MUS A261 - A262

MUS A361 - A362

MUS A461 - A462

2. Ensemble 16

Choose the class appropriate to your major instrument:

Voice Majors:

MUS A301B University Singers (2)

Wind Majors:

MUS A303B University Wind Ensemble (2)

Percussion Majors:

MUS A303B University Wind Ensemble (2)

String Majors:

MUS A307B University Sinfonia (2)

Piano Majors:

MUS A302B Chamber Music and
Accompanying (2) to total 12
and

MUS A301B University Singers (2) to total 4

or

MUS A303B University Wind Ensemble (2)

or

MUS A307B University Sinfonia (2)

Guitar Majors:

MUS A409B University Guitar
Ensemble (2) to total 12
and

- MUS A301B University Singers (2) to total 4
or
MUS A303B University Wind Ensemble (2)
or
MUS A307B University Sinfonia (2)
3. Chamber Ensemble 2-4
- Wind, Voice and String majors only must meet a two-semester small ensemble requirement. This requirement is fulfilled by performing on your major instrument in one of these courses:
- MUS A302, MUS A313, MUS A365, MUS A407, MUS A408 or MUS A409.
- Note: Credits completed will vary from 2 to 4, depending upon which courses are selected.*
4. Master Class
- Eight semesters of Master Class are required.
- Choose the class appropriate to your major instrument:
- Wind, ~~and~~ String ~~and~~ Guitar Majors:**
- MUS A466 String and Wind Master Class (1)
~~MUS A469 Guitar Master Class (1)~~
- Voice, ~~and~~ Piano ~~and~~ Guitar Majors:**
- MUS A467 Piano Master Class (2)
or
MUS A468 Voice Master Class (2)
or
~~MUS A469 Guitar Master Class (2)~~
- Percussion Majors:**
- MUS A408B University Percussion Ensemble (2)
5. Conducting: 2
- MUS A381 Choral Conducting (2)
or
MUS A382 Instrumental Conducting (2)
6. Upper division Elective Credits: 12
- Select from these 3-credit courses:
- MUS A421 Music in the Baroque Period (3)
MUS A422 Music in the Classical Period (3)
MUS A423 Music in the Romantic Period (3)
MUS A424 Music in the 20th Century (3)
MUS A431 Counterpoint (3)
MUS A432 Orchestration (3)
7. Students seeking a Bachelor of Music, Performance degree must complete a half recital their junior year and a full recital their senior year. Students must demonstrate in these recitals the ability to perform a program of artistic merit satisfactorily in public.
8. It is required that students select any two courses 8
(8 credits) of oral language to satisfy the CAS, BM Performance degree.
9. A total of 122-130 credits is required for the degree, of which 42 credits must be upper division.

G. Additional Major Requirements: Bachelor of Music, Music Education Emphasis

1. Private lessons on your major instrument: 16

- MUS A161 - A162
MUS A261 - A262
MUS A361 - A362
MUS A461 - A462
2. Ensemble 16
- Choose the class appropriate to your major instrument:*
- Voice Majors:**
MUS A301B University Singers (2)
- Wind Majors:**
MUS A303B University Wind Ensemble (2)
- Percussion Majors:**
MUS A303B University Wind Ensemble (2)
- String Majors:**
MUS A307B University Sinfonia (2)
- Piano Majors:**
MUS A302B Chamber Music and
Accompanying (2) *to total 12*
and
MUS A301B University Singers (2) *to total 4*
or
MUS A303B University Wind Ensemble (2)
or
MUS A307B University Sinfonia (2)
- Guitar Majors:**
MUS A409B University Guitar
Ensemble (2) *to total 12*
and
MUS A301B University Singers (2) *to total 4*
or
MUS A303B University Wind Ensemble (2)
or
MUS A307B University Sinfonia (2)
3. Chamber Ensemble 2-4
- Wind, Voice and String majors only must meet a two-semester, small ensemble requirement. This requirement is fulfilled by performing on your major instrument in one of these courses:
- MUS A302 Chamber Music and
Accompanying (2)
MUS A313 Opera Workshop (2)
MUS A365 Chamber Ensemble (1)
MUS A407 Jazz Combo (2)
MUS A408B University Percussion Ensemble (2)
MUS A409B University Guitar Ensemble (2)
- Note: Credits completed will vary from 2 to 4, depending upon which courses are selected.*
4. Master Class 8
- Four or eight semesters of Master Class are required.
Choose the class appropriate to your major instrument:

~~Wind and String~~ **String and Guitar Majors:**

MUS A466 String and Wind Master Class (1)

~~MUS A469~~ **Guitar Master Class (1)**

Voice, Piano and Guitar Majors:

MUS A467 Piano Master Class (2)

MUS A468 Voice Master Class (2)

~~MUS A469~~ **Guitar Master Class (2)**

Percussion Majors:

MUS A408B University Percussion Ensemble (2)

5. Conducting 2

MUS A381 Choral Conducting (2)

or

MUS A382 Instrumental Conducting (2)

6. Methods and Techniques 12

MUS A371 Brass Methods and Techniques (2)

MUS A372 Woodwind Methods and
Techniques (2)

MUS A373 String Methods and Techniques (2)

MUS A374 Voice Methods and Techniques (2)

MUS A375 Percussion Methods and Techniques (2)

MUS A376 Elementary Music Methods and
Techniques (2)

7. Music History Elective (select from): 3

MUS A421 Music in the Baroque Period (3)

MUS A422 Music in the Classical Period (3)

MUS A423 Music in the Romantic Period (3)

MUS A424 Music in the 20th Century (3)

8. Orchestration

MUS A432 Orchestration 3

9. Students seeking a Bachelor of Music, Music Education Emphasis degree must complete a half recital during their senior year. Students must demonstrate in this recital the ability to satisfactorily perform a program of artistic merit in public.

~~10. It is recommended that students select HIST A341 as a CER social science course.~~

~~10~~¹¹4. A total of 128-130 credits ~~is~~ **are** required for the degree, of which 42 credits must be upper division.

~~11~~¹²2. Students seeking certification in Music K-12 must complete a one-year, Master of Arts in Teaching (MAT) program. Admission to the program is limited.

~~12~~¹³3. UAA's graduate application for admission into the MAT program must be completed either by March 1 for admission to the program the following summer or by October 1 for admission to the program the following spring.

~~13~~¹⁴4. Students seeking music certification must have completed all requirements for the Bachelor of Music, Music Education Emphasis degree with a ~~3.00~~^{2.75} GPA or better for admission to the MAT program.

~~14~~¹⁵5. Students must take the PRAXIS I and the PRAXIS II in music for admission to the MAT program.

~~15~~¹⁶6. Students seeking certification should contact the College of Education for an application packet and a detailed description of the MAT program.

Minor, Music

Students majoring in another subject who wish to minor in music must complete the following requirements. Nineteen credits are required for the minor, 8 of which must be upper division.

1. MUS A111 Fundamentals of Music (3) 6

or

MUS A131 Music Theory I (3)

or

MUS A132 Music Theory II (3)

2. MUS A121 Music Appreciation (3) 3

or

MUS A221 History of Music I (3)

or

MUS A222 History of Music II (3)

3. Private Lessons 2-4

MUS A161-A162 (1-2)

To complete this requirement, students must successfully pass two jury exams, one at the end of each semester of study.

4. Master Class 2/4

Two semesters of master class are required; credits vary.

Choose the class appropriate to your major instrument:

MUS A408B University Percussion Ensemble (2)

MUS A466 String and Wind Master Class (1)

MUS A467 Piano Master Class (2)

MUS A468 Voice Master Class (2)

MUS A469 Guitar Master Class (2)

5. Ensemble 4/6

Choose the ensemble appropriate to your major instrument:

MUS A301B University Singers (2)

MUS A302B Chamber Music and Accompanying (2)

MUS A303B University Wind Ensemble (2)

MUS A307B University Sinfonia (2)

MUS A409B University Guitar Ensemble (2)

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MUSIC

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The Bachelor of Music, Performance is a professional music degree. Students focus on the development of skills, concepts, and sensitivities essential for success as a performing musician. Students work to achieve a high level of technical competence in their performing area while gaining a broad knowledge of music theory, history and literature.

The Bachelor of Music, Music Education Emphasis degree is a four-year program that provides initial training for a career in teaching music. This professional music degree is followed by a one-year Master of Arts in Teaching program, which completes the requirements for the initial teaching certificate in music K-12. Contact the College of Education for more information:
<http://ed.uaa.alaska.edu/mat>.

Honors in Music

The Department of Music recognizes students who demonstrate exceptional promise in their discipline by awarding them departmental honors in Music upon graduation. To graduate with honors, the student must:

1. Be a declared Music major.
2. Meet all requirements for the Bachelor of Arts, Music; the Bachelor of Music, Performance; or the Bachelor of Music, Music Education Emphasis degree.
3. Maintain a cumulative grade point average of 3.50 or higher in all Music courses applicable to the degree.
4. Meet the requirements for Graduation with Honors listed in Chapter 7, Academic Standards and Regulations. These include:
 - a. A cumulative grade point average of 3.50 or higher in all college work attempted at both UAA and at all other accredited institutions attended and for all courses used to fulfill the degree program.
 - b. Completion of at least 30 academic credits at this institution.
5. Complete MUS A462, which includes a senior recital, with a grade of B or above.

Note: Bachelor of Arts Music majors may, upon successful completion of MUS A262 with a grade of A, offer an honors performance for faculty adjudicators selected by the department chair and the candidate.



Course Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Psychology																	
2. Course Prefix PSY	3. Course Number A313	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Psychology of Women																					
Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other update CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: 99/9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Women's Studies, minor</td> <td>132</td> <td>3-1-12</td> <td>Kimberly Pace</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Women's Studies, minor	132	3-1-12	Kimberly Pace	2.				3.			
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3.																					
Initiator Name (typed): <u>Rosellen M. Rosich</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>3-1-2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>3-1-2012</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Examines women's physical, social, and emotional development across the lifespan from cultural, social, and biological perspectives. The course covers important facets of women's lives, including love and relationships, sexuality, pregnancy and motherhood, physical and mental health, education and work, and discrimination and violence against women.																					
16a. Course Prerequisite(s) (list prefix and number) PSY A111 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) Junior level standing or 6 credits of psychology																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Update content and suggested texts and bibliography to reflect current knowledge in the field covered by this course.																					
Initiator (faculty only) _____ Date _____ <u>Rosellen M. Rosich</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Disapproved ☐ Approved Provost or Designee _____ Date _____ ☐ Disapproved ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____																					

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: January 2012

II. Course Information

A.	College:	College of Arts and Sciences
B.	Course Title:	Psychology of Women
C.	Course Subject/Number:	PSY A313
D.	Credit Hours:	3.0 Credits
E.	Contact Time:	Lecture hours: 3 Lab hours: 0
F.	Grading Information:	A-F
G.	Course Description:	Examines women's physical, social, and emotional development across the lifespan from cultural, social, and biological perspectives. The course covers important facets of women's lives, including love and relationships, sexuality, pregnancy and motherhood, physical and mental health, education and work, and discrimination and violence against women.
H.	Status of course relative to degree or certificate program:	Elective
I.	Lab Fees:	No
J.	Coordination:	UAA faculty listserv
K.	Course Prerequisites:	PSY A111 with a minimum grade of C
L.	Registration Restrictions:	Junior level standing or 6 credits of psychology

III. Course Activities

Students are expected to attend lectures and participate in class demonstrations and discussions. In addition, students are assigned homework exercises illustrating important principles discussed in the course. A term project is required.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the beginning of the first class meeting of the semester. In general, however, grades will be based on performance on the following tasks:

- Exams
- Written assignments
- Research projects
- In-class discussions and papers

V. Course Level Justification

PSY A313 is an upper division, elective course offered by the Psychology Department that requires: (1) junior standing or 6 credits of psychology, and (2) completion of PSY A111 General Psychology with a minimum grade of C. PSY A313 assumes student familiarity with basic concepts, methods, and vocabulary in psychology (gained in PSY A111), and well-developed writing skills commensurate with junior standing.

VI. Outline

1. Introduction to Psychology of Women
 - 1.1 Central Concepts and Definitions
 - 1.2 Biological and Genetic Influences
 - 1.3 Researching Gender: Methods and Biases
 - 1.4 Gender Stereotypes, Scripts, and Schemata
 - 1.5 Major Theoretical Perspectives
2. Female Physical, Social and Emotional Development Across the Lifespan
 - 2.1 Prenatal Sex Development
 - 2.2 Infancy and Childhood
 - 2.3 Puberty, Menstruation, and Adolescent Social Development
 - 2.4 Young and Middle Adulthood, Pregnancy, and Childbirth
 - 2.5 Older Adulthood and Menopause
3. Relationships and Sexuality
 - 3.1 Love Relationships, Marriage, Cohabitation, and Divorce
 - 3.2 Friendship and Social Relationships, and Social Support
 - 3.3 Sexual Orientation, Attitudes, and Behaviors
 - 3.4 Sexual Disorders and Diseases
 - 3.5 Contraception and Abortion
4. Women's Health and Well-Being
 - 4.1 Physical Health and Illness
 - 4.2 Health Care System
 - 4.3 Psychological Disorders and Therapy
 - 4.4 Women with Disabilities
 - 4.5 Sexual Assault, Rape, and Violence Against Women
5. Abilities, Achievement, School, and Work
 - 5.1 Cognitive Abilities and Attitudes About Success
 - 5.2 Gender and Communication Patterns
 - 5.3 Sexual Harassment
 - 5.4 Aggression, Power, and Discrimination in Education and the Workplace
 - 5.5 Integrating Work and Family Demands

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals

The instructor will:

1.	Provide students with basic terminology and vocabulary necessary for the study of gender, human sex differences, and psychology of women.
2.	Present major theoretical perspectives in the study of the psychology of women and gender.
3.	Describe quantitative and qualitative research methodologies (and potential biases) used to study gender differences and similarities.
4.	Present factual material on women's physical, social, psychological, and

	emotional development across the lifespan.
5.	Provide opportunities for discussion and writing on important facets of women's lives.

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures These outcomes will be assessed by one or more of the following:
1.	Demonstrate understanding of basic terminology, methods, and theoretical perspectives used to study gender and the psychology of women.	Examinations and written assignments.
2.	Apply methods and principles to answer empirical research questions.	Research projects including final project.
3.	Discuss current research findings on the psychology of women and gender.	In-class discussions and papers.

VIII. Suggested Text(s)

Lips, H. M. (2010). *A new psychology of women: Gender, culture, and ethnicity* (3rd ed.). Boston, MA: McGraw Hill.

Matlin, M. W. (2011). *The psychology of women* (7th ed.). Belmont, CA: Wadsworth.

IX. Bibliography

Etaugh, C., & Bridges, J. (2010). *Women's lives: A psychological exploration* (2nd ed.). Boston, MA: Pearson.

Renzetti, C. M., & Curran, D. J. (2003). *Women, men, and society* (5th ed.). Boston, MA: Allyn and Bacon.

Rider, E. A. (2005). *Our voices: Psychology of women* (2nd ed.). Hoboken, NJ: Wiley.

Shibley Hyde, J. (2007). *Half the human experience: The psychology of women*. Boston, MA: Houghton Mifflin.

Yoder, J. D. (2006). *Women and gender: Making a difference* (3rd ed.). Cornwall-on-Hudson, NY: Sloan Educational Publishing.



1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Psychology																	
2. Course Prefix PSY	3. Course Number A446	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (1+9)																	
6. Complete Course Title Applied Behavior Analysis Practicum Behavior Analysis Practicum 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status Yes # of Repeats 2 Max Credits 9																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
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Initiator Name (typed): <u>Gwen Lupfer-Johnson</u> Initiator Signed Initials: _____ Date: _____																					
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Arranged placement in supervised settings that provide Applied Behavior Analytic (ABA) services. Focus on behavior change procedures, data collection and graphing, program development, functional behavior assessment, and behavior intervention plans.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) PSY A445 with a minimum grade of B		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Instructor permission																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action There is a growing community need for expertise in Applied Behavior Analysis to work with specific populations, for example, children diagnosed with autism and related disorders, and there are no available courses to provide students with knowledge of ABA techniques. This course is designed to address this deficit by providing students with knowledge of ABA techniques. It is expected that completing this course will enhance the employability of interested students.																					

☐ Approved		☐ Disapproved		Dean/Director of School/College		Date	
Initiator (faculty only)		Date					
Gwen Lupfer-Johnson							
Initiator (TYPE NAME)							
☐ Approved				☐ Approved		Date	
☐ Disapproved		Department Chairperson		☐ Disapproved		Undergraduate/Graduate Academic Board Chairperson	
		Date					
☐ Approved				☐ Approved		Date	
☐ Disapproved		Curriculum Committee Chairperson		☐ Disapproved		Provost or Designee	
		Date				Date	

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

- I. Initiation Date:** Fall 2012
- II. Course Information**
- A. College: College of Arts and Sciences
 - B. Course Title: Applied Behavior Analysis Practicum
 - C. Course Subject/Number: PSY A446
 - D. Credit Hours: 3.0 Credits
 - E. Contact Time: Lecture Hours: 1 + 9
 - F. Grading Information: A-F
 - G. Course Description: Arranged placement in supervised settings that provide Applied Behavior Analytic (ABA) services. Focus on behavior change procedures, data collection and graphing, program development, functional behavior assessment, and behavior intervention plans.
 - H. Status of course relative to degree or certificate program: Elective
 - I. Lab Fees: Yes
 - J. Coordination: Faculty listserv
 - K. Course Prerequisites: PSY A445 with a minimum grade of B
 - L. Registration Restrictions: Instructor permission

III. Course Activities

Lecture: Students will attend lectures related to fieldwork activities.

Agency Placement: Students will submit a completed university-approved field experience agreement signed by the agency or placement site where students will complete practicums in an approved ABA setting, keeping an activity log of their experiences.

IV. Course Level Justification

The course builds on the psychological knowledge that results from the successful completion of PSY A445 with a minimum grade of B. The course is designed for advanced psychology students to apply knowledge and develop skills in the many positions requiring knowledge of ABA.

V. Topic Course Outline

- 1. Behavior Change Procedures
 - A. Three Term Contingencies
 - B. Discriminative Stimuli
 - C. Prompts
 - D. Prompt Fading
 - E. Reinforcement

2. Data Collection & Graphing
 - A. Data Recording Methods
 - 1) Frequency
 - 2) Duration
 - 3) Latency
 - 4) Intensity
 - 5) Per opportunity
 - 6) Interval
 - 7) Momentary Time Sampling
 - B. Trial by Trial, Probe, First Trial Data
 - C. Graphical Representation
3. Assessment
 - A. Assessment of Basic Language and Learning Skills (ABLLS)
 - B. Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP)
4. Program Development
 - A. Operational Definitions
 - B. Teaching Procedures
 - C. Measurement Procedures
 - D. Generalization
 - E. Maintenance of Appropriate Responses
5. Functional Behavior Assessment
 - A. Functions of Behavior
 - B. The Functional Behavior Analysis (FBA) Process
 - 1) Interview
 - 2) Observation
 - 3) Functional Analysis
6. Behavior Intervention Plans
 - A. Non-Contingent Reinforcement (NCR)
 - B. Extinction (EXT)
 - C. Differential Reinforcement of Alternative (DRA)

VI. Instructional Goals and Defined Outcomes

- A. Instructional Goals.
The instructor will:
 1. Describe the basic principles of ABA and how the principles apply to service delivery.
 2. Structure the learning environment to facilitate effective communication and interventions with clients.
 3. Provide specific feedback on performance to engender improvement.
 4. Describe the qualities of an effective intervention team.
 5. Structure the learning environment to facilitate critical thinking, problem solving, and decision-making.

6. Structure the learning environment to facilitate development of professional behaviors.

B. Defined Outcomes.

Upon successful completion of the course, the student will be able to do the following:

This student learning outcome will be assessed by one or more of the following:

1.	Apply communication skills, intervention skills, professional behavior, and current approaches in providing services.	Quizzes, class participation, assignments/papers, presentations, and site supervisor evaluation.
2.	Write programs based on assessment results.	Class participation, assignments/papers, and site supervisor evaluation.
3.	Apply critical-thinking, problem-solving, decision-making skills related to service delivery.	Quizzes, class attendance and participation, assignments/papers, presentations, and site supervisor evaluation.
4.	Implement programs with fidelity and take behavioral data with reliability.	Class attendance and participation, assignments/papers, and site supervisor evaluation.

VII. Suggested Texts

Fovel, J. T. (2002). *The ABA program companion, organizing quality programs for children with autism and PDD*. New York, NY: DRL Books.

Malott, R. W. & Trojan, E. A. (2008). *Principles of behavior* (6th ed.). Columbus, OH: Pearson.

VIII. Bibliography and Resources

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

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

Cooper, J.O., Heron, T.E., Heward, W.L. (2007). *Applied behavior analysis*, (2nd ed.). Columbus, OH: Pearson/Merrill-Prentice Hall Publishing Company.

- Crimmins, D., Farrell, A. F., Smith, P. W., Bailey, A. (2007). *Positive strategies for students with behavior problems*. Baltimore, MD: Brookes Publishing.
- Fawcett, S. B. (1991). Social validity: A note on methodology. *Journal of Applied Behavior Analysis*, 24, 235-239.
- Fisher, W. W., Piazza, C.C., & Roane, H.S. (2011). *Handbook of applied behavior analysis*. New York, NY: Guilford Press.
- Laraway, S., Snyderski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis*, 36, 407-414.
- Luiselli, J.K. (2012). *The handbook of high-risk challenging behaviors in people with intellectual and developmental disabilities*. Baltimore, MD: Brookes Publishing.
- Michael, J. (2000). Implications and refinements of the establishing operation concept. *Journal of Applied Behavior Analysis*, 33, 401-410.
- Schwartz, I. S., & Baer, D. M. (1991). Social validity assessments: Is current practice state of the art? *Journal of Applied Behavior Analysis*, 24, 189-204.



1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Psychology																	
2. Course Prefix PSY	3. Course Number A473	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Psychological Testing 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 <i>If a change, mark appropriate boxes:</i> ☐Prefix ☐Credits ☐Title ☐Grading Basis ☐Course Description ☐Test Score Prerequisites ☐Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other Update CCG (please specify) ☐Course Number ☐Contact Hours ☐Repeat Status ☐Cross-Listed/Stacked ☒Course Prerequisites ☐Co-requisites ☐Registration Restrictions			9. Repeat Status No# of Repeats Max Credits																		
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Initiator Name (typed): <u>Gloria Eldridge</u> Initiator Signed Initials: _____ Date: _____																					
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides an understanding of psychological measurement and test development. Topics include the history of testing, ethical testing practices, standardization, sources of bias, reliability, and validity. Common psychological tests are introduced.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) PSY A111 with a minimum grade of C and [PSY A260 with a minimum grade of C or STAT A252 with a minimum grade of C]		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Course content guide has not been updated since 2000.																					

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

Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences

I. Date of Initiation: February 9, 2012

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Subject/Number: PSY A473
- C. Number of Course Credits: 3.0
- D. Course Title: Psychological Testing
- E. Grading Basis: A - F
- F. Course Description: Provides an understanding of psychological measurement and test development. Topics include the history of testing, ethical testing practices, standardization, sources of bias, reliability, and validity. Common psychological tests are introduced.
- G. Prerequisites: PSY A111 with a minimum grade of C and [PSY A260 with a minimum grade of C or STAT A252 with a minimum grade of C]
- H. Registration Restrictions: None

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

- a. Provide a historical and contemporary overview of psychological testing
- b. Introduce the student to the definition of psychological testing and the range of applications of psychological testing
- c. Familiarize the student with the ethical and legal context of psychological testing and the responsibilities of users of psychological tests
- d. Provide knowledge of and practice in the interpretation of test scores
- e. Provide knowledge of psychological test construction and psychometric principles, including reliability and validity
- f. Expose the student to multicultural aspects of psychological testing
- g. Expose the student to common educational, clinical, and organizational applications of psychological testing
- h. Provide opportunities for students to apply concepts learned in class by analyzing evidence for the reliability and validity of selected psychological tests
- i. Provide opportunities for students to apply concepts learned in class through research-based critique of test construction

B. Student Learning Outcomes

Student Learning Outcomes Students will be able to:	Assessment Methods
Describe the historical and contemporary overview of psychological testing	Exams
Define psychological testing and describe the range of applications of psychological testing	Exams
Describe the ethical and legal context of psychological testing and the responsibilities of psychological test users	Exams, assignments, term paper
Interpret psychological test scores	Exams, assignments, term paper
Apply psychometric principles and the principles of psychological test construction	Exams assignments, term paper
State some major multicultural issues relevant to psychological testing	Exams, assignments, term paper
Describe common applications of psychological testing	Exams, assignments

IV. Guidelines for Evaluation

This course is designed to challenge students to think critically about the nature and role of psychological testing in our culture, specifically, the use of psychological tests in educational, clinical, and organizational settings. The course will teach students to critically appraise the use of psychological tests in different settings, select psychological tests with appropriate psychometric properties, and recognize appropriate uses of psychological testing, including the ethical and legal contexts in which psychological tests are administered, scored, interpreted, and used to make important decisions. The course focuses on both the history of and contemporary uses of psychological testing, psychometric principles and methods of test construction, legal and ethical implications of psychological testing, and the responsibilities of test users.

Classroom work includes didactic instruction, discussion of topical issues, and opportunities to practice test critiquing and test selection.

V. Course Level Justification

Course material appropriately prepares students for graduate study in clinical, counseling, or organizational psychology.

VI. Topical Course Outline

- A. Definition of psychological test and psychological testing
- B. Role of psychological testing in assessment
- C. History and contemporary uses of psychological testing
- D. Ethical and legal context of psychological testing, including test user qualifications and restrictions on test use
- E. Norms and test interpretation
- F. Psychometric principles, including reliability and validity
- G. Test construction
- H. Test selection and test use
- I. Multicultural aspects of test construction and use
- J. Use of psychological testing in education, clinical and organizational settings

VII. Suggested Texts

Miller, L.A., McIntire, S.A., & Lovler, R.L. (2011). *Foundations of psychological testing: A practical approach* (3rd Ed.). Thousand Oaks, CA: Sage Publications, Inc.

Salkind, N.J. (2006). *Test and measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications, Inc.

VIII. Bibliography

Allen, M.J., & Yen, W.M. (2002). *Introduction to measurement theory*. Long Grove, IL: Waveland Press.]

Boorsboom, D., Mellenbergh, G.J., & Van Heerden, J.V. (2004). The concept of validity. *Psychological Review*, 111, 1061-1071.

Hawkins, R.P., Mathews, J.R., & Hamdan, L. (1999). *Measuring behavioral health outcomes: A practical guide*. New York, NY: Kluwer Academic/Plenum Publishers.

Japuntich, S.J., Piper, M.E., Schlam, T.R., Bolt, D., & Baker, T.B. (2009). Do smokers know what we're talking about? The construct validity of nicotine dependence questionnaire measures. *Psychological Assessment*, 21, 595-607.

- Lyman, H.B. (1998). *Test scores and what they mean* (6th Ed.) Needham Heights, MA: Allyn & Bacon.
- Maisto, S.A., Krennek, M., Chung, T., Martin, C.S., Clark, D., & Cornelius, J. (2011). A comparison of the concurrent and predictive validity of three measures of readiness to change alcohol use in a clinical sample of adolescents. *Psychological Assessment*, 23, 983-994.
- Piper, M.E., Piasecki, T.M., Federman, E.B., Bolt, D.M., Smith, S.S., Fiore, M.C. et al. (2004). A multiple motives approach to tobacco dependence: The Wisconsin Inventory of Smoking Dependence Motives (WISDM-68). *Journal of Consulting and Clinical Psychology*, 72, 139-154.
- Shenasa, E.D., Graham, A.L., Burdzovic, J.A., & Buka, S.L. (2009). Psychometric properties of the Wisconsin Inventory of Smoking Dependence Motives (WISDM-68): A replication and extension. *Nicotine & Tobacco Research*, 11, 1002-1010.



1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Psychology																
2. Course Prefix PSY	3. Course Number A490	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)																
6. Complete Course Title Advanced Topics in Psychology: Advanced Topics in Psych Abbreviated Title for Transcript (30 character)																				
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																				
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☒ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☒ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status Yes # of Repeats 5 Max Credits 6																	
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																	
			11. Implementation Date semester/year From: Fall/2010 To: 99/9999																	
			12. ☐ Cross Listed with _____ ☒ Stacked with PSY A690 _____ 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 border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 20%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Departmental elective for BA or BS in psychology.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Departmental elective for BA or BS in psychology.				2.				3.			
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																				
15. Course Description (suggested length 20 to 50 words) Advanced coverage of a special topic in psychology of interest to those with previous coursework in psychology. Presented by researchers and/or behavioral health experts. Specific titles as announced. Some topics might have an additional course fee. Special Note: May be repeated for a maximum of 6 credits with different topics (different subtitles).																				
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) 12 credits of psychology																		
17. ☒ Mark if course has fees		18. ☒ Mark if course is a selected topic course																		
19. Justification for Action The new course description differentiates the course better from 100-level versions of psychology's 1 credit "topics" course.																				
☐ Approved ☐ Disapproved _____ Date _____ Initiator (faculty only) <u>Gwen Lupfer-Johnson</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Date _____ Department Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Curriculum Committee Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Dean/Director of School/College ☐ Approved ☐ Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Provost or Designee																				

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 2012

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Advanced Topics in Psychology:
- C. Course Subject/Number: PSY A490
- D. Credit Hours: 1-3 Credits
- E. Contact Time: 1-3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Advanced coverage of a special topic in psychology of interest to those with previous coursework in psychology. Presented by researchers and/or behavioral health experts. Specific titles to be announced.

Special Note: May be repeated for a maximum of 6 credits with different topics (different subtitles).

H. Status of course relative to degree or certificate program:
General elective for BA or BS degree.

- I. Lab Fees: Yes
- J. Coordination: Faculty listserv
- K. Course Prerequisites: None
- L. Registration Restrictions: 12 credits of psychology

III. Course Activities

Combined lecture-oriented and seminar/discussion-oriented course. Activities will vary from special topic to special topic, but in all special topics students will hear lectures, participate in classroom (or online) discussions about advanced readings, and hear, on occasion, guest speakers.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Although the content of the course will vary from one special topic/subtitle to another special topic/subtitle, students will always be evaluated on at least three of the following: (a) homework assignments, (b) in-class or online discussions, (c) exams, (d) a paper fitting the course level and number of credits.

V. Course Level Justification

As an advanced seminar, the course ought to be at the 400-level. Reflecting that, the course uses advanced readings and registration restrictions for students who have completed at least 12 credits in psychology.

VI. Outline

The specific outline will vary from one special topic/subtitle to another special topic/subtitle. However, all special topics/subtitles will cover the following, although not necessarily in the following order:

- A. Presentation of advanced theory, typically from journal articles and chapters from advanced textbooks
- B. Presentation of relevant research, typically from journal articles and specialized texts
- C. Applications to understanding a specialized issue in thinking, feeling, or behaving

Two examples are provided below:

Advanced Topics in Psychology: Mental Health Issues in Rural Alaska

- A. Discussion of journal articles and/or advanced book chapters with research findings on mental health issues in Alaska
 - 1. Prevalence rates and predictors of mental health problems in ‘urban’ Alaska vs. prevalence and predictors in ‘rural’ Alaska
 - 2. Prevalence and predictors of mental health strengths in urban and rural Alaska
 - 3. Comparison of rural mental health problems and strengths in rural Alaska and other rural areas
- B. Discussion of journal articles and/or book chapters that address theoretical explanations for mental health problems and mental health strengths in rural Alaska.
 - 1. Geographical considerations
 - 2. Cultural trauma
 - 3. Other theoretical explanations
- C. Discussion of journal articles and/or advanced book chapters with research findings and theory on mental health promotion in rural Alaska
 - 1. Culturally-appropriate practices
 - 2. Community-based interventions

Advanced Topics in Psychology: Autism-spectrum Disorders

- A. Discussion of journal articles and/or advanced book chapters on autism-spectrum disorders
 - 1. Diagnostic and Statistical Manual of Mental Disorders (DSM)
 - 2. Prevalence, predictors, comorbidity and consequences of autism
 - 3. Prevalence, predictors and consequences of Asperger’s syndrome
- B. Detailed theoretical explanations for autism-spectrum disorders
 - 1. Review of behavioral genetics and meta-analytic techniques
 - 2. Explanations for autism
 - a) Genetic explanations
 - b) Environmental explanations: unique and shared environment
 - c) Gene-environment interactions
 - 3. Explanations for Asperger’s syndrome
 - a) Genetic explanations
 - b) Environmental explanations: unique & shared environment
 - c) Gene-environment interactions
- C. Support for autism-spectrum disorders

1. Research evidence on best practices for support for people with autism-spectrum disorders
2. Research evidence on best practices for support for family members

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will, for a given topic:

1. Present advanced reading, lectures and discussions on relevant research
2. Present advanced reading, lectures and discussion on broad and narrower theory on a special topic in psychology.
3. Present readings, lectures, and discussions on application of the material to understanding people.

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

Student Learning Outcomes	Assessment Procedures
Summarize detailed hypotheses, methods, results and implications of specific research studies on a given topic in psychology	Homework assignments, discussions, exams, and/or papers.
Describe broad and narrow theoretical contributions on a given topic in psychology.	Homework assignments, discussions, exams, and/or papers.
Discuss applications of theory and research on a given topic.	Homework assignments, discussions, exams, and/or papers.

VIII. Suggested Text

Because this is a 'special topics' course that varies from topic/subtitle to topic/subtitle and semester to semester, it is not possible to suggest a text. Instead, each instructor will work with the Department Chair to identify a text and/or selected readings. The text and readings must be appropriate for the topic and the 400-level of the course and will typically include a mix of advanced books, specialized book chapters, and journal articles.

IX. Bibliography and Resources

See above comment about suggested texts.



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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 2012

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Advanced Topics in Psychology:
- C. Course Subject/Number: PSY A690
- D. Credit Hours: 1 - 3 Credits
- E. Contact Time: 1- 3 + 0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Special topics of interest in psychology offered to those with graduate standing in psychology. Presented by researchers and/or behavioral health experts. Designed for graduate students seeking advanced training in specific areas of clinical psychology. Specific titles to be announced.

Special Note: May be repeated for a maximum of 6 credits with different topics (different subtitles).

H. Status of course relative to degree or certificate program:
Selective for MS degree in Clinical Psychology.

- I. Lab Fees: Yes
- J. Coordination: faculty listserv
- K. Course Prerequisites: None
- L. Registration Restrictions: Graduate standing in psychology

III. Course Activities

Combined lecture and seminar/discussion course. Activities will vary depending on topic. For all special topics, students will hear lectures, participate in classroom (or online) discussions about advanced readings and, on occasion, hear presentations by guest speakers.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Although the content of the course will vary depending on topic/subtitle, students will always be evaluated on at least three of the following: (a) homework assignments, (b) in-class or online discussions, (c) exams, (d) advanced project and/or research paper appropriate to the course level and number of credits.

V. Course Level Justification

This course is a selective for the M.S. in Clinical Psychology. Therefore, the course must be at the 600-level. Reflecting that, students in the course will complete advanced readings in clinical psychology.

VI. Outline

The specific outline will vary depending on topic/subtitle. However, all special topics/subtitles will cover the following:

- A. Presentation of advanced theory, typically from journal articles and chapters from advanced textbooks.
- B. Presentation of relevant research, typically from journal articles and specialized texts.
- C. Applications of relevant, issues in thinking, feeling, or behaving.

Two example outlines are provided below:

Advanced Topics in Psychology: Mental Health Issues in Rural Alaska

- A. Discussion of journal articles and/or advanced book chapters with research finding on mental health issues in Alaska
 - 1. Prevalence rates and predictors of mental health problems in urban Alaska versus prevalence and predictors in rural Alaska
 - 2. Prevalence and predictors of mental health strengths in urban and rural Alaska.
 - 3. Comparison of rural mental health problems and strengths in rural Alaska and other rural areas.
- B. Discussion of journal articles and/or book chapters that discuss theoretical explanations for mental health problems and mental health strengths in rural Alaska.
 - 1. Geographical considerations
 - 2. Cultural trauma
 - 3. Other theoretical explanations
- C. Discussion of journal articles and/or advanced book chapters with research findings and theory on mental health promotion in rural Alaska
 - 1. Culturally-appropriate practices
 - 2. Community-based interventions

Advanced Topics in Psychology: Autism-spectrum Disorders

- A. Discussion of journal articles and/or advanced book chapters on autism spectrum disorders
 - 1. DSM
 - 2. Prevalence, predictors, comorbidity, and consequences of autism
 - 3. Prevalence, predictors, and consequences of Asperger's syndrome
- B. Detailed theoretical explanations for autism spectrum disorders
 - 1. Review of behavioral genetics and metaanalytic techniques
 - 2. Explanations for autism
 - a) Genetic explanations
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 - c) Gene-environment interactions
 - 3. Explanations for Asperger's syndrome
 - a) Genetic explanations
 - b) Environmental explanations: unique and shared environments
 - c) Gene-environment interactions
- C. Support for autism-spectrum disorders
 - 1. Research evidence on best practices for support of individuals with autism spectrum disorders
 - 2. Research evidence on best practices for support of family members of individuals with autism spectrum disorders

VII. Instructional Goals and Defined Outcomes

- A. Instructional Goals. The instructor will:
 - 1. Provide advanced readings and lectures and direct discussions on relevant research
 - 2. Provide advanced readings and lectures and direct discussion on broad and narrower theoretical issues relevant to a special topic in psychology
 - 3. Provide readings, lectures, and direct discussions on the application of the theoretical material
- B. Student Learning Outcomes. Students will be able to:

Student Learning Outcomes	Assessment Procedures
Summarize detailed hypotheses, methods, results, and implications of specific research studies with reference to a topic in psychology	Homework assignments, discussions, exams, advanced project, and/or research paper
Describe broad and narrow theoretical issues with reference to a topic in psychology	Homework assignments, discussions, exams, advanced project, and/or research paper
Discuss applications of theory and research with reference to the topic focused on	Homework assignments, discussions, exams, advanced project, and/or research paper

VIII. Suggested Text

Because this is a special topics course for which the topic/subtitle will vary, it is not possible to list appropriate textbooks. Each instructor will work with the Psychology Department Chair to identify appropriate textbooks and/or readings. The textbooks and readings will be appropriate in level and content for the topic focused on and the level (600) of the course and will typically include a mix of advanced books, specialized book chapters, and journal articles.

IX. Bibliography and Resources

See the above comment regarding suggested textbooks.



1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Psychology																	
2. Course Prefix PSY	3. Course Number A492	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) In-depth, discussion-oriented seminar for senior students who are pursuing a major or minor in psychology. Uses original-source materials and journal articles about a contemporary issue in psychology. Specific titles to be announced. Some topics might have an additional course fee. Special Note: May be repeated with a change in subtitle for a maximum of 6 credits.																					
16a. Course Prerequisite(s) (list prefix and number) None		16b. Test Score(s) N/A		16c. Co-requisite(s) (concurrent enrollment required) N/A																	
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17. ☒ Mark if course has fees		18. ☒ Mark if course is a selected topic course																			
19. Justification for Action The new course description differentiates the course better from the 1-credit "topics course," PSY A490.																					
Initiator (faculty only) <u>Rosellen Rosich</u> Date _____ Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College Date _____ ☐ Approved Undergraduate/Graduate Academic Date _____ ☐ Disapproved Board Chairperson ☐ Approved ☐ Disapproved Provost or Designee Date _____																					

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 2012

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: Senior Seminar: Contemporary Topics in Psychology
- C. Course Subject/Number: PSY A492
- D. Credit Hours: 3.0
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: In-depth, discussion-oriented seminar for senior students who are pursuing a major or minor in psychology. Uses original-source materials and journal articles about a contemporary issue in psychology. Specific titles to be announced.

Special Note: May be repeated with a change in subtitle for a maximum of 6 credits.

- H. Status of course relative to degree or certificate program:
General elective for BA or BS degree.

- I. Lab Fees: Yes
- J. Coordination: Faculty listserv
- K. Course Prerequisites: None
- L. Registration Restrictions: 12 credits of psychology

III. Course Activities

Combined lecture-oriented and seminar/discussion-oriented course. Activities will vary from special topic to special topic, but in all special topics students will hear lectures, participate in classroom (or online) discussions about advanced readings, and hear, on occasion, guest speakers.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Although the content of the course will vary from one special topic/subtitle to another special topic/subtitle, students will always be evaluated on at least three of the following: (a) homework assignments, (b) in-class or online discussions, (c) exams, (d) a paper fitting the course level and number of credits.

V. Course Level Justification

As an advanced seminar, the course ought to be at the 400-level. Reflecting that, the course uses advanced readings and registration restrictions for students who have completed at least 12 credits in psychology.

VI. Outline

The specific outline will vary from one special topic/subtitle to another special topic/subtitle. However, all special topics/subtitles will cover the following, although not necessarily in the following order:

- A. Presentation of advanced theory, typically from journal articles and chapters from advanced textbooks.
- B. Presentation of relevant research, typically from journal articles and specialized texts.
- C. Applications to understanding a specialized issue in thinking, feeling, or behaving.

Two examples are provided below:

Advanced Topics in Psychology: Mental Health Issues in Rural Alaska

- A. Discussion of journal articles and/or advanced book chapters with research findings on mental health issues in Alaska
 - 1. Prevalence rates and predictors of mental health problems in ‘urban’ Alaska vs. prevalence and predictors in ‘rural’ Alaska
 - 2. Prevalence and predictors of mental health strengths in urban and rural Alaska.
 - 3. Comparison of rural mental health problems and strengths in rural Alaska and other rural areas.
- B. Discussion of journal articles and/or book chapters that address theoretical explanations for mental health problems and mental health strengths in rural Alaska.
 - 1. Geographical considerations
 - 2. Cultural trauma
 - 3. Other theoretical explanations
- C. Discussion of journal articles and/or advanced book chapters with research findings and theory on mental health promotion in rural Alaska
 - 1. Culturally-appropriate practices
 - 2. Community-based interventions

Advanced Topics in Psychology: Autism-spectrum Disorders

- A. Discussion of journal articles and/or advanced book chapters on autism-spectrum disorders
 - 1. DSM
 - 2. Prevalence, predictors, comorbidity and consequences of autism
 - 3. Prevalence, predictors and consequences of Asperger’s syndrome
- B. Detailed theoretical explanations for autism-spectrum disorders
 - 1. Review of behavioral genetics and meta-analytic techniques
 - 2. Explanations for autism
 - a) Genetic explanations
 - b) Environmental explanations: unique and shared environment
 - c) Gene-environment interactions

3. Explanations for Asperger's syndrome
 - a) Genetic explanations
 - b) Environmental explanations: unique & shared environment
 - c) Gene-environment interactions
- C. Support for autism-spectrum disorders
 1. Research evidence on best practices for support for people with autism-spectrum disorders
 2. Research evidence on best practices for support for family members

VII. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will, for a given topic:

1. Present advanced reading, lectures and discussions on relevant research
2. Present advanced reading, lectures and discussion on broad and narrower theory on a special topic in psychology
3. Present readings, lectures, and discussions on application of the material to understanding people

B. Defined Outcomes. Students will be able to:

Student Learning Outcomes	Assessment Procedures
Summarize detailed hypotheses, methods, results and implications of specific research studies on a given topic in psychology	Homework assignments, discussions, exams, and/or papers.
Describe broad and narrow theoretical contributions on a given topic in psychology.	Homework assignments, discussions, exams, and/or papers.
Discuss applications of theory and research on a given topic.	Homework assignments, discussions, exams, and/or papers.

VIII. Suggested Text

Because this is a 'special topics' course that varies from topic/subtitle to topic/subtitle and semester to semester, it is not possible to suggest a text. Instead, each instructor will work with the Department Chair to identify a text and/or selected readings. The text and readings must be appropriate for the topic and the 400-level of the course and will typically include a mix of advanced books, specialized book chapters, and journal articles.

IX. Bibliography and Resources

See above comment about suggested texts.



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A100	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 1.0 Credit	5b. Contact Hours (Lecture + Lab) (1+0)																	
6. Complete Course Title The Profession of Dietetics Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☒ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☒ Other Restrictions ☐ Class ☐ Level ☐ College ☒ Major ☐ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:30%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:30%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. BS Dietetics</td> <td>202-203</td> <td>1/30/12</td> <td>Tim Doebler</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS Dietetics	202-203	1/30/12	Tim Doebler	2.				3.			
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Initiator Name (typed): <u>Amanda Walch</u> Initiator Signed Initials: _____ Date: _____																					
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Introduces students to the professional opportunities in the field of nutrition and dietetics with an emphasis on academic preparation, acquisition of professional credentials and career ladderding.																					
16a. Course Prerequisite(s) (list prefix and number) None		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 This course is required for the Dietetics degree program that is accredited by the Accreditation Council for Education in Nutrition and Dietetics. A change of name is being requested to more adequately describe the course.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved _____ Initiator (faculty only) Date _____ Initiator (TYPE NAME) _____ Department Chairperson Date _____ Curriculum Committee Chairperson Date ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved _____ Dean/Director of School/College Date _____ Undergraduate/Graduate Academic Board Chairperson Date _____ Provost or Designee Date																					

Course Content Guide

Department:	Culinary Arts, Hosp./Dietetics & Nutrition	Date: January 26, 2012
Course Number:	DN A100	
Course Title:	The Profession of Dietetics	
Credits:	1.0	

I. Course Description:

Introduces students to the professional opportunities in the field of nutrition and dietetics with an emphasis on academic preparation, acquisition of professional credentials and career ladder.

II. Course Design

- A. Designed for students in the BS in Dietetics major.
- B. 1.0 credit
- C. Total time of student involvement – 45 hours per semester
 - Lecture: 1 hour per week instruction
 - Homework: a minimum of 2 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics major
- E. No lab fee
- F. Course may be taught during any time frame, but not less than one week.
- G. This is a revised course.
- H. Coordinated with UAA Faculty Listserv
- I. Course level justification: Introduces body of knowledge in the nutrition and dietetics field.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information, interview project, self-reflection assignment and resume project will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: None

Registration Restrictions: Declared Pre-Dietetics or Dietetics Majors

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 The Profession of Dietetics
 - 2.1 Education requirements
 - 2.2 Professional credentials
 - 2.3 Areas of professional practice
 - 2.4 Professional responsibilities
 - 2.5 Professional organizations
 - 2.6 Career ladder opportunities
- 3.0 Governance of Nutrition and Dietetics Profession
 - 3.1 Professional regulations
 - 3.1.1 Code of ethics
 - 3.1.2 Scope of dietetics practice framework
 - 3.1.3 Standards of professional performance
 - 3.2 State regulations
 - 3.3 Federal regulations
 - 3.4 Health Information Portability Protection Act (HIPPA)
- 4.0 Interdisciplinary Relationships
 - 4.1 Nutrition and dietetics professionals
 - 4.2 The medical team
- 5.0 Resume Development
 - 5.1 Basic format
 - 5.2 Required content
 - 5.3 Inclusion recommendations
- 6.0 Portfolio Development
 - 6.1 Basic format
 - 6.2 Required content
 - 6.3 Inclusion recommendations

VII. Suggested Text:

Payne-Palacio, J., & Canter, D. (2011). *The profession of dietetics: A team approach* (4th ed.). Baltimore, MD: Lippincott, Williams & Wilkins.

VIII. Bibliography:

Beshara, T. (2008). *Acing the interview: How to ask and answer the questions that will get you the job*. Boston, MA: AMACOM.

Wallace, R. (2008). *The only resume and cover letter book you'll ever need: 600 resumes for all industries, 600 cover letters for every situation, 150 positions from entry level to CEO*. Cincinnati, OH: Adams Media.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepares students for their pathway to academic and professional development in the profession of nutrition and dietetics.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
Upon successful completion of this course, student will be able to do the following:	This outcome will be assessed by one or more of the following:
Identify future professional options following graduation.	Discussion
Describe academic and professional requirements for preparation in the profession of nutrition and dietetics.	Discussion
Compare and contrast academic and professional requirements for chosen career pathway in the field of nutrition and dietetics.	Discussion Self-reflection assignment
Produce a professionally formatted portfolio based on recommended format and inclusion criteria.	Discussion Portfolio project



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A101	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Principles of Nutrition Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached coordination table.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached coordination table.				2.				3.			
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Studies nutrition in the life cycle including food sources and requirements of nutrients; physiological and metabolic aspects of nutrient function; food choices, selection, cultural and contemporary issues of concern to consumers.																					
16a. Course Prerequisite(s) (list prefix and number) None		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 Change in student outcomes and assessment procedures.																					
Initiator (faculty only) _____ Date _____ Amanda Walch Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

13a. DN A101 Impacted Courses or Programs: List any programs or college requirements that require this course.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. BA Hospitality and Restaurant Management: nutrition track	197	1/30/12	Tim Doebler
2. AAS Culinary Arts	195-196	1/30/12	Tim Doebler
3. Nutrition Minor (selective)	205	1/30/12	Tim Doebler
4. Occupational Endorsement Certificate, Fitness Leadership (selective)	207	2/10/12	Sandra Carroll-Cobb
5. AAS Medical Assisting (selective)	211	2/10/12	Robin Wahto
6. AAS Dental Assisting (selective)	197-198	2/10/12	Robin Wahto
7. ASS Dental Hygiene (selective)	199-200	2/10/12	Robin Wahto

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition **Date:** January 26, 2012
Course Number: DN A101
Course Title: Principles of Nutrition
Credits: 3.0

I. Course Description:

Studies nutrition in the life cycle including food sources and requirements of nutrients; physiological and metabolic aspects of nutrient function; food choices, selection, cultural and contemporary issues of concern to consumers.

II. Course Design

- A. Designed for students interested in health and nutrition.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BA in Hospitality and Restaurant Management: nutrition track, AAS in Culinary Arts, Nutrition Minor (selective), Occupational Endorsement Certificate, Fitness Leadership (selective), AAS in Medical Assisting (selective), AAS in Dental Assisting (selective) and AAS in Dental Hygiene (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality and Restaurant Management, Culinary Arts, Fitness Leadership, Medical Assisting, Dental Assisting, Dental Hygiene, and UAA Faculty Listserv
- I. Course level justification: No prior knowledge of nutrition is required for this course.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information, nutrition improvement project, and diet analysis assignment will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: None

Registration Restrictions: None

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety

- 1.1 Campus and online safety
- 1.2 Classroom and laboratory protection

2.0 What You Eat and Why

- 2.1 Classes and sources of nutrients
- 2.2 Current state of the North American diet
- 2.3 Improving our diet

3.0 Tools for Designing a Healthy Diet

- 3.1 Diet planning principles
- 3.2 Measurement of nutritional status
- 3.3 Recommendations for diet planning
- 3.4 Determining nutrition fact from fiction

4.0 The Human Body: A Nutrition Perspective

- 4.1 Cardiovascular system
- 4.2 Lymphatic system
- 4.3 Nervous system
- 4.4 Endocrine system
- 4.5 Immune system
- 4.6 Digestive system

5.0 Nutrition and Culture

- 5.1 Alaska Native traditional foods
- 5.2 Cultural food norms of five largest minority groups in Alaska

6.0 Carbohydrates

- 6.1 Simple carbohydrates
- 6.2 Complex carbohydrates
- 6.3 Fiber
- 6.4 Sweeteners
- 6.5 The body's use of carbohydrates

7.0 Lipids

- 7.1 Properties and main types
- 7.2 Fats and oils in foods
- 7.3 The body's use of lipids

8.0 Proteins

- 8.1 Properties
- 8.2 Digestion and absorption
- 8.3 The body's use of proteins
- 8.4 Vegetarian diets

- 9.0 Alcohol
 - 9.1 Alcohol metabolism
 - 9.2 Alcohol abuse
- 10.0 Vitamins
 - 10.1 Fat soluble vitamins
 - 10.2 Water soluble vitamins
- 11.0 Water and Minerals
 - 11.1 Water in the body
 - 11.2 Major minerals
 - 11.3 Trace minerals
- 12.0 Energy Balance and Weight Control
 - 12.1 Energy use by the body
 - 12.2 Energy imbalance
 - 12.3 Dietary advice for athletes
 - 12.4 Anorexia nervosa
 - 12.5 Bulimia nervosa
- 13.0 Pregnancy and Breastfeeding
 - 13.1 Prenatal growth and development
 - 13.2 Nutrient needs in pregnancy
 - 13.3 Breastfeeding nutrition issues
- 14.0 Nutrition from Infancy Through Adolescence
 - 14.1 Infant growth and nutrition needs
 - 14.2 Preschool children and nutrition needs
 - 14.3 School-age children and nutrition needs
 - 14.4 Teenage years and nutrition needs
- 15.0 Nutrition During Adulthood
 - 15.1 Diet for the adult years
 - 15.2 Nutritional implications of aging
 - 15.3 Nutrient needs in middle age and older adulthood

VII. Suggested Text:

Wardlaw, G.M., & Smith, A.M. (2006) *Contemporary nutrition* (8th ed.). Boston, MA: McGraw Hill.

VIII. Bibliography:

Brown, J.E. (2008). *Nutrition through the life cycle* (4th ed.). Boston, MA: Wadsworth.

Office of Disease Prevention and Health Promotion (n.d). *Dietary guidelines for Americans*. Retrieved from <http://www.health.gov/dietaryguidelines/>

Neidert, K.C., & Dorner, B. (2004). *Nutrition care of the older adult* (2nd ed.). Chicago, IL: American Dietetic Association.

Rolfes, S.R., Pinna, K., & Whitney, E. (2011). *Understanding normal and clinical nutrition* (9th ed.). Belmont, CA: Wadsworth.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase student knowledge base to make important nutrition decisions, identify nutrition fact from fiction and foster the development of lifelong nutrition habits.

B. Student Outcomes/Assessment Procedures:

Student Outcomes Upon successful completion of this course, student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Identify the six nutrients and how they are utilized in the body.	Exam
Analyze personal diet through individual computer analysis and identify areas for improvement.	Project
Identify role of macronutrient and micronutrient in the body, recommended intakes, health effects and food sources.	Discussion Exam
Explain principles of energy balance, weight maintenance, body composition and health.	Discussion Exam
Describe key nutrition concepts and principles through the lifespan from prenatal to geriatrics.	Exam
Compare and contrast contemporary and controversial issues in nutrition with current peer-reviewed research.	Discussion Project



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A151	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Nutrition Through the Life Cycle Nutr. Through the Life Cycle Abbreviated Title for Transcript (30 character)																					
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces nutritional needs and dietary recommendations through the life cycle: newborns, infants, toddlers, preschool and school-age children, adolescents, adults and the elderly. Covers common childhood, adolescent, adult and elderly conditions and corresponding nutrition interventions.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) None		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Change in student outcomes and assessment procedures.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved _____ Initiator (faculty only) Date _____ <u>Amanda Walch</u> Initiator (TYPE NAME) _____ Department Chairperson Date _____ _____ Curriculum Committee Chairperson Date _____ _____ Dean/Director of School/College Date _____ _____ Undergraduate/Graduate Academic Board Chairperson Date _____ _____ Provost or Designee Date _____																					

13a. DN A151 Impacted Courses or Programs: List any programs or college requirements that require this course.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. BS Dietetics	202-203	1/30/12	Tim Doebler
2. BS Nutrition	203-205	1/30/12	Tim Doebler
3. BA Hospitality and Restaurant Management: nutrition track	197	1/30/12	Tim Doebler
4. Nutrition Minor (selective)	205	1/30/12	Tim Doebler

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition **Date:** January 30, 2012
Course Number: DN A151
Course Title: Nutrition Through the Life Cycle
Credits: 3.0

I. **Course Description:**

Introduces nutritional needs and dietary recommendations through the life cycle: newborns, infants, toddlers, preschool and school-age children, adolescents, adults and the elderly. Covers common childhood, adolescent, adult, and elderly conditions and corresponding nutrition interventions.

II. **Course Design:**

- A. Designed for students in dietetics and nutrition, early childhood education through adult education, health profession fields, and those interested in health and nutrition.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside, including reading, study or information gathering
- D. Required for BS in Dietetics, BS in Nutrition, BA in Hospitality & Restaurant Management: nutrition track, and Nutrition Minor (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality and Restaurant Management and UAA Faculty Listserv
- I. Course level justification: No prior knowledge of nutrition is required for this course.

III. **Course Activities:**

Course activities will be composed of course lectures and discussion. Reading of assigned information and projects including a nutrient analysis assignment, research on special diet and nutrition conditions, and an assignment on current nutrition programs will comprise outside activities.

IV. **Course Prerequisites/Registration Restrictions:**

Prerequisites: None
Registration Restrictions: None

V. **Course Evaluation:**

Course will be graded A – F.

VI.

Course Curriculum:

1.0 Safety

- 1.1 Campus and online safety
- 1.2 Classroom and laboratory protection

2.0 Nutrition Basics

- 2.1 Classification of nutrients
- 2.2 Standard nutrition guidelines
- 2.3 Nutrition labels

3.0 Nutrition During Preconception and Pregnancy

- 3.1 Recommended dietary intakes for preconceptional and pregnant women
- 3.2 Healthy diets for pregnancy

4.0 Lactation

- 4.1 Physiology of lactation
- 4.2 Human milk composition
- 4.3 The breastfeeding infant
- 4.4 Infant allergies
- 4.5 Maternal diet

5.0 Newborn and Infant Nutrition

- 5.1 Energy and nutrient needs
- 5.2 Breastfeeding and formula feeding
- 5.3 Introduction of solids
- 5.4 Common nutrition problems

6.0 Toddler and Preschool Nutrition

- 6.1 Normal growth and development
- 6.2 Energy and nutrient needs
- 6.3 Common nutrition problems

7.0 School-Age and Adolescent Nutrition

- 7.1 Normal growth and development
- 7.2 Energy and nutrient needs
- 7.3 Common nutrition problems
- 7.4 Promoting healthy eating and physical activity behaviors

8.0 Adult Nutrition

- 8.1 Physiological changes during adulthood
- 8.2 Energy and nutrient needs
- 8.3 Common nutrition problems
- 8.4 Physical activity recommendations

9.0 Nutrition for the Older Adult

- 9.1 Physiological changes in the older adult
- 9.2 Nutrition assessment of older adults
- 9.3 Energy and nutrient needs

- 9.4 Food safety recommendations
- 9.5 Health issues and related nutrition considerations
- 10.0 Community Food and Nutrition Programs
 - 10.1 Community resources
 - 10.2 Public policy
 - 10.3 Health promotion and disease prevention
 - 10.4 Nutrition education resources and tools
- 11.0 Food Selection and Meal Planning
 - 11.1 Factors affecting food selection at different stages of the life cycle
 - 11.2 Meal planning and food purchasing considerations

VII. Suggested Text:

Brown, J.E. (2008). *Nutrition through the life cycle* (4th ed.). Boston, MA: Wadsworth.

VIII. Bibliography

Bernstein, M., & Luggen, A.S. (2010). *Nutrition for the older adult*. Sudbury, MA: Jones and Bartlett.

Rolfes, S.R., Pinna, K., & Whitney, E. (2009). *Understanding normal and clinical nutrition* (8th ed.). Belmont, CA: Wadsworth.

Satter, E. (2000). *Child of mine: Feeding with love and good sense*. Berkeley, CA: Bull.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Introduce the nutritional needs of children, adults and the elderly. Present common childhood, adult and elderly conditions and corresponding nutrition interventions.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
List energy and nutrient needs for each stage of life.	Discussion Exam
Identify areas for improvement in dietary intake of children, adults and/or the elderly.	Project
Outline approach to addressing specialized diets of a nutrition condition.	Project
Research nutrition programs available at each stage of life.	Written report
Explain common childhood, adult and elderly conditions and corresponding nutrition interventions.	Discussion Exam



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A155	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Survey of Alaska Native Nutrition Survey of AK Native Nutrition Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached coordination table.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached coordination table.				2.				3.			
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1. See attached coordination table.																					
2.																					
3.																					
Initiator Name (typed): <u>Amanda Walch</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Surveys traditional foods and their role in the physical, social and mental health issues of Alaska Natives within six geo-social regions of Alaska (Arctic/Western, Interior, Aleutian Chain, Southeast, Southcentral and Urban Alaska).																					
16a. Course Prerequisite(s) (list prefix and number) None		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 Change in student outcomes and assessment procedures.																					
Initiator (faculty only) _____ Date _____ Amanda Walch Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

13a. DN A155 Impacted Courses or Programs: List any programs or college requirements that require this course.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. BS Dietetics	202-203	1/30/12	Tim Doebler
2. BS Nutrition: community nutrition track	203-205	1/30/12	Tim Doebler
3. BA Hospitality and Restaurant Management: nutrition track (selective)	197	1/30/12	Tim Doebler
4. Nutrition Minor (selective)	205	1/30/12	Tim Doebler

Course Content Guide

Department:	Culinary Arts, Hosp./Dietetics & Nutrition	Date: January 30, 2012
Course Number:	DN A155	
Course Title:	Survey of Alaska Native Nutrition	
Credits:	3.0	

I. **Course Description:**

Surveys traditional foods and their role in the physical, social and mental health issues of Alaska Natives within six geo-social regions of Alaska (Arctic/Western, Interior, Aleutian Chain, Southeast, Southcentral and Urban Alaska).

II. **Course Design:**

- A. Designed for students in health related fields and those interested in Alaska Native culture, traditional foods and nutritional issues.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside, including reading, study or information gathering
- D. Required for BS in Dietetics, BS in Nutrition: community nutrition track, BA in Hospitality & Restaurant Management: nutrition track (selective), and Nutrition Minor (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality and Restaurant Management and UAA Faculty Listserv
- I. Course level justification: No prior knowledge of nutrition is required for this course.

III. **Course Activities:**

Course activities will be composed of course lectures and discussion. Reading of assigned information and preparing reports will comprise outside activities.

IV. **Course Prerequisites/Registration Restrictions:**

Prerequisites: None

Registration Restrictions: None

V. **Course Evaluation:**

Course will be graded A – F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Key Nutrition Facts
 - 2.1 Key items
 - 2.2 Traditional and non-traditional foods
- 3.0 Overview of Alaska Natives
 - 3.1 Importance of food to culture
 - 3.2 Leading causes of death and morbidity
- 4.0 Historical Perspective of Alaska Native Nutrition
 - 4.1 Traditional diets
 - 4.2 Impact of Western culture
- 5.0 Nutrition Issues Across the State Related to Alaska Native Nutrition
 - 5.1 Overweight and obesity
 - 5.2 Diabetes
 - 5.3 Cancer
 - 5.4 Heart disease
- 6.0 Statewide Nutrition Programs
 - 6.1 Maternal and child health/Women, Infants & Children (WIC) program
 - 6.2 Children and youth health
 - 6.3 Adults and elders
- 7.0 Arctic/Western Region
 - 7.1 Traditional foods
 - 7.2 Special nutritional concerns
 - 7.3 Model programs
- 8.0 Interior Region
 - 8.1 Traditional foods
 - 8.2 Special nutritional concerns
 - 8.3 Model programs
- 9.0 Aleutian and Southeast Alaska Region
 - 9.1 Traditional foods
 - 9.2 Special nutritional concerns
 - 9.3 Model programs

VII. Suggested Text:

Alaska Native Tribal Health Consortium Cancer Program. (2008). *Traditional Food Guide for Alaska Native Cancer Survivors*. Anchorage, AK: Author.

VIII. Bibliography

Nobmann, E.D., & Lanier, A.P. (2001). Dietary intake among Alaska Native women residents of Anchorage, Alaska. *International Journal of Circumpolar Health*, 60, 123-137.

Risica, P.M., Schraer, C., Ebbesson, S.O., Nobmann, E., & Caballero, B. (2000). Overweight and obesity among Alaskan Eskimos of the Bering Straits region: The Alaskan Siberia project. *International Journal of Obesity*, 24, 939-944.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Introduce students to the nutritional issues of Alaska Natives. Increase the level of knowledge of traditional Alaskan food for health care providers and other students.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Describe ways in which native foods are important to the health of Alaska Natives.	Discussion Exam
Identify regional and statewide Alaska Native nutrition issues.	Discussion Exam
Describe Alaska Native regional foods and their benefits.	Discussion Exam
Summarize programs addressing Alaska Native nutrition issues throughout the state.	Discussion Written assignment
Describe national nutrition recommendations and discuss how they apply to Alaska Native diets.	Discussion Exam



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition	
2. Course Prefix DN	3. Course Number A203	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Nutrition for Health Sciences Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Summer/2012 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.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. See attached coordination table.					
2.					
3.					
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Studies nutrition in the life cycle including food sources and requirements of nutrients; physiological and metabolic aspects of nutrient function. Reviews disease states, food selection, cultural and contemporary issues of concern to health professionals.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) [BIOL A112 and BIOL A112L or CHEM 104 or CHEM A106] and [ENGL A111 or ENGL A1W] with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Addition of ENGL prerequisite to promote student success in writing assignments in course; change in student outcomes and assessment procedures.					
☐ Approved ☐ Disapproved <u>Kendra Sticka</u> Date _____ Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Date _____ Dean/Director of School/College ☐ Approved ☐ Disapproved _____ Date _____ Department Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Curriculum Committee Chairperson ☐ Approved ☐ Disapproved _____ Date _____ Provost or Designee					

13a. DN A203 Impacted Courses or Programs: List any programs or college requirements that require this course.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. BS Dietetics	202-203	1/30/12	Tim Doebler
2. BS Nutrition	203-205	1/30/12	Tim Doebler
3. BA Hospitality & Restaurant Management: nutrition track	197	1/30/12	Tim Doebler
4. Nutrition Minor	205	1/30/12	Tim Doebler
5. AAS in Dental Hygiene	198-200	2/10/12	Robin Wahto
6. AAS in Medical Assisting	213	2/10/12	Robin Wahto
7. AAS in Nursing	160-161	2/10/12	Marie Samson
8. BS in Nursing	162-164	2/10/12	Marie Samson
9. BS in Physical Education	208	2/10/12	Sandra Carroll-Cobb
10. Minor in Health & Fitness Leadership	209	2/10/12	Sandra Carroll-Cobb
11. Minor in Athletic Training	208	2/10/12	Sandra Carroll-Cobb
12. Occupational Endorsement Certificate, Fitness Leadership	207	2/10/12	Sandra Carroll-Cobb

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition **Date:** February 10, 2012
Course Number: DN A203
Course Title: Nutrition for Health Sciences
Credits: 3.0

I. Course Description:

Studies nutrition in the life cycle including food sources and requirements of nutrients; physiological and metabolic aspects of nutrient function. Reviews disease states, food selection, cultural and contemporary issues of concern to health professionals.

II. Course Design:

- A. Designed for students in health related fields.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside, including reading, study or information gathering
- D. Required for BS in Dietetics, BS in Nutrition, BA in Hospitality & Restaurant Management, nutrition track, BS in Nursing, BS in Physical Education (selective), AAS in Dental Hygiene (selective), AAS in Medical Assisting (selective), AAS in Nursing, Minor in Health & Fitness Leadership (selective), Minor in Athletic Training (selective), and Occupational Endorsement Certificate, Fitness Leadership (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with HPER, Nursing, Allied Health, and UAA Faculty Listserv
- I. Course level justification: Prior knowledge of human anatomy and physiology or organic and biochemistry is essential for this course as well as basic college writing skills.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information, evaluation of peer-reviewed literature, nutrition and disease and diet analysis assignments will comprise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisites: {[BIOL A112 and BIOL A112L] or CHEM A104 or CHEM A106} (or concurrent enrollment) and ENGL A111} with a grade of C or better

Registration Restrictions: None

V. Course Evaluation:

Course will be graded A – F.

VI. Course Curriculum:

1.0 Safety

- 1.1 Campus and online safety
- 1.2 Classroom and laboratory protection

2.0 Overview of Nutrition

- 2.1 Food choices
- 2.2 Role of culture in food choices
- 2.3 Science of nutrition
- 2.4 Dietary reference intakes
- 2.5 Nutrition research

3.0 Planning a Healthy Diet

- 3.1 Principles and guidelines
- 3.2 Diet-planning guidelines
- 3.3 Food labels

4.0 Digestion, Absorption and Transport

- 4.1 Digestion and absorption
- 4.2 Circulatory system

5.0 Carbohydrates

- 5.1 Simple carbohydrates
- 5.2 Complex carbohydrates
- 5.3 Digestion and absorption of carbohydrates
- 5.4 Overview of diabetes and nutrition

6.0 Lipids

- 6.1 Fatty acids, triglycerides, phospholipids, and sterols
- 6.2 Digestions, absorption, and transport of lipids
- 6.3 Overview of heart disease and nutrition

7.0 Protein

- 7.1 Amino acids
- 7.2 Digestion and absorption of proteins
- 7.3 Roles of protein in the body
- 7.4 Overview of kidney disease and nutrition

8.0 Metabolism

- 8.1 Metabolic reactions in the body
- 8.2 Energy utilization
- 8.3 Overview of alcohol and nutrition

9.0 Energy Balance and Weight Management

- 9.1 Body weight and body composition
- 9.2 Effects and implications of obesity
- 9.3 Weight management strategies

10.0 Vitamins

10.1 Water-soluble vitamins

10.2 Fat-soluble vitamins

10.3 Antioxidants

10.4 Dietary supplements

11.0 Water and Minerals

11.1 Water and the body fluids

11.2 Major minerals

11.3 Trace minerals

11.4 Phytochemicals and functional foods

12.0 Nutrition in life stages

12.1 Pregnancy and lactation

12.2 Infancy, childhood and adolescence

12.3 Adulthood and the later years

12.4 Community nutrition programs

VII. Suggested Text(s):

Blake, J.S., Munoz, K.D., & Volpe, S. (2010). *Nutrition from science to you*. San Francisco, CA: Pearson Education.

VIII. Bibliography

American Dietetic Association. (2012). *Nutrition care manual*. Retrieved from: www.nutritioncaremanual.org

Bernstein, M., & Luggen, A.S. (2010). *Nutrition for the older adult*. Sudbury, MA: Jones and Bartlett.

Brown, J.E. (2008). *Nutrition through the life cycle* (4th ed.). Boston, MA: Wadsworth.

Satter, E. (2000). *Child of mine: Feeding with love and good sense*. Berkeley, CA: Bull.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase student knowledge base to make appropriate health care decisions, identify nutrition fact from fiction, and promote the development of lifelong nutrition habits. Relate nutrition principles to disease states. Locate and evaluate peer-reviewed nutrition literature.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Compare and contrast the six classes of nutrients and how they are utilized in the body.	Exam Discussion
Analyze personal diet through individual computer analysis and identify areas for improvement.	Project
Examine the role of each macronutrient and micronutrient in the body, recommended intakes, health effects, and food sources.	Exam Discussion
Apply principles of energy balance, weight maintenance, and body composition as they relate to health.	Exam Discussion
Compare and contrast key nutrition concepts and principles through the lifespan from prenatal to geriatrics.	Exam
Incorporate peer-reviewed literature to relate nutrition principles to disease states.	Project



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition	
2. Course Prefix DN	3. Course Number A215	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Sports Nutrition					
Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Summer/2012 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 .					
Impacted Program/Course		Catalog Page(s) Impacted		Date of Coordination	
1. See attached coordination table.					
2.					
3.					
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Examines nutrition guidelines and nutrient intakes, emphasizing health and performance of physically active individuals. Includes a review of body composition and weight control.					
16a. Course Prerequisite(s) (list prefix and number) [BIOL A111, BIOL A111L, BIOL A112, and BIOL A112L] with a grade of C or better		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 Updated prerequisites to require students to have a more complete foundation of anatomy and physiology prior to enrolling in this course to enable success in applying prerequisite knowledge to course topic areas. Updated student outcomes and assessment procedures.					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved _____ Initiator (faculty only) <u>Kendra Sticka</u> Initiator (TYPE NAME) _____ Department Chairperson _____ Curriculum Committee Chairperson _____ Date _____ Date _____ Date _____ Date ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved _____ Dean/Director of School/College _____ Undergraduate/Graduate Academic Board Chairperson _____ Provost or Designee _____ Date _____ Date _____ Date					

13a. DN A215 Impacted Courses or Programs: List any programs or college requirements that require this course.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Nutrition Minor	205	1/30/12	Tim Doebler
2. BS in Physical Education	208	2/10/12	Sandra Carroll-Cobb
3. Minor in Health & Fitness Leadership	209	2/10/12	Sandra Carroll-Cobb
4. Minor in Athletic Training	208	2/10/12	Sandra Carroll-Cobb
5. Occupational Endorsement Certificate, Fitness Leadership	207	2/10/12	Sandra Carroll-Cobb

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition
Course Number: DN A215
Course Title: Sports Nutrition
Credits: 3.0

Date: February 6, 2012

I. Course Description

Examines nutrition guidelines and nutrient intakes, emphasizing health and performance of physically active individuals. Includes a review of body composition and weight control.

II. Course Design

- A. Designed for students in health related fields, education and those interested in pursuing improved health and nutrition status.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per weeks outside reading, study or information gathering
- D. Selective for: BS Physical Education, Athletic training minor, Health & Fitness Leadership Minor, Nutrition minor, Occupational Endorsement in Fitness Leadership
- E. No lab fees
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Physical Education, Hospitality & Restaurant Management, UAA Faculty Listserv
- I. Course level justification: Prior knowledge of anatomy and physiology is necessary for this course as students are expected to be able to relate nutrition information to the human body.

III. Course Activities

Course activities will be composed of course lectures and discussion. Reading of the assigned information, diet and fitness analysis assignments will comprise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisite: [BIOL A111, BIOL A111L, BIOL A112, BIOL A112L] with a grade of C or better
Registration Restriction: None

V. Course Evaluation

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Introduction to Sports Nutrition
 - 2.1 Nutrition and exercise
 - 2.2 Dietary supplements
 - 2.3 Dietary guidelines
 - 2.4 Vegetarianism
- 3.0 Energy Metabolism
 - 3.1 Measures of energy
 - 3.2 Energy systems
 - 3.3 Energy metabolism during rest and exercise
- 4.0 Carbohydrates
 - 4.1 Metabolism and function
 - 4.2 Carbohydrate loading
 - 4.3 Ergogenic aspects
 - 4.4 Health implications
- 5.0 Fat
 - 5.1 Metabolism and function
 - 5.2 Ergogenic aspect
 - 5.3 Health implications
- 6.0 Protein
 - 6.1 Metabolism and function
 - 6.2 Ergogenic aspect
 - 6.3 Health implications
- 7.0 Vitamins
 - 7.1 Fat-soluble vitamins
 - 7.2 Water-soluble vitamins
 - 7.3 Vitamin supplements
- 8.0 Minerals
 - 8.1 Major minerals
 - 8.2 Trace minerals
 - 8.3 Mineral supplements
- 9.0 Water, Electrolytes and Temperature Regulation
 - 9.1 Water
 - 9.2 Electrolytes
 - 9.3 Regulation of body temperature
 - 9.4 Fluid and electrolyte losses and replacement
- 10.0 Body Weight and Composition
 - 10.1 Regulation of body weight
 - 10.2 Weight gain
 - 10.3 Weight loss
 - 10.4 Body composition and physical performance

VII. Suggested Text:

Williams, M.H. (2010). *Nutrition for health, fitness and sport* (9th ed.). Boston, MA: McGraw Hill.

VIII. Bibliography:

American Dietetic Association. (2012). *Nutrition care manual*. Retrieved from www.nutritioncaremanual.org

American Dietetic Association. (2012). *Sports nutrition care manual*. Retrieved from www.sports.nutritioncaremanual.org

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals

Increase awareness of the specialized nutrition needs of the physically active individual.
Apply knowledge of sports nutrition to the individual.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Examine role of nutrition in exercise and health-related fitness.	Discussion Exam
Use computerized analysis program to demonstrate relationship of nutrition to personal fitness level.	Project
Apply standards for determining healthy body weight and composition and the role of nutrition in weight management.	Discussion Exam
Evaluate the safety and efficacy of dietary supplements for athletic performance.	Project
Develop macronutrient, micronutrient, and fluid recommendations for athletes.	Case study



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A255	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Concepts of Healthy Food Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached coordination table.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached coordination table.				2.				3.			
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3.																					
Initiator Name (typed): <u>Amanda Walch</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Explores the basics of food preparation including cooking, shopping, food handling and safety, meal management, menu writing, recipe modification and evaluation.																					
16a. Course Prerequisite(s) (list prefix and number) [DN A101 or DN A203] with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (concurrent enrollment required)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable)																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Change in student outcomes and assessment procedures.																					
Initiator (faculty only) _____ Date _____ Amanda Walch Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

13a. DN A255 Impacted Courses or Programs: List any programs or college requirements that require this course.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. BS Dietetics	202-203	1/30/12	Tim Doebler
2. BS Nutrition: community nutrition emphasis	203-205	1/30/12	Tim Doebler
3. BA Hospitality and Restaurant Management: nutrition track	197	1/30/12	Tim Doebler
4. Nutrition Minor (selective)	205	1/30/12	Tim Doebler

Course Content Guide

Department:	Culinary Arts, Hosp./Dietetics & Nutrition	Date: February 1, 2012
Course Number:	DN A255	
Course Title:	Concepts of Healthy Food	
Credits:	3.0	

I. Course Description:

Explores the basics of food preparation including cooking, shopping, food handling and safety, meal management, menu writing, recipe modification and evaluation.

II. Course Design

- A. Designed for students in Dietetics, Nutrition, Hospitality & Restaurant Management, and those interested in health and nutrition.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics, the BS in Nutrition: community nutrition emphasis, the BA in Hospitality & Restaurant Management: nutrition track, and Nutrition Minor (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality and Restaurant Management and UAA Faculty Listserv
- I. Course level justification: Prior knowledge of basic nutrition concepts is required for this course.

III. Course Activities:

Course activities will be composed of course lectures, video demonstrations and discussion. Reading of assigned information, exams, meal preparation project, and current issues paper will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: [DN A101 or DN A203] with a minimum grade of C
Registration Restrictions: None

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Current Food and Nutrition Trends
 - 2.1 Organic foods
 - 2.2 Glycemic index
 - 2.3 Phytonutrients and functional foods
- 3.0 Food Selection
 - 3.1 Sensory aspects
 - 3.2 Nutrition considerations
 - 3.3 Cultural/religious aspects
 - 3.4 Psychological/sociological aspects
 - 3.5 Economic considerations
- 4.0 Food Safety and Sanitation
 - 4.1 Proper food handling
 - 4.2 Foodborne illnesses
 - 4.3 Food regulations
 - 4.4 Biotechnology
- 5.0 Food Preparation Basics
 - 5.1 Measuring techniques
 - 5.2 Knife skills
 - 5.3 Mixing techniques
 - 5.4 Seasonings/flavorings
- 6.0 Meal Management
 - 6.1 Nutrition guidelines
 - 6.2 Economic considerations
 - 6.3 Sensory considerations
- 7.0 Menu Writing
 - 7.1 Principles of menu planning
 - 7.2 Menu modifications for health and disease
- 8.0 Recipe Modification
 - 8.1 Low fat
 - 8.2 High protein
 - 8.3 Vegetarian
 - 8.4 Recipe evaluation
- 9.0 How to Teach a Cooking Class
 - 9.1 Environment
 - 9.2 Budget
 - 9.3 Needs of your audience

- 10.0 Selection of Healthy Food
 - 10.1 Preparation of a shopping list
 - 10.2 Food selection guidelines
- 11.0 Ethnic Food Preparation
 - 11.1 Alaska Native traditional food preparation
 - 11.2 Resources

VII. Suggested Text:

Baskette, M. & Painter, J. (2009). *Art of Nutritional Cooking* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Bibliography:

Alaska Native Tribal Health Consortium Cancer Program (2008). *Traditional food guide for Alaska Native cancer survivors*. Anchorage, AK: Author.

Barrish, D.J. (2013). *The menu: Development, strategy, and application*. Upper Saddle River, NJ: Prentice Hall.

Brown, A. (2008). *Understanding food: Principles and preparation* (3rd ed.). Belmont, CA: Thomson Wadsworth.

Molt, M. (2006). *Food for fifty* (12th ed.). Upper Saddle River, NJ: Prentice Hall.

Rombauer, I. (2006). *Joy of cooking* (anniversary ed.). New York, NY: Scribner.

van Ackere, D.J., & Tremblay, C. (2006). *The America's test kitchen family cookbook*. (Revised ed.). Brookline, MA: America's Test Kitchen.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provides students with the basic food selection and preparation skills to promote optimum nutrition and eating satisfaction.

B. Student Outcomes/Assessment Procedures:

Student Outcomes Upon successful completion of this course, student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Examine a current issue related to food selection and preparation.	Discussion Current issues paper
Demonstrate knowledge of meal preparation techniques include preparation of shopping list, menu, cooking and evaluation of meal.	Discussion Meal preparation project Exam
Apply principles of food choice and selection.	Discussion Exam
Relate concepts of basic food preparation techniques.	Discussion Exam
Demonstrate how to teach a cooking class.	Discussion Meal preparation project



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A260	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Food Science Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG. (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
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3. AAS Culinary Arts (selective)	195-196	1/30/12	Tim Doebler																		
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Builds on basic principles of nutrition and food preparation to study chemical, physical and mechanical properties of foods as well as reactions to temperature, technique and technology.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) DN A255 with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>)																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Change in course activities and student outcomes and assessment procedures.																					
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Course Content Guide

Department: Culinary Arts and Hosp./Dietetics & Nutrition
Course Number: DN A260
Course Title: Food Science
Credits: 3.0

Date: February 1, 2012

I. Course Description:

Builds on basic principles of nutrition and food preparation to study chemical, physical and mechanical properties of foods as well as reactions to temperature, technique and technology.

II. Course Design

- A. Designed for students in Dietetics and Nutrition majors.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics major, Nutrition Minor (selective) and AAS Culinary Arts (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Culinary Arts and UAA Faculty Listserv
- I. Course level justification: Prior knowledge of basic nutrition and food preparation concepts is required for this course.

III. Course Activities:

Course activities will be composed of course lectures, video demonstrations and discussion. Reading of assigned information, projects, and exams will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: DN A255 with a minimum grade of C
Registration Restrictions: None

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

1.0 Safety

- 1.1 Campus and online safety
- 1.2 Classroom and laboratory protection

2.0 Chemistry of Food Composition

- 2.1 Basic food chemistry
- 2.2 Water
- 2.3 Carbohydrates
- 2.4 Lipids
- 2.5 Proteins
- 2.6 Vitamins and minerals

3.0 Meat

- 3.1 Classification
- 3.2 Composition
- 3.3 Purchasing guidelines
- 3.4 Preparation
- 3.5 Storage

4.0 Poultry

- 4.1 Classification
- 4.2 Composition
- 4.3 Purchasing guidelines
- 4.4 Preparation
- 4.5 Storage

5.0 Fish and Shellfish

- 5.1 Classification
- 5.2 Composition
- 5.3 Purchasing guidelines
- 5.4 Preparation
- 5.5 Storage

6.0 Milk

- 6.1 Classification
- 6.2 Composition
- 6.3 Purchasing guidelines
- 6.4 Preparation
- 6.5 Storage

7.0 Cheese

- 7.1 Classification
- 7.2 Composition
- 7.3 Purchasing guidelines
- 7.4 Preparation
- 7.5 Storage

8.0 Eggs

- 8.1 Classification
- 8.2 Composition
- 8.3 Purchasing guidelines
- 8.4 Preparation
- 8.5 Storage

9.0 Vegetables and Legumes

- 9.1 Classification
- 9.2 Composition
- 9.3 Purchasing guidelines
- 9.4 Preparation
- 9.5 Storage

10.0 Fruits

- 10.1 Classification
- 10.2 Composition
- 10.3 Purchasing guidelines
- 10.4 Preparation
- 10.5 Storage

11.0 Soups, Salads and Gelatins

- 11.1 Soups
- 11.2 Salads
- 11.3 Gelatins

12.0 Cereal Grains and Pastas

- 12.1 Classification
- 12.2 Composition
- 12.3 Purchasing guidelines
- 12.4 Preparation
- 12.5 Storage

13.0 Flours and Flour Mixtures

- 13.1 Classification
- 13.2 Composition
- 13.3 Purchasing guidelines
- 13.4 Preparation
- 13.5 Storage

14.0 Starches and Sauces

- 14.1 Classification
- 14.2 Composition
- 14.3 Purchasing guidelines
- 14.4 Preparation
- 14.5 Storage

- 15.0 Quick Breads
 - 15.1 Classification
 - 15.2 Composition
 - 15.3 Purchasing guidelines
 - 15.4 Preparation
 - 15.5 Storage
- 16.0 Yeast Breads
 - 16.1 Classification
 - 16.2 Composition
 - 16.3 Purchasing guidelines
 - 16.4 Preparation
 - 16.5 Storage
- 17.0 Sweeteners
 - 17.1 Natural sweeteners
 - 17.2 Nonnutritive sweeteners
 - 17.3 Functions of sugars in foods
- 18.0 Fats and Oils
 - 18.1 Classification
 - 18.2 Composition
 - 18.3 Purchasing guidelines
 - 18.4 Preparation
 - 18.5 Storage
- 19.0 Cakes and Cookies
 - 19.1 Classification
 - 19.2 Composition
 - 19.3 Purchasing guidelines
 - 19.4 Preparation
 - 19.5 Storage
- 20.0 Pastries and Pies
 - 20.1 Classification
 - 20.2 Composition
 - 20.3 Purchasing guidelines
 - 20.4 Preparation
 - 20.5 Storage
- 21.0 Candy
 - 21.1 Classification
 - 21.2 Composition
 - 21.3 Purchasing guidelines
 - 21.4 Preparation
 - 21.5 Storage

- 22.0 Frozen Desserts
 - 22.1 Classification
 - 22.2 Composition
 - 22.3 Purchasing guidelines
 - 22.4 Preparation
 - 22.5 Storage
- 23.0 Beverages
 - 23.1 Classification
 - 23.2 Composition
 - 23.3 Purchasing guidelines
 - 23.4 Preparation
 - 23.5 Storage

VII. Suggested Text:

Brown, A. (2011). *Understanding food: Principles and Preparation* (4th ed.). Belmont, CA: Thomson Wadsworth.

VIII. Bibliography:

Bernich, M., & Scherle, B. (2003). *Introductory foods* (12th ed.). Upper Saddle River, NJ: Prentice Hall.

McWilliams, M. (2007). *Foods-experimental perspectives* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Ward, J. (2007). *Principles of food science*. New York, NY: Goodheart-Wilcox.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepares students to apply principles of food science in the study of nutrition to increase understanding of recipe and menu development and modification techniques.

B. Student Outcomes/Assessment Procedures:

Student Outcomes Upon successful completion of this course, student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Examine key principles of food science.	Discussion Exam
Describe chemical, physical and mechanical effects on foods.	Discussion Exam Project
Discuss preparation of meat, poultry, fish and shellfish.	Discussion Project
Describe the preparation of cheese, milk, eggs, vegetables, legumes, fruits, flours, cereal grains and pastas.	Discussion Project
Describe preparation of breads, starches, sauces and beverages.	Discussion Project
Demonstrate appropriate selection of meat, poultry, fish, shellfish, cheese, milk, eggs, vegetables, legumes, fruits, flours, cereal grains, pastas, breads, starches, sauces and beverages.	Discussion Exam Project



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A301	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Nutrition Assessment Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☒ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG. (please specify) ☐ Course Number ☒ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature _____																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:30%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:30%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. BS Dietetics</td> <td>202-203</td> <td>1/30/12</td> <td>Tim Doebler</td> </tr> <tr> <td>2. BS Nutrition</td> <td>203-205</td> <td>1/30/12</td> <td>Tim Doebler</td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS Dietetics	202-203	1/30/12	Tim Doebler	2. BS Nutrition	203-205	1/30/12	Tim Doebler	3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. BS Dietetics	202-203	1/30/12	Tim Doebler																		
2. BS Nutrition	203-205	1/30/12	Tim Doebler																		
3.																					
Initiator Name (typed): <u>Amanda Walch</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Explores methods of nutrition assessment in humans to evaluate dietary intake and body composition including the use of biological markers of human nutritional status.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) {DN A203, [MATH A107 or any MATH course for which MATH A107 is in the prerequisite chain], [PSY 111 or SOC 101]} with a minimum grade of C.		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all GER tier 1 (Basic College Level Skills) courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Change in course activities and student outcomes and assessment procedures. Complete all GER tier 1 courses to allow students to successfully complete an upper-division course. Change in credits and contact hours - after initial implementation of course it was determined that topic areas needed more in-depth coverage.																					
☐ Approved ☐ Disapproved _____ Initiator (faculty only) Date <u>Amanda Walch</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Department Chairperson Date ☐ Approved ☐ Disapproved _____ Curriculum Committee Chairperson Date ☐ Approved ☐ Disapproved _____ Dean/Director of School/College Date ☐ Approved ☐ Disapproved _____ Undergraduate/Graduate Academic Board Chairperson Date ☐ Approved ☐ Disapproved _____ Provost or Designee Date																					

Course Content Guide

Department: Culinary Arts and Hosp./Dietetics & Nutrition **Date:** February 1, 2012
Course Number: DN A301
Course Title: Nutrition Assessment
Credits: 3.0

I. **Course Description:**

Explores methods of nutrition assessment in humans to evaluate dietary intake and body composition including the use of biological markers of human nutritional status.

II. **Course Design**

- A. Designed for students in Dietetics and Nutrition majors.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics and the BS in Nutrition majors
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty Listserv
- I. Course level justification: Prior knowledge of basic nutrition concepts, math and psychology or sociology is required for this course.

III. **Course Activities:**

Course activities will be composed of course lectures and discussion. Reading of assigned information and completing projects will comprise outside activities.

IV. **Course Prerequisites/Registration Restrictions:**

Prerequisites: {DN A203, [MATH A107 or any MATH course for which MATH A107 is in the prerequisite chain], [PSY 111 or SOC 101]} with a minimum grade of C

Registration Restrictions: Declared pre-Dietetics, Dietetics or Nutrition majors and completion of all GER tier 1 (Basic College Level Skills) courses

V. **Course Evaluation:**

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Introduction to Nutritional Assessment
 - 2.1 Importance of nutritional assessment
 - 2.2 Nutritional assessment methods
 - 2.3 Opportunities in nutritional assessment
- 3.0 Standards of Nutrient Intake
 - 3.1 Early dietary standards and recommendations
 - 3.2 Recommended dietary allowances
 - 3.3 Dietary reference intakes
 - 3.4 Nutrient density
 - 3.5 Dietary guidelines
 - 3.6 Nutrition labeling of food
 - 3.7 Food guides
 - 3.8 Food exchange system
- 4.0 Measuring Diet
 - 4.1 Approaches to measuring diet
 - 4.2 Techniques in measuring diet
 - 4.3 Considerations for certain groups
 - 4.4 Issues in dietary measurement
 - 4.5 Estimating portion size
- 5.0 National Dietary and Nutrition Surveys
 - 5.1 Importance of surveying nutritional intake
 - 5.2 National Nutrition Monitoring System
 - 5.3 Role of the US Department of Agriculture
 - 5.4 Role of the US Department of Health and Human Services
- 6.0 Dietary Trends
 - 6.1 Sources of food energy
 - 6.2 Trends in macronutrient consumption
 - 6.3 Trends in food group consumption
- 7.0 Computerized Dietary Analysis Systems
 - 7.1 Factors to consider in selecting a computerized dietary analysis system
 - 7.2 Dietary analysis on the internet
- 8.0 Anthropometry
 - 8.1 Introduction to anthropometry
 - 8.2 Measuring length, stature and head circumference
 - 8.3 Measuring weight
 - 8.4 Centers for disease control growth charts
 - 8.5 Weight standards
 - 8.6 Measuring frame size

- 8.7 Height-weight indices
- 8.8 Body fat distribution
- 9.0 Body Composition Analysis
 - 9.1 Body composition
 - 9.2 Skinfold measurements
 - 9.3 Cadaveric measurements
 - 9.4 Densitometry
 - 9.5 Other approaches
- 10.0 Assessment of the hospitalized patient
 - 10.1 Assessing nutritional status
 - 10.2 Anthropometry of the hospitalized patient
 - 10.3 Determining energy requirements
 - 10.4 Determining protein requirements
 - 10.5 Nutrition screening initiative
- 11.0 Nutritional Assessment in Disease Prevention
 - 11.1 Coronary heart disease
 - 11.2 National cholesterol education program
 - 11.3 Issues in measuring lipids/lipoproteins
 - 11.4 Hypertension
 - 11.5 Osteoporosis
 - 11.6 Diabetes mellitus
- 12.0 Biochemical Assessment of Nutritional Status
 - 12.1 Use of biochemical measures
 - 12.2 Protein status
 - 12.3 Iron status
 - 12.4 Calcium status
 - 12.5 Zinc status
 - 12.6 Vitamin A status
 - 12.7 Vitamin C status
 - 12.8 Vitamin B₆ status
 - 12.9 Vitamin B₁₂ status
 - 12.10 Folate status
 - 12.11 Blood chemistry tests
- 13.0 Clinical Assessment of Nutritional Status
 - 13.1 Medical history
 - 13.2 Dietary history
 - 13.3 Subjective global assessment
 - 13.4 Protein-energy malnutrition
 - 13.5 HIV infection
 - 13.6 Eating disorders
 - 13.7 Mini nutritional assessment

VII. Suggested Text:

Lee, R.D., & Nieman, D.C. (2009). *Nutritional assessment* (5th ed.). New York, NY: McGraw Hill.

VIII. Bibliography:

American Dietetic Association (2009). *International dietetics & nutrition terminology (IDNT) reference manual* (2nd ed.). Chicago, IL: Author.

American Dietetic Association (2009). *Nutrition care manual*. Chicago, IL: Author.

Mahan, L.K., & Escott-Stump, S. (2008). *Krause's food & nutrition therapy* (12th ed.). St. Louis, MO: Saunders Elsevier.

Nelms, M., Sucher, K., & Long, S. (2007). *Nutrition therapy and pathophysiology*. Belmont, CA: Thomson Higher Education.

Pronsky, Z.M. (2009). *Food medication interactions* (15th ed.). Birchrunville, PA: Food-Medication Interactions.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Provides opportunity to analyze methods of measuring of body composition and dietary intake and integrates prior learning in nutrition concepts to assess overall health of the human body.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
Upon successful completion of this course, student will be able to do the following:	This outcome will be assessed by one or more of the following:
Critique the strengths and weaknesses of various standards for nutrient intake and dietary measurement tools.	Discussion Written assignment Exam
Appraise major trends in the US food supply and US food consumption patterns.	Discussion Exam
Specify the accurate methods for anthropometric assessment across the lifespan.	Discussion Exam Written assignment



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition	
2. Course Prefix DN	3. Course Number A312	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Nutrition Communication and Counseling Nutrition Comm & Counseling Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☒ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☒ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Summer/2012 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.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1.					
2.					
3.					
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Provides theory and practice in nutrition communication and counseling including behavior modification techniques, processes of cognitive change, and cross-cultural counseling. Provides practice in nutrition education materials development and delivering nutrition education to groups.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) {DN A203 and [PSY A111 or SOC A101]} with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all Tier 1 GER courses (Basic College Level Skills) with a minimum grade of C; declared Pre-dietetics, Dietetics, or Nutrition Major			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Development of a 3 credit course that contains the content from two separate courses (2 and 1 credit, DN A310 and DN A311) to allow more cohesive instruction of the content.					
Initiator (faculty only) <u>Kendra Sticka</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson ☐ Approved ☐ Disapproved Curriculum Committee Chairperson ☐ Approved ☐ Disapproved Dean/Director of School/College ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved Provost or Designee					

Course Content Guide

Department: Culinary Arts, Hosp./ Dietetics & Nutrition **Date:** February 6, 2012
Course Number: DN A312
Course Title: Nutrition Communications and Counseling
Credits: 3.0

I. Course Description:

Provides theory and practice in nutrition communication and counseling including behavior modification techniques, processes of cognitive change, and cross-cultural counseling. Provides practice in nutrition education materials development and delivering nutrition education to groups.

II. Course Design:

- A. Designed for students in the BS Dietetics and BS Nutrition.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside, including reading, study or information gathering
- D. Required for BS in Dietetics and BS in Nutrition: community emphasis
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a newcourse.
- H. Coordinated with UAA Faculty Listserv
- I. Course level justification: Prior knowledge of nutrition concepts, psychology or sociology and written and oral communication is required for this course.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information, completing video-recorded oral presentations and written projects will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: {DN A203 and[PSY A111 or SOC A101]} with a minimum grade of C
Registration Restrictions: completion of all Tier 1 GER courses with a minimum grade of C;
Declared Pre-dietetics, Dietetics or Nutrition major

V. Course Evaluation:

Course will be graded A–F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Considerations for Nutrition and Dietetics Professionals
 - 2.1 Origins of food habits and behaviors
 - 2.2 Food knowledge and beliefs
 - 2.3 Health beliefs
 - 2.4 Adherence to diet changes
 - 2.5 Nutrition Care Process
- 3.0 Communication
 - 3.1 Definition of effective communication
 - 3.2 Interpersonal communication model
 - 3.3 Verbal and nonverbal skills
 - 3.4 Listening skills
 - 3.5 Negotiation
- 4.0 Motivating Clients and Employees
 - 4.1 Motivation of clients
 - 4.2 Motivation of employees
- 5.0 Principles and Theories of Learning
 - 5.1 Learning
 - 5.2 Behavioral learning theories
 - 5.3 Social Cognitive Theory
 - 5.4 Cognitive theories
 - 5.5 Memory
 - 5.6 Transfer of learning
 - 5.7 Learning styles and teaching styles
 - 5.8 Diffusion of innovations
 - 5.9 Technology as a learning tool
- 6.0 Planning Learning
 - 6.1 Environment for teaching and learning
 - 6.2 Steps to effective education
 - 6.3 Conducting a needs assessment
 - 6.4 Developing performance objectives
 - 6.5 Domains of learning
- 7.0 Learning plans
 - 7.1 Implementing and Evaluating Learning
 - 7.2 Selecting techniques and methods
 - 7.3 Job instruction training
 - 7.4 Evaluation of results
 - 7.5 Reliability and validity
 - 7.6 Lesson plans and program plans

8.0 Creating and Delivering Effective Oral Presentations and Workshops

- 8.1 Preparation of an effective presentation
- 8.2 Implementation of an effective presentation
- 8.3 Group facilitation and dynamics
- 8.4 Evaluation methods
- 8.5 Planning, selecting, and using instructional media

9.0 Nutrition Education Materials Development

- 9.1 Literacy level
- 9.2 Cultural considerations
- 9.3 Learning styles

10.0 Counseling

- 10.1 Health Information Portability Protection Act (HIPPA)
- 10.2 Nondirective counseling
- 10.3 Counseling processes
- 10.4 Directive counseling

11.0 Nutrition Counseling

- 11.1 Nutrition Care Process
- 11.2 Documentation
- 11.3 Stages of change
- 11.4 Roles of nutrition and dietetics professionals
- 11.5 Motivational interviewing

12.0 Counseling for Behavior Modification

- 12.1 Classical conditioning
- 12.2 Operant conditioning
- 12.3 Modeling
- 12.4 Changing eating behaviors
- 12.5 Self-monitoring
- 12.6 Self-management
- 12.7 Social support

13.0 Counseling for Cognitive Change

- 13.1 Cognitions
- 13.2 Self-efficacy
- 13.3 Relapse prevention
- 13.4 Models and theories of change

14.0 Cross-Cultural and Life-Span Counseling

- 14.1 Workplace diversity
- 14.2 Health disparities in diverse population groups
- 14.3 Culture and acculturation
- 14.4 Cultural competence in counseling
- 14.5 Counseling throughout the lifespan
- 14.6 Alaska-specific cultural populations

VII. Suggested Text(s):

Bauer, K., Liou, D., & Sokolik, C.A. (2012). *Basic nutrition counseling skill development* (2nd ed.). Belmont, CA: Wadsworth/Thompson Learning.

Holli, B.B., O'Sullivan-Maillet, J., Beto, J.A., & Calabrese, R.J. (2009). *Communication and education skills for dietetics professionals* (5th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

VIII. Bibliography:

Allen-Chabot, A., Jarvis, K., & O'Halloran, R.M. (2006). *Cases in foodservice and clinical nutrition management*. Upper Saddle River, NJ: Pearson Prentice Hall.

American Dietetic Association (2009). *International dietetics & nutrition terminology (IDNT) reference manual* (2nd ed.). Chicago, IL: Author.

Gratto-Liebler, J., & McConnell, C.R. (2008). *Management principles for health professionals* (5th ed.). Sudbury, MA: Jones and Bartlett.

Kellogg, M. (2006). *Counseling tips for nutrition therapists: Practice workbook (vol. 1)*. Philadelphia, PA: KG Press.

King, K., & Klawitter, B. (2007). *Nutrition therapy: Advanced counseling skills* (3rd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Snetselaar, L. (2009). *Nutrition counseling skills for the nutrition care process* (4th ed.). Sudbury, MA: Jones and Bartlett.

VIII. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepare students to provide effective oral and written nutrition education and utilize counseling strategies to promote health-related behaviors.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Deliver an effective nutrition education oral presentation.	Presentation
Develop a nutrition education handout designed to meet the needs of a particular audience demonstrating effective and professional written communication skills.	Discussion Project
Identify successful approaches to counseling for the facilitation of behavior change.	Discussion Exam
Demonstrate effective nutrition counseling strategies in a simulated or controlled environment.	Discussion
Demonstrate proper documentation of a nutrition counseling session.	Written assignment



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition	
2. Course Prefix DN	3. Course Number A315	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title World Food Patterns Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Summer/2012 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.					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. See attached coordination table.					
2.					
3.					
Initiator Name (typed): <u>Amanda Walch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Explores the role of food, including therapeutic uses of food and nutrition in the human condition. Examines regional and ethnic influences on food selection and preparation.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) [DN A101 or DN A203] with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all GER tier 1 (Basic College Level Skills) courses with a minimum grade of C			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Change in course activities and student outcomes and assessment procedures to more accurately depict course content. Complete all GER tier 1 courses to allow students to successfully complete an upper-division course.					
☐ Approved ☐ Disapproved					
Initiator (faculty only) <u>Amanda Walch</u> Initiator (TYPE NAME)		Date		Dean/Director of School/College Date	
☐ Approved				☐ Approved	
☐ Disapproved		Department Chairperson Date		☐ Disapproved	
☐ Approved				☐ Approved	
☐ Disapproved		Curriculum Committee Chairperson Date		☐ Disapproved	
				Provost or Designee Date	

13a. DN A315 Impacted Courses or Programs: List any programs or college requirements that require this course.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. BS Dietetics	202-203	1/30/12	Tim Doebler
2. BS Nutrition	203-205	1/30/12	Tim Doebler
3. BA Hospitality and Restaurant Management: nutrition track	197	1/30/12	Tim Doebler
4. Nutrition Minor (selective)	205	1/30/12	Tim Doebler

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition
Course Number: DN A315
Course Title: World Food Patterns
Credits: 3.0

Date: February 1, 2012

I. Course Description:

Explores the role of food and nutrition in the human condition, including therapeutic uses of food. Examines regional and ethnic influences on food selection and preparation in country of origin.

II. Course Design

- A. Designed for students in health related fields, culinary arts, hospitality management, education and those interested in pursuing improved health and nutrition status.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for BA in Hospitality and Restaurant Management (nutrition core) and selective for Nutrition Minor
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality and Restaurant Management and UAA Faculty Listserv
- I. Course level justification: This course will increase student awareness of multicultural food practices and enhance their training in the field of nutrition.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Completion of compare and contrast assignment on cultural foods and traditional foods assignments will comprise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisites: [DN A101 or DN A203] with a minimum grade of C

Registration Restrictions: Completion of all GER tier 1 (Basic College Level Skills) courses

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Food and Culture
 - 2.1 What is food
 - 2.2 What is culture
 - 2.3 Cultural food habits
 - 2.4 Individual food habits
 - 2.5 Nutrition and food habits
- 3.0 Traditional Health Beliefs and Practices
 - 3.1 Worldview
 - 3.2 What is health
 - 3.3 Disease, illness and sickness
- 4.0 Intercultural Communication
 - 4.1 Intercultural communication concepts
 - 4.2 Role of communication in health care
 - 4.3 Successful intercultural communication
 - 4.4 Intercultural nutrition education
- 5.0 Food and Religion
 - 5.1 Western religions
 - 5.2 Eastern religions
- 6.0 Native Americans
 - 6.1 Cultural perspective
 - 6.2 Traditional food habits
 - 6.3 Contemporary food habits
- 7.0 Northern and Southern Europeans
 - 7.1 Cultural perspective
 - 7.2 Traditional food habits
 - 7.3 Contemporary food habits
- 8.0 Central Europeans, People of the Former Soviet Union, and Scandinavians
 - 8.1 Cultural perspective
 - 8.2 Traditional food habits
 - 8.3 Contemporary food habits
- 9.0 Africans
 - 9.1 Cultural perspective
 - 9.2 Traditional food habits
 - 9.3 Contemporary food habits

- 10.0 Mexicans and Central Americans
 - 10.1 Cultural perspective
 - 10.2 Traditional food habits
 - 10.3 Contemporary food habits
- 11.0 Caribbean Islanders and South Americans
 - 11.1 Cultural perspective
 - 11.2 Traditional food habits
 - 11.3 Contemporary food habits
- 12.0 East Asians
 - 12.1 Cultural perspective
 - 12.2 Traditional food habits
 - 12.3 Contemporary food habits
- 13.0 Southeast Asians and Pacific Islanders
 - 13.1 Cultural perspective
 - 13.2 Traditional food habits
 - 13.3 Contemporary food habits
- 14.0 People of the Balkans and Middle East
 - 14.1 Cultural perspective
 - 14.2 Traditional food habits
 - 14.3 Contemporary food habits
- 15.0 South Asians
 - 15.1 Cultural perspective
 - 15.2 Traditional food habits
 - 15.3 Contemporary food habits
- 16.0 Regional Americans
 - 16.1 Cultural perspective
 - 16.2 Traditional food habits
 - 16.3 Contemporary food habits

VII. Suggested Text:

Kittler, P.G., & Sucher, K.P. (2011). *Food and culture* (6th ed.). Belmont, CA: Wadsworth.

VIII. Bibliography:

Bryant, C.A., DeWalt, K.M., Courtney, A., & Schwartz, J. (2003). *The cultural feast: An introduction to food and society* (2nd ed.). Belmont, CA: Wadsworth.

Rolfes, S.R., Pinna, K., & Whitney, E. (2012). *Understanding normal and clinical nutrition* (9th ed.). Belmont, CA: Wadsworth.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase awareness of the traditional food habits and health beliefs of multiple cultural groups. Apply knowledge of food habits and health beliefs related to food selection and preparation.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
Upon successful completion of this course, student will be able to do the following:	This outcome will be assessed by one or more of the following:
Examine role of nutrition in traditional food habits and health beliefs.	Discussion Exam
Compare and contrast traditional and contemporary food habits.	Discussion Exam Written assignment
Assess nutrition content of traditional foods.	Discussion Exam Written assignment



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A350	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Foodservice Systems & Quantity Foods FS Systems/Quantity Foods Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☒ Other Restrictions ☐ Class ☐ Level ☐ College ☒ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer/2012 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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13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents principles and theories of foodservice systems; menu planning; development, standardization, adjustment and costing of quantity recipes; procurement and production of quantity food.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) DN A255 with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all Tier 1 GER (Basic College Level Skills) courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Practicum component was taken out of course description and contact hours were adjusted accordingly. Passing score on ServSafe exam was taken out of registration restrictions due to practicum being removed from course; Tier 1 GERs were added to registration restriction to help ensure student readiness for upper division courses expectations. Course being restricted to Dietetics, Nutrition, and HRM majors.																					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) <u>Kendra Sticka</u> Initiator (TYPE NAME) Date Department Chairperson Date Curriculum Committee Chairperson Date ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Dean/Director of School/College Date Undergraduate/Graduate Academic Board Chairperson Date Provost or Designee Date																					

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition
Course Number: DN A350
Course Title: Foodservice Systems and Quantity Foods
Credits: 3.0

Date: January 30, 2012

I. Course Description:

Presents principles and theories of foodservice systems; menu planning; development, standardization, adjustment and costing of quantity recipes; procurement and production of quantity food.

II. Course Design

- A. Designed for students in the BS Dietetics, BS Nutrition, community emphasis, and the BA Hospitality Restaurant Management, nutrition track.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics, BS Nutrition, community emphasis, and the BA Hospitality Restaurant Management, nutrition track
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality & Restaurant Management, UAA Faculty Listserv
- I. Course level justification: Prior knowledge of food safety, food preparation and basic menu planning is required for this course.

III. Course Activities:

Course activities will be composed of course lectures, discussion. Reading of assigned information and completing menu, recipe and budget projects will comprise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisite: DN A255 with a minimum grade of C

Registration Restrictions: completion of all Tier 1 GER courses with a minimum grade of C

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Systems Approach to a Foodservice Organization
 - 2.1 Systems concept

- 2.2 Open systems
- 2.3 Foodservice systems model
- 2.4 Foodservice industry operating practices
- 3.0 Managing Quality
 - 3.1 Quality in the foodservice system
 - 3.2 Quality improvement practices
- 4.0 Recipes
 - 4.1 Yield
 - 4.2 Ingredients
 - 4.3 Weights and measurement
 - 4.4 Development
 - 4.5 Adjustment
 - 4.6 Standardization
 - 4.7 Costing
- 5.0 Menu Planning for Institutional Settings
 - 5.1 Trends, presentation, patterns
 - 5.2 Factors affecting menu planning
- 6.0 Therapeutic Menu Writing for Institutional Settings
 - 6.1 Menu writing principles
 - 6.2 Therapeutic nutrition principles
 - 6.2.1 Regular diet
 - 6.2.2 Consistent carbohydrate diet
 - 6.2.3 Renal diet
 - 6.2.4 Heart healthy diet
 - 6.2.5 Celiac disease
 - 6.2.6 Ethnic diets
 - 6.2.7 Religious diets
 - 6.2.8 Texture modifications
 - 6.2.9 Special needs considerations
 - 6.2.10 National school lunch program
 - 6.2.11 Life cycle considerations
 - 6.2.12 Nutrition analysis
 - 6.3 Diet manuals
 - 6.4 Diet orders
 - 6.5 Liberalized diet orders
 - 6.6 Calorie counts
 - 6.7 Meal service options
 - 6.7.1 Tray line
 - 6.7.2 Room service
- 7.0 Food Production Flow and Kitchen Design
 - 7.1 Flow of food
 - 7.2 Types of foodservices
 - 7.3 Kitchen design and layout
- 8.0 Quantity Food Production
 - 8.1 Methods
 - 8.2 Objectives
- 9.0 Procurement
 - 9.1 Purchasing

- 9.2 Product specification
- 9.3 Receiving
- 9.4 Storage
- 9.5 Inventory
- 9.6 Ethics
- 10.0 Food Production
 - 10.1 Production decisions
 - 10.2 Forecasting
 - 10.3 Scheduling
 - 10.4 Ingredient control
 - 10.5 Methods of production
 - 10.6 Energy management
- 11.0 Distribution and Service
 - 11.1 Categories of service
 - 11.2 Service management
- 12.0 Safety, Sanitation and Maintenance
 - 12.1 Food safety
 - 12.2 Employee safety
 - 12.3 Customer safety
 - 12.4 Risk management
- 13.0 Management Principles
 - 13.1 Management roles, skills, functions
- 14.0 Leadership and Organizational Change
 - 14.1 Motivation and work performance
 - 14.2 Management versus leadership
- 15.0 Decision Making, Communication and Balance
 - 15.1 Decision making
 - 15.2 Communication processes
 - 15.3 System balance
- 16.0 Management of Financial Resources
 - 16.1 Financial statements
 - 16.2 Tools for comparison and analysis
 - 16.3 Budgeting

VII. Suggested Text:

Gregoire, M. B. (2009). *Foodservice organizations: A managerial and systems approach* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Molt, M. (2010). *Food for fifty* (13th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Bibliography:

Dittmer, P. R., & Keefe, J.D. (2009). *Principles of food, beverage, and labor cost controls* (9th ed.). Hoboken, NJ: Wiley.

Jackson, R. (1997). *Nutrition and food services for integrated health care*. Gaithersburg, MD: Aspen.

Payne-Palacio, J., & Theis, M. (2005). *Introduction to foodservice* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Exposes students to foodservice systems theory and models. Develops skills in menu writing, recipe development and costing.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Describe systems and strategies for ensuring food safety in an institutional setting.	Exam
Appraise costs of services or operations, prepare a budget and interpret financial data.	Discussion Budget Project
Develop cycle menus for specialized diets.	Discussion Menu Project
Transform recipes through standardization and adjustment for institutional use.	Discussion Recipe Project



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp. /Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A355	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Weight Management and Eating Disorders Wt Mgmt & Eating Disorders 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☒ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
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3. Nutrition Minor	205	1/30/12	Tim Doebler																		
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Analyzes the impact of obesity and eating disorders on individuals and society. Reviews etiology, incidence, socioeconomic influences, pathogenesis and treatments. Examination of treatment techniques including modification of diet, activity, behavior, medication, and surgery.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) DN A203 with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all Tier 1 GER (Basic College Level Skills) courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Updated course description to include current standard treatments for overweight and obesity; changed prerequisite from DN A101 or DN A203 to DN A203 to ensure adequate nutrition and physiology background to master course content. Tier 1 GERs were added to registration restriction to help ensure student readiness for upper division courses expectations.																					

Initiator (faculty only)		Date	☐ Approved		
<u>Kendra Sticka</u>			☐ Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
☐ Approved			☐ Approved		
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
☐ Approved			☐ Approved		
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee	Date

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition **Date:** January 30, 2012
Course Number: DN A355
Course Title: Weight Management and Eating Disorders
Credits: 3.0

I. Course Description:

Analyzes the impact of obesity and eating disorders on individuals and society. Reviews etiology, incidence, socioeconomic influences, pathogenesis and treatments. Examination of treatment techniques including modification of diet, activity, behavior, medication, and surgery.

II. Course Design

- A. Designed for students in health related fields, hospitality management, education and those interested in pursuing improved health and nutrition status.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for BA in Hospitality and Restaurant Management, nutrition track, BS Nutrition, and Nutrition Minor (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality & Restaurant Management, UAA Faculty Listserv
- I. Course level justification: Prior knowledge of basic nutrition concepts and terminology and the ability to interpret scientific literature is required to complete this course.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information, reaction papers and self-analysis projects will comprise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisite: DN A203 with a minimum grade of C

Registration Restriction: completion of all Tier 1 GER courses with a minimum grade of C

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection

- 2.0 Healthy Weight Management Connection Between Weight and Health
 - 2.1 Development of a healthy relationship with food
- 3.0 Energy Balance and Appetite Regulation
 - 3.1 Physiology of weight regulation
 - 3.2 Calorie balance
 - 3.3 Physiological and psychological factors in appetite regulation
- 4.0 Healthy Lifestyles
 - 4.1 Shopping, cooking and dining out
 - 4.2 Diet modification
 - 4.3 Physical activity: benefits, getting started, motivation
- 5.0 Overweight and Obesity
 - 5.1 Prevalence
 - 5.2 Etiology
 - 5.3 Assessment
 - 5.4 Diagnosis
 - 5.5 Treatment
 - 5.6 Pathology and disease risk
 - 5.7 Prevention
- 6.0 Weight Management Resources
 - 6.1 Deciphering fact versus fad
 - 6.2 Behavior modification therapies and techniques
 - 6.3 Use of weight loss medications
 - 6.4 Use of weight loss surgeries
 - 6.5 Weight management in childhood and adolescence
- 7.0 Health at Every Size
 - 7.1 Moving away from diets
 - 7.2 Overweight and healthy
 - 7.3 Concepts and controversies
- 8.0 Intuitive Eating
 - 8.1 Principles of intuitive eating
 - 8.2 Adoption of techniques
- 9.0 Eating Disorders
 - 9.1 Prevalence
 - 9.2 Etiology
 - 9.3 Diagnosis
 - 9.4 Treatment
 - 9.5 Pathology and disease risk
- 10.0 Society and Weight
 - 10.1 Impact of peer pressure and societal influence on weight
 - 10.2 Messages directed to consumers regarding weight

VII. Suggested Text:

Costin, C. (2007). *The eating disorder sourcebook* (3rd ed.). New York, NY: McGraw Hill.

National Institutes of Health. (2000). *The practical guide: Identification, evaluation, and treatment of overweight and obesity in adults*. Retrieved from http://www.nhlbi.nih.gov/guidelines/obesity/prctgd_c.pdf

Tribble, E., & Resch, E. (2003). *Intuitive eating: A revolutionary program that works* (2nd ed.). New York, NY: St. Martin's Griffin.

VIII. Bibliography:

Kratina, K., King, N. L., & Hayes, D. (2003). *Moving away from diets* (2nd ed.). Lake Dallas, TX: Helm.

Mullen, M. C., & Shield, J. (2004). *Childhood and adolescent overweight: The health professional's guide to identification, treatment, and prevention*. Chicago, IL: American Dietetic Association.

Nonas, C. A., & Foster, G. D. (2009). *Managing obesity: A clinical guide* (2nd ed.). Chicago, IL: American Dietetic Association.

Reiff, D. W., & Lampson-Reiff, K. K. (1997). *Eating disorders nutrition therapy in the recovery process*. Mercer Island, WA: Life Enterprises.

Rolfes, S.R., Pinna, K., & Whitney, E. (2012). *Understanding normal and clinical nutrition* (9th ed.). Belmont, CA: Wadsworth.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goals:

Increase awareness of healthy weight management techniques and resources.

Apply knowledge of disordered eating, overweight and obesity to approach healthy weight management.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Examine pathology and treatment for disordered eating and overweight and obesity.	Discussion Exam
Compare and contrast theories on weight loss and weight management.	Discussion Exam
Utilize scientific literature to evaluate weight management strategies.	Project Discussion
Develop an individualized weight management program that relies on evidence-based strategies.	Project



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A401	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Medical Nutrition Therapy I Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Integrates the role of Medical Nutrition Therapy into the treatment of pathological conditions. Applies the Nutrition Care Process in common medical conditions such as overweight and obesity, gastrointestinal tract disorders, cardiovascular diseases, cancer, psychiatric conditions and pulmonary diseases.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) {DN A301, [DN A312 and DN A430 or concurrent enrollment]} with a minimum grade of C.		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all Tier 1 GER (Basic College Level Skills) courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Prerequisites updated to help ensure student success in this course. Course topic area outline updated to reflect current practice. Tier 1 GERs were added to registration restriction to help ensure student readiness for upper division courses expectations.																					
Initiator (faculty only) _____ Date _____ <u>Kendra Sticka</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

Course Content Guide

Department: Culinary Arts and Hosp./Dietetics & Nutrition
Course Number: DN A401
Course Title: Medical Nutrition Therapy I
Credits: 3.0

Date: February 1, 2012

I. Course Description:

Integrates the role of Medical Nutrition Therapy into the treatment of pathological conditions. Applies the Nutrition Care Process in common medical conditions such as overweight and obesity, gastrointestinal tract disorders, cardiovascular diseases, cancer, psychiatric conditions and pulmonary diseases.

II. Course Design

- A. Designed for students in the BS in Dietetics.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty Listserv
- I. Course level justification: Prior knowledge of nutrition science, nutrition assessment, evidence-based practice, and communications and counseling is required for this course.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information and completing case studies will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: [DN A301 and (DN A312 and DN A430 or concurrent enrollment)] all with a minimum grade of C
Registration Restrictions: Declared Dietetics major; completion of all Tier 1 GER courses with a minimum grade of C

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection

- 2.0 Nutrition Care Process
 - 2.1 Nutrition assessment
 - 2.2 Nutrition diagnosis
 - 2.3 Nutrition interventions
 - 2.4 Nutrition monitoring
 - 2.5 Nutrition evaluation
- 3.0 Documentation in the Medical Record
 - 3.1 Purpose
 - 3.2 Medical chart notes
 - 3.2.1 Subjective, objective, assessment, plan (SOAP)
 - 3.2.2 Data, action, response (DAR)
 - 3.2.3 Computerized charting
 - 3.3 Medical terminology
- 4.0 Evidence-Based Practice
 - 4.1 Academy of Nutrition and Dietetics evidence analysis library
 - 4.2 Evidence-based nutrition practice guidelines
 - 4.3 National Guidelines Clearinghouse
- 5.0 Health Care Systems
 - 5.1 Reimbursement for Medical Nutrition Therapy
 - 5.2 Policies and regulations on food and nutrition services
- 6.0 Nutritional Genomics
 - 6.1 Nutrigenomics in disease
 - 6.2 Role of the registered dietitian
- 7.0 Nutrition for Health and Fitness
 - 7.1 Bone health
 - 7.2 Dental health
 - 7.3 Sports nutrition
- 8.0 Overweight, Obesity, Eating Disorders, and Malnutrition
 - 8.1 Nutrition assessment
 - 8.2 Nutrition diagnosis
 - 8.3 Nutrition interventions
 - 8.4 Nutrition monitoring
 - 8.5 Nutrition evaluation
 - 8.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 9.0 Upper Gastrointestinal Tract Disorders
 - 9.1 Nutrition assessment
 - 9.2 Nutrition diagnosis
 - 9.3 Nutrition interventions
 - 9.4 Nutrition monitoring
 - 9.5 Nutrition evaluation
 - 9.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 10.0 Lower Gastrointestinal Tract Disorders
 - 10.1 Nutrition assessment
 - 10.2 Nutrition diagnosis
 - 10.3 Nutrition interventions
 - 10.4 Nutrition monitoring

- 10.5 Nutrition evaluation
- 10.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 11.0 Cardiovascular Diseases
 - 11.1 Nutrition assessment
 - 11.2 Nutrition diagnosis
 - 11.3 Nutrition interventions
 - 11.4 Nutrition monitoring
 - 11.5 Nutrition evaluation
 - 11.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 12.0 Cancer
 - 12.1 Nutrition assessment
 - 12.2 Nutrition diagnosis
 - 12.3 Nutrition interventions
 - 12.4 Nutrition monitoring
 - 12.5 Nutrition evaluation
 - 12.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 13.0 Psychiatric Conditions
 - 13.1 Nutrition assessment
 - 13.2 Nutrition diagnosis
 - 13.3 Nutrition interventions
 - 13.4 Nutrition monitoring
 - 13.5 Nutrition evaluation
 - 13.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 14.0 Pulmonary Disease
 - 14.1 Nutrition assessment
 - 14.2 Nutrition diagnosis
 - 14.3 Nutrition interventions
 - 14.4 Nutrition monitoring
 - 14.5 Nutrition evaluation
 - 14.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 15.0 Hematology and Anemia
 - 15.0 Nutrition assessment
 - 15.1 Nutrition diagnosis
 - 15.2 Nutrition interventions
 - 15.3 Nutrition monitoring
 - 15.4 Nutrition evaluation
 - 15.5 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions

VII. Suggested Text:

American Dietetic Association. (2010). *International dietetics & nutrition terminology (IDNT) reference manual* (3rd ed.). Chicago, IL: Author.

Escott-Stump, S. (2011). *Nutrition and diagnosis-related care* (7th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Mahan, L.K., Escott-Stump, S., & Raymond, J. (2012). *Krause's food & nutrition therapy* (13th ed.). St. Louis, MO: Saunders Elsevier.

VIII. Bibliography:

American Dietetic Association (n.d.). *Nutrition care manual*. Retrieved from www.nutritioncaremanual.org

Nelms, M.N., Sucher, K., Lacey, K., & Roth, S. L. (2011). *Nutrition therapy and pathophysiology* (2nd ed.). Belmont, CA: Thomson Higher Education.

Pronsky, Z.M., & Crowe, J.P. (2010) *Food medication interaction* (16th ed.). Birchrunville, PA.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepares students to apply the fundamentals of the Academy of Nutrition and Dietetics Nutrition Care Process in common medical conditions.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Integrate principles of Evidence-Based Practice into the steps in the Nutrition Care Process in common medical conditions.	Discussion Written assignment
Apply skills in nutrition assessment and diagnosis in common medical conditions.	Discussion Case study assignments Exams
Specify nutrition interventions in common medical conditions.	Discussion Case study assignments Exams
Monitor and evaluate nutrition outcomes in common medical conditions.	Discussion Case study assignments Exams



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A402	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Medical Nutrition Therapy 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer /2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. BS Dietetics</td> <td>202-203</td> <td>1/30/12</td> <td>Tim Doebler</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS Dietetics	202-203	1/30/12	Tim Doebler	2.				3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. BS Dietetics	202-203	1/30/12	Tim Doebler																		
2.																					
3.																					
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Continues the integration of Medical Nutrition Therapy into the treatment of pathological conditions. Applies the Nutrition Care Process in complex medical conditions such as endocrine disorders including diabetes, hepatic disorders, renal disease, immune system disorders, stress, trauma, critical illness, neurological disorders and pediatric concerns.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) DN A401 with a minimum grade of C.		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all Tier 1 (Basic College Level Skills) GER courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Course topic area outline updated to reflect current practice. Tier 1 GERs were added to registration restriction to help ensure student readiness for upper division courses expectations.																					
☐ Approved ☐ Disapproved _____ Initiator (faculty only) Date <u>Kendra Sticka</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved _____ Department Chairperson Date ☐ Approved ☐ Disapproved _____ Curriculum Committee Chairperson Date ☐ Approved ☐ Disapproved _____ Dean/Director of School/College Date ☐ Approved ☐ Disapproved _____ Undergraduate/Graduate Academic Board Chairperson Date ☐ Approved ☐ Disapproved _____ Provost or Designee Date																					

Course Content Guide

Department: Culinary Arts and Hosp./Dietetics & Nutrition
Course Number: DN A402
Course Title: Medical Nutrition Therapy II
Credits: 3.0

Date: February 1, 2012

I. Course Description:

Continues the integration of Medical Nutrition Therapy into the treatment of pathological conditions. Applies the Nutrition Care Process in complex medical conditions such as endocrine disorders including diabetes, hepatic disorders, renal disease, immune system disorders, stress, trauma, critical illness, neurological disorders and pediatric concerns.

II. Course Design

- A. Designed for students in the BS in Dietetics.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty Listserv
- I. Course level justification: Prior knowledge of nutrition assessment, nutrition counseling and the application of the Nutrition Care Process in common medical conditions is required for this course.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information and completing case studies will comprise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisites: DN A401 with a minimum grade of C

Registration Restriction: Declared Dietetics major; completion of all Tier 1 GER courses with a minimum grade of C

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection

- 2.0 Physical Assessment Skills
 - 2.1 Physical exam techniques
 - 2.2 Evidence of nutrient deficiency
- 3.0 Endocrine Disorders: Diabetes, Prediabetes, Polycystic Ovarian Syndrome, Hypoglycemia
 - 3.1 Nutrition assessment
 - 3.2 Nutrition diagnosis
 - 3.3 Nutrition interventions
 - 3.4 Nutrition monitoring
 - 3.5 Nutrition evaluation
 - 3.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 4.0 Hepatobiliary and Pancreatic Disorders
 - 4.1 Nutrition assessment
 - 4.2 Nutrition diagnosis
 - 4.3 Nutrition interventions
 - 4.4 Nutrition monitoring
 - 4.5 Nutrition evaluation
 - 4.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 5.0 Renal Disease
 - 5.1 Nutrition assessment
 - 5.2 Nutrition diagnosis
 - 5.3 Nutrition interventions
 - 5.4 Nutrition monitoring
 - 5.5 Nutrition evaluation
 - 5.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 6.0 Immune System Disorders
 - 6.1 Nutrition assessment
 - 6.2 Nutrition diagnosis
 - 6.3 Nutrition interventions
 - 6.4 Nutrition monitoring
 - 6.5 Nutrition evaluation
 - 6.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 7.0 Metabolic Stress, Trauma, Burns, and Surgery
 - 7.1 Nutrition assessment
 - 7.2 Nutrition diagnosis
 - 7.3 Nutrition interventions
 - 7.4 Nutrition monitoring
 - 7.5 Nutrition evaluation
 - 7.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 8.0 Neurological Disorders
 - 8.1 Nutrition assessment
 - 8.2 Nutrition diagnosis
 - 8.3 Nutrition interventions
 - 8.3.1 Feeding assistance

- 8.3.2 Feeding environment
 - 8.4 Nutrition monitoring
 - 8.5 Nutrition evaluation
 - 8.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 9.0 Thyroid Disorders
 - 9.1 Nutrition assessment
 - 9.2 Nutrition diagnosis
 - 9.3 Nutrition interventions
 - 9.4 Nutrition monitoring
 - 9.5 Nutrition evaluation
 - 9.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 10.0 Musculoskeletal Disorders and Arthritis
 - 10.1 Nutrition assessment
 - 10.2 Nutrition diagnosis
 - 10.3 Nutrition interventions
 - 10.4 Nutrition monitoring
 - 10.5 Nutrition evaluation
 - 10.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 11.0 Enteral and Parenteral Nutrition
 - 11.1 Nutrition assessment
 - 11.2 Nutrition diagnosis
 - 11.3 Nutrition interventions
 - 11.4 Nutrition monitoring
 - 11.5 Nutrition evaluation
- 12.0 Pediatrics: Low-Birth-Weight, Genetic Metabolic Disorders, Developmental Disabilities
 - 12.1 Nutrition assessment
 - 12.2 Nutrition diagnosis
 - 12.3 Nutrition interventions
 - 12.4 Nutrition monitoring
 - 12.5 Nutrition evaluation
 - 12.6 Pharmacology: vitamin/mineral supplements, bioactive substances, nutrition-related medication management, food-drug interactions
- 13.0 Coordination of Nutrition Care
 - 13.1 Coordination of other care during nutrition care
 - 13.2 Discharge and transfer of nutrition care to a new setting or provider

VII. Suggested Text:

American Dietetic Association. (2010). *International dietetics & nutrition terminology (IDNT) reference manual* (3rd ed.). Chicago, IL: Author.

Escott-Stump, S. (2011). *Nutrition and diagnosis-related care* (7th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

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Pronsky, Z.M., & Crowe, J.P. (2010) *Food medication interaction* (16th ed.). Birchrunville, PA.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepares students to apply comprehensive skills required for the Academy of Nutrition and Dietetics Nutrition Care Process in complex medical conditions.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Integrate principles of Evidence-Based Practice into the steps in the Nutrition Care Process in complex medical conditions.	Discussion Project
Apply skills in nutrition assessment and diagnosis in complex medical conditions.	Discussion Case study assignments Exams
Specify nutrition interventions in complex medical conditions.	Discussion Case study assignments Exams
Monitor and evaluate nutrition outcomes in complex medical conditions.	Discussion Case study assignments Exams



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A407	4. Previous Course Prefix & Number DN A303	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Preventive and Therapeutic Nutrition Prev. and Therap. Nutrition 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☒ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☒ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature _____																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:30%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:30%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. BS Nutrition</td> <td>203-205</td> <td>1/30/12</td> <td>Tim Doebler</td> </tr> <tr> <td>2. Nutrition Minor</td> <td>205</td> <td>1/30/12</td> <td>Tim Doebler</td> </tr> <tr> <td>3. BA Hospitality and Restaurant Management: nutrition track</td> <td>197</td> <td>1/30/12</td> <td>Tim Doebler</td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS Nutrition	203-205	1/30/12	Tim Doebler	2. Nutrition Minor	205	1/30/12	Tim Doebler	3. BA Hospitality and Restaurant Management: nutrition track	197	1/30/12	Tim Doebler
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. BS Nutrition	203-205	1/30/12	Tim Doebler																		
2. Nutrition Minor	205	1/30/12	Tim Doebler																		
3. BA Hospitality and Restaurant Management: nutrition track	197	1/30/12	Tim Doebler																		
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Explores role of food and dietary habits in prevention and management of diseases such as disorders of the upper and lower gastrointestinal tract, diabetes, heart disease, cancer, liver disease, renal diseases, and HIV infection. Covers medical nutrition therapy for diseases by means of alterations in food consumption.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) DN A203 with a grade of C or better		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all Tier 1 GER (Basic College Level Skills) courses with grade of C or better																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Updated course to the 400-level to allow instruction that requires student to do more in depth research and analysis and synthesis of previous knowledge. Tier 1 GERs were added to registration restriction to help ensure student readiness for upper division courses expectations. Prerequisite adjusted to ensure adequate nutrition background for current course content. Outcomes/assessment procedures adjusted to reflect 400-level course expectations.																					

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

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition
Course Number: DN A407
Course Title: Preventive and Therapeutic Nutrition
Credits: 3.0

Date: February 6, 2012

I. Course Description:

Explores role of food and dietary habits in prevention and management of diseases such as disorders of the upper and lower gastrointestinal tract, diabetes, heart disease, cancer, liver disease, renal diseases, and HIV infection. Covers Medical Nutrition Therapy for diseases by means of alterations in food consumption.

II. Course Design:

- A. Designed for students in health related fields.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside, including reading, study or information gathering
- D. Required for BS in Nutrition, BA in Hospitality & Restaurant Management: nutrition track, Nutrition minor (selective)
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality & Restaurant Management and UAA Faculty Listserv.
- I. Course level justification: Prior knowledge of normal nutrition and the ability to locate and evaluate peer-reviewed medical literature is required for this course. Students will be expected to apply nutrition knowledge to various disease states and research evidence-based treatment and prevention strategies.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information and projects including case studies, disease risk assessment assignments, and a research paper will comprise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisites: DN A203 with a grade of C or better

Registration Restrictions: Completion of all Tier 1 GER courses with a minimum grade of C

- V. Course Evaluation:**
Course will be graded A–F.

- VI. Course Curriculum:**
- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
 - 2.0 Nutrition Care and Assessment
 - 2.1 Nutrition in health care
 - 2.2 Nutrition assessment
 - 3.0 Nutrition Intervention
 - 3.1 Implementing nutrition care
 - 3.2 Modified diets
 - 3.3 Therapeutic foodservice
 - 4.0 Diet, Medications, and Dietary Supplements
 - 4.1 Medications in disease treatment
 - 4.2 Dietary supplements
 - 4.3 Diet-drug interactions
 - 5.0 Enteral Nutrition Support
 - 5.1 Enteral formulas
 - 5.2 Enteral nutrition in medical care
 - 6.0 Parenteral Nutrition Support
 - 6.1 Indications for parenteral support
 - 6.2 Parenteral solutions
 - 7.0 Nutrition in Metabolic and Respiratory Stress
 - 7.1 The body's response to stress and injury
 - 7.2 Nutrition support for acute stress
 - 7.3 Nutrition and respiratory stress
 - 8.0 Nutrition and Disorders of the Upper Gastrointestinal Tract
 - 8.1 Conditions affecting the esophagus
 - 8.2 Conditions affecting the stomach
 - 9.0 Nutrition and Lower Gastrointestinal Tract Disorders
 - 9.1 Common intestinal symptoms and complications
 - 9.2 Malabsorption syndrome
 - 9.3 Conditions affecting the large intestine
 - 10.0 Nutrition, Liver Disease, and Gallstones
 - 10.1 Fatty liver and hepatitis
 - 10.2 Cirrhosis
 - 10.3 Liver transplantation
 - 10.4 Gallstone disease

- 11.0 Nutrition in Diabetes Mellitus
 - 11.1 Overview of diabetes mellitus
 - 11.2 Treatment of diabetes mellitus
- 12.0 Nutrition in Cardiovascular Disease
 - 12.1 Atherosclerosis
 - 12.2 Coronary heart disease (CHD)
 - 12.3 Hypertension
 - 12.4 Congestive heart failure (CHF)
 - 12.5 Stroke
- 13.0 Nutrition and Renal Disease
 - 13.1 Functions of the kidney
 - 13.2 Nephrotic syndrome
 - 13.3 Acute renal failure
 - 13.4 Chronic renal failure
 - 13.5 Kidney stones

VII. Suggested Text:

Rolfes, S.R., Pinna, K., & Whitney, E. (2012). *Understanding normal and clinical nutrition* (9th ed.). Belmont, CA: Wadsworth.

VIII. Bibliography

American Dietetic Association (n.d.). *Nutrition care manual*. Retrieved from www.nutritioncaremanual.org

Escott-Stump, S. (2011). *Nutrition and diagnosis-related care* (7th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Mahan, L.K., Escott-Stump, S., & Raymond, J. (2012). *Krause's food & nutrition therapy* (13th ed.). St. Louis, MO: Saunders Elsevier.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepare students to analyze role of food and dietary habits in prevention and management of disease.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, students will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Assess risk factors for nutrition-related diseases.	Discussion Case studies Exam
Evaluate clinical situations and describe appropriate nutrition interventions to prevent or treat disease.	Discussion Case studies Exam
Analyze and synthesize literature to compose a research paper on nutrition interventions for prevention or treatment of disease.	Research paper



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition	
2. Course Prefix DN	3. Course Number A415	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Community Nutrition 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:			9. Repeat Status No # of Repeats Max Credits		
☐ 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 CCG (please specify)			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG 11. Implementation Date semester/year From: Summer/2012 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 .					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. BS Dietetics		202-203	1/30/12	Tim Doebler	
2. BS Nutrition: community nutrition emphasis		203-205	1/30/12	Tim Doebler	
3. BA Hospitality & Restaurant Management: nutrition track		197	1/30/12	Tim Doebler	
Initiator Name (typed): <u>Amanda Walch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☒ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Applies nutrition principles to populations in various community environments and stages of life cycle, with consideration given to interrelated health, social, and economic concerns. Examines public policy related to nutrition concerns of target populations, and the marketing and management of community nutrition programs.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) {DN A203 and [DN A145 or DN A147 or DN A151] and DN A315} with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all GER tier 1 (Basic College Level Skills) courses with a minimum grade of C			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action A change in the course prerequisites was added to ensure students completed a 300-level course in the field of nutrition and dietetics before completing their integrated capstone course. Changes have been made in the student outcomes and assessment procedure to more accurately depict course content. Completion of all GER tier 1 courses will allow students to successfully complete an upper-division course. Course is required for majors in the Dietetics, Nutrition and HRM degrees.					

Initiator (faculty only)		Date	☐ Approved	
<u>Amanda Walch</u>			☐ Disapproved	Dean/Director of School/College
Initiator (TYPE NAME)				Date
☐ Approved			☐ Approved	
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Undergraduate/Graduate Academic Board Chairperson
☐ Approved			☐ Approved	
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee
				Date

Course Content Guide

Department:	Culinary Arts, Hosp./Dietetics & Nutrition	Date: February 2, 2012
Course Number:	DN A415	
Course Title:	Community Nutrition	
Credits:	3.0	

I. Course Description:

Applies nutrition principles to populations in various community environments and stages of life cycle, with consideration given to interrelated health, social, and economic concerns. Examines public policy related to nutrition concerns of target populations, and the marketing and management of community nutrition programs.

II. Course Design

- A. Designed for students in Dietetics, Nutrition, and Hospitality & Restaurant Management majors.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics, BS in Nutrition: community nutrition emphasis, and BA in Hospitality & Restaurant Management: nutrition track majors
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with Hospitality and Restaurant Management and UAA Faculty Listserv
- I. Course level justification: In this integrative capstone course students will analyze nutrition principles across populations and the lifespan, and synthesize material to generate community nutrition programs.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information and projects including assessing target population's nutritional status, survey of community nutrition needs and resources, and designing community nutrition interventions will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: {[DN A145 or DN A147 or DN A151], DN A203, and DN A315} with a minimum grade of C

Registration Restrictions: Required for pre-Dietetics, Dietetics and HRM majors, and completion of all GER tier 1 (Basic College Level Skills) courses

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Opportunities in Community Nutrition
 - 2.1 Community nutrition practice and entrepreneurship
 - 2.2 Social and economic trends for community nutrition
- 3.0 Assessing Community Nutrition Resources
 - 3.1 Community needs assessment
 - 3.2 Examples of community needs assessments
- 4.0 Assessing the Target Population's Nutritional Status
 - 4.1 Plan for collecting data
 - 4.2 Issues in data collection
 - 4.3 Examples of data collection
- 5.0 Principles of Epidemiology
 - 5.1 Basic epidemiological concepts
 - 5.2 Types of epidemiological studies
 - 5.3 Nutritional epidemiology
- 6.0 Food Insecurity and the Food Assistance Programs
 - 6.1 Hunger in the United States
 - 6.2 Historical background of food assistance programs
 - 6.3 Examples of food insecurity programs
- 7.0 National Nutrition Agenda for the Public's Health
 - 7.1 National nutrition policy
 - 7.2 National nutrition survey results
- 8.0 Art and Science of Policy Making
 - 8.1 Process of policy making
 - 8.2 Legislative and regulatory process
 - 8.3 Political process
 - 8.4 Grassroots community nutrition
- 9.0 Addressing the Obesity Epidemic
 - 9.1 Defining obesity and overweight
 - 9.2 Obesity prevention
 - 9.3 Obesity treatment interventions
 - 9.4 Public health policy options

- 10.0 Health Care Systems and Policy
 - 10.1 Overview of the health care industry
 - 10.2 Demographic trends in health care
 - 10.3 Health care reform in the united states
- 11.0 Community Nutrition Programs for Mothers and Infants
 - 11.1 Trends in maternal and infant health
 - 11.2 Healthy mothers
 - 11.3 Healthy babies
 - 11.4 Domestic maternal and infant nutrition programs
 - 11.5 Community nutrition programs for children and adolescents
 - 11.6 What children and adolescents are eating
 - 11.7 History of child nutrition programs in schools
 - 11.8 Impact of child nutrition programs on children's diets
 - 11.9 Nutrition education programs
- 12.0 Community Nutrition Programs for the Elderly
 - 12.1 Healthy adults
 - 12.2 Aging and nutritional status
 - 12.3 Community-based programs and services
- 13.0 World Hunger and Food Insecurity
 - 13.1 Mapping poverty and under nutrition
 - 13.2 Food insecurity in developing countries
 - 13.3 Agenda for action
- 14.0 Community Program Planning
 - 14.1 Factors that trigger program planning
 - 14.2 Steps in program planning
- 15.0 Designing Community Nutrition Interventions
 - 15.1 Selection of an intervention strategy
 - 15.2 Current research on consumer behavior
- 16.0 Cultural Competence in Community Nutrition
 - 16.1 Gaining cultural competence
 - 16.2 Cross-cultural communication
 - 16.3 Culturally appropriate intervention strategies
- 17.0 Principles of Nutrition Education
 - 17.1 Applying nutrition education principles to program design
 - 17.2 Designing nutrition and health messages
 - 17.3 Effective writing
- 18.0 Marketing
 - 18.1 Marketing plan development
 - 18.2 Social marketing

19.0 Managing Community Nutrition Programs

19.1 Planning and organizing

19.2 Leading

19.3 Controlling

20.0 Grant Writing Skills

20.1 Funding sources

20.2 Building a proposal

VII. Suggested Text:

Boyle, M.A., & Holben, D.H. (2009). *Community nutrition in action* (5th ed.). Belmont, CA: Wadsworth.

VIII. Bibliography:

Brown, J.E. (2008). *Nutrition through the life cycle* (3rd ed.). Boston: Wadsworth.

Neidert, K.C., & Dorner, B. (2000). *Nutrition care of the older adult* (2nd ed.). Chicago: American Dietetic Association.

Robinson, G.E., & Leif, B.J. (2001). *Nutrition management and restorative dining*. Chicago: American Dietetic Association.

Rolfes, S.R., Pinna, K., & Whitney, E. (2011). *Understanding normal and clinical nutrition* (9th ed.). Belmont, CA: Wadsworth.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepares students for participation and leadership in community nutrition programs in their communities by increasing student awareness of the nutrition needs of subgroups and available nutrition programs and resources.

B. Student Outcomes/Assessment Procedures:

Student Outcomes After successful completion of the course, students will be able to do the following:	Relationship to GER Capstone Requirements	Assessment Procedures This outcome will be assessed by one or more of the following:
Analyze community nutrition programs in local community to meet target population's nutrition needs.	Critical thinking	Discussion Project
Diagram national food insecurity issues and the impact of the process of policy making and the legislative process.	Information literacy	Discussion Project
Create a proposal to transform an existing community nutrition program and design a nutrition intervention for target population.	Effective communication, knowledge integration	Discussion Project
Construct a nutrition education program utilizing a marketing plan and management functions.	Effective communication	Project Discussion



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A430	4. Previous Course Prefix & Number DN A375	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Research Methods in Nutrition and Dietetics Research Method Nutr. & Diet. 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 <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☒ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.																					
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 30%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 30%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. BS Dietetics</td><td>202-203</td><td>1/30/12</td><td>Tim Doebler</td></tr><tr><td>2. BS Nutrition</td><td>203-205</td><td>1/30/12</td><td>Tim Doebler</td></tr><tr><td>3.</td><td></td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS Dietetics	202-203	1/30/12	Tim Doebler	2. BS Nutrition	203-205	1/30/12	Tim Doebler	3.			
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2. BS Nutrition	203-205	1/30/12	Tim Doebler																		
3.																					
Initiator Name (typed): <u>Amanda Walch</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Presents fundamentals of research knowledge and skills in the profession of nutrition and dietetics. Addresses research designs commonly used, principles of evidence-based practice, evidence analysis procedures, translation research and outcomes research methodology.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) [DN A203 and STAT A252] with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all GER tier 1 (Basic College Level Skills) courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Course number change to a 400-level will more adequately depict the content and assignments developed for the class. Completion of all GER tier 1 courses will allow students to successfully complete an upper-division course. Change in course activities and student outcomes and assessment procedures.																					
Initiator (faculty only) <u>Amanda Walch</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson ☐ Approved ☐ Disapproved Curriculum Committee Chairperson ☐ Approved ☐ Disapproved Dean/Director of School/College ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson ☐ Approved ☐ Disapproved Provost or Designee																					

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition **Date:** February 1, 2012
Course Number: DN A430
Course Title: Research Methods in Nutrition and Dietetics
Credits: 3.0

I. Course Description:

Presents fundamentals of research knowledge and skills in the profession of nutrition and dietetics. Addresses research designs commonly used, principles of evidence-based practice, evidence analysis procedures, translational research and outcomes research methodology.

II. Course Design

- A. Designed for students in Dietetics and Nutrition majors.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics and the BS in Nutrition majors
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. Coordinated with UAA Faculty Listserv
- H. Course level justification: Prior knowledge of statistics is required for this course.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information, literature abstracts, completion of an evidence analysis project, evidence-based practice research paper, and an outcomes research project will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: [DN A203 and STAT A252] with a minimum grade of C
Registration Restrictions: Registration for pre-Dietetics, Dietetics and Nutrition majors and Completion of all GER tier 1 (Basic College Level Skills) courses

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Introduction to Research in Nutrition and Dietetics
 - 2.1 The research continuum
 - 2.2 Developing the research question
 - 2.3 Selecting the study design
- 3.0 The Research Environment
 - 3.1 Ethics in conducting and presentation of research
 - 3.2 How to write a research proposal
 - 3.3 How to obtain funding
 - 3.4 Multidisciplinary research
- 4.0 Regulations of Research
 - 4.1 Human subjects protection training
 - 4.2 Institutional Review Boards
- 5.0 Descriptive Research
 - 5.1 Descriptive epidemiologic research
 - 5.2 Qualitative research
- 6.0 Observational and Experimental Research Studies
 - 6.1 Analytic nutrition epidemiology
 - 6.2 Clinical nutrition study methods
 - 6.3 National nutrition monitoring programs
- 7.0 Integrative and Translational Research
 - 7.1 Meta-analysis in nutrition research
 - 7.2 Evidence-based practice systematic reviews
- 8.0 Evaluation and Assessment Methods in Research
 - 8.1 Survey research
 - 8.2 Dietary assessment and validation
 - 8.3 Food composition databases
 - 8.4 Using the dietary reference intakes
 - 8.5 Using biomarkers
 - 8.6 Research methods for human sensory system analysis
 - 8.7 Research methods in appetite assessment
- 9.0 Key Aspects of Research in Nutrition and Dietetics
 - 9.1 Outcomes research
 - 9.2 Economic analysis
 - 9.3 Diet and human genetics
 - 9.4 Behavioral-theory based research
 - 9.5 Research methods for diet supplements and complementary/alternative medicine

- 9.6 Research in foodservice management
- 9.7 Consumer research and health and nutrition messages
- 9.8 Dietetics education research
- 10.0 Applications of Statistical Analysis in Nutrition and Dietetics Research
 - 10.1 Estimating sample size
 - 10.2 Fundamentals of statistical applications
- 11.0 Presentation of Research Data
 - 11.1 Techniques and approaches for presenting data
 - 11.2 Illustrating the results of research
 - 11.3 Research publications
- 12.0 Applications of Research to Practice
 - 12.1 Role of research in practice
 - 12.2 Evidence-based practice guidelines
 - 12.3 Evidence analysis procedures

VII. Suggested Text:

Monsen, E.R. (2008). *Research: Successful approaches* (3rd ed.). Chicago, IL: The American Dietetic Association.

VIII. Bibliography:

Field, A. (2005). *Discovering statistics using SPSS*. Thousand Oaks, CA: Sage.

Iezzoni, L.I. (2003). *Risk adjustment for measuring health care outcomes* (3rd ed.). Chicago, IL: Health Administration Press.

Ireton-Jones, C.S., Gottschlich, M.M., & Bell, S.J. (1998). *Practice-oriented nutrition research: An outcomes measurement approach*. Gaithersburg, MD: ASPEN.

Kane, R.L. (2006). *Understanding health care outcomes research* (2nd ed.). Boston, MA: Jones and Bartlett.

Munro, B.H. (2001). *Statistical methods for health care research* (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Peat, J. (2002). *Health science research: A handbook of quantitative methods*. Thousand Oaks, CA: Sage.

Portnoy, L.G., & Watkins, M.P. (2000). *Foundations of clinical research: Applications to practice* (2nd ed.). Upper Saddle River, NJ: Prentice Hall Health.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provides students with a theoretical foundation of the research knowledge and skills that are used in the nutrition and dietetics profession to enable them to read scientific literature, conduct evidence analysis, and utilize evidence-based practice procedures in their profession.

B. Student Outcomes/Assessment Procedures:

Student Outcomes Upon successful completion of this course, student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Identify research methods and designs commonly used in the nutrition and dietetics profession.	Discussion Quizzes
Appraise scientific literature for components of research design and research quality.	Discussion Literature abstract assignment
Develop research proposal for original research idea.	Discussion Research proposal project
Apply evidence based practice nutrition guidelines in a clinical nutrition practice scenario.	Discussion Case study
Conduct peer review of research proposal.	Discussion Peer review project



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A450	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Dietetic Management Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete <i>If a change, mark appropriate boxes:</i> ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
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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 border="1" style="width:100%; border-collapse: collapse; font-size: x-small;"> <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. BS Dietetics</td> <td>202-203</td> <td>1/30/12</td> <td>Tim Doebler</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS Dietetics	202-203	1/30/12	Tim Doebler	2.				3.			
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities <i>Mark appropriate box:</i> ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) Covers management and leadership in dietetics practice. Discusses current issues affecting practice, including human resources, outcome management, accreditation, quality assurance and entrepreneurship.																					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) DN A350 with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)																	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Complete all GER tier 1 (Basic College Level Skills) courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Completion of all GER tier 1 courses to allow students to successfully complete an upper-division course.																					
Initiator (faculty only) _____ Date _____ Amanda Walch Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

Course Content Guide

Department: Culinary Arts, Hosp./Dietetics & Nutrition **Date:** February 1, 2012
Course Number: DN A450
Course Title: Dietetic Management
Credits: 3.0

I. Course Description:

Covers management and leadership in dietetic practice. Discusses current issues affecting practice, including human resources, outcome management, accreditation, quality assurance, and entrepreneurship.

II. Course Design

- A. Designed for students in the BS in Dietetics major.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for the BS in Dietetics major
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty Listserv
- I. Course level justification: Prior knowledge of foodservice systems is required for this course.

III. Course Activities:

Course activities will be composed of course lectures, and discussion. Reading of assigned information, completing case studies, marketing and outcomes projects will comprise outside activities.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: DN A350 with a minimum grade of C

Registration Restrictions: Declared Dietetics major and completion of all GER tier 1 (Basic College Level Skills) courses

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Planning and Organizing
 - 2.1 What it means to be a supervisor
 - 2.2 Customer service
 - 2.3 Benefits and key elements of planning
 - 2.4 Position descriptions
 - 2.5 Performance standards
 - 2.6 Policy development and implementation
- 3.0 Human Resource Planning
 - 3.1 Personnel recruitment and selection
 - 3.2 Orientation and training of new employees
 - 3.3 Team building
 - 3.4 Safety and workplace violence
- 4.0 Leading People
 - 4.1 Leaders and managers
 - 4.2 Coaching
 - 4.3 Morale and motivation
 - 4.4 Rewards and recognition
 - 4.5 Performance feedback
 - 4.6 Cultural diversity
 - 4.7 Personnel retention
- 5.0 Leading People in Difficult Situations
 - 5.1 Employee counseling
 - 5.2 Employee discipline
 - 5.3 Conflict and confrontation
 - 5.4 Negative attitudes
 - 5.5 Hostility
 - 5.6 Complaints and grievances
- 6.0 Health Care Cost Control
 - 6.1 Managed care
 - 6.2 Budget and cost control
 - 6.3 Reimbursement for food and nutrition services
- 7.0 Policies and Regulations on Food and Nutrition Services
 - 7.1 Local regulations
 - 7.2 State regulations
 - 7.3 Federal regulations

- 8.0 Developing Employees
 - 8.1 Adjusting to change
 - 8.2 Staff development
 - 8.3 Delegation and empowerment
- 9.0 Special Supervisory Skills
 - 9.1 Spoken communication
 - 9.2 Written communication
 - 9.3 Effective meetings
 - 9.4 Decision making and problem solving
 - 9.5 Negotiating
 - 9.6 Time management
- 10.0 Self-Enhancement for Supervisors
 - 10.1 Coping with stress and burnout
 - 10.2 Career development
 - 10.3 Networking and organizational politics
- 11.0 Marketing
 - 11.1 Marketing concept
 - 11.2 Marketing management
 - 11.3 Service marketing
 - 11.4 Strategic marketing
- 12.0 Outcomes Management
 - 12.1 Procedures
 - 12.2 Facility requirements
 - 12.3 Benefits and uses
- 13.0 Accreditation and Quality Assurance
 - 13.1 National requirements
 - 13.2 State requirements
 - 13.1 Quality assurance procedures
- 14.0 Entrepreneurship
 - 14.1 Opportunities in field of dietetics and nutrition
 - 14.2 Resources
 - 14.3 Business plans

VII. Suggested Text:

McConnell, C.R. (2008). *Management principles for health professionals* (5th ed.). Sudbury, MA: Jones and Bartlett.

VIII. Bibliography:

Gilmore, S.A. (2005). *Cases in human resource management in hospitality*. Upper Saddle River, NJ: Pearson Prentice Hall.

Gregoire, M.B., & Spears, M.C. (2007). *Foodservice organizations: A managerial and systems approach* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Gratto-Liebler, J., & McConnell, C.R. (2008). *Management principles for health professionals* (5th ed.). Sudbury, MA: Jones and Bartlett.

Hudson, N.R. (2006). *Management practice in dietetics* (2nd ed.). Belmont, CA: Thomson Wadsworth.

Jackson, R. (1997). *Nutrition and food services for integrated health care*. Gaithersburg, MD: Aspen.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepares students to manage human resources issues and participate in quality assurance and outcomes management processes and procedures.

B. Student Outcomes/Assessment Procedures:

Student Outcomes Upon successful completion of this course, student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:
Demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.	Discussion Exam
Evaluate the principles of human resource management in different situations.	Discussion Exam
Specify the management and business theories and principles for the effective development, marketing and delivery of programs or services.	Discussion
Develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision-making.	Discussion Project
Analyze the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services.	Discussion Exam



Course Action Request

University of Alaska Anchorage

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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./ Dietetics & Nutrition																	
2. Course Prefix DN	3. Course Number A475	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 Credits	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Advanced Nutrition Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☒ Other CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☒ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Summer/2012 To: /9999																		
			12. ☐ Cross Listed with _____ ☐ Stacked with _____ Cross-Listed Coordination Signature _____																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. BS Dietetics</td> <td>202-203</td> <td>1/30/12</td> <td>Tim Doebler</td> </tr> <tr> <td>2. BS Nutrition: Nutrition Science emphasis</td> <td>205</td> <td>1/30/12</td> <td>Tim Doebler</td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. BS Dietetics	202-203	1/30/12	Tim Doebler	2. BS Nutrition: Nutrition Science emphasis	205	1/30/12	Tim Doebler	3.			
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2. BS Nutrition: Nutrition Science emphasis	205	1/30/12	Tim Doebler																		
3.																					
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Presents basic concepts of the mechanisms of actions, interactions, and the processes of cellular assimilation and utilization of nutrients in humans. Emphasis on the coordinated control of nutrient utilization among the major organs.																					
16a. Course Prerequisite(s) (list prefix and number) (BIOL A111, BIOL A112, BIOL A115, CHEM A321, CHEM A441 and DN A203) with a minimum grade of C		16b. Test Score(s)		16c. Co-requisite(s) (concurrent enrollment required)																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (non-codable) Complete all Tier 1 GER (Basic College Level Skills) courses with a minimum grade of C																			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action Tier 1 GERs were added to registration restriction to help ensure student readiness for upper division courses expectations. Added content reflective of current nutrition science.																					
Initiator (faculty only) _____ Date _____ <u>Kendra Sticka</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

Course Content Guide

Department: Culinary Arts and Hosp./Dietetics & Nutrition
Course Number: DN A475
Course Title: Advanced Nutrition
Credits: 3.0

Date: January 30, 2012

I. Course Description:

Presents basic concepts of the mechanisms of actions, interactions, and the processes of cellular assimilation and utilization of nutrients in humans. Emphasis on the coordinated control of nutrient utilization among the major organs.

II. Course Design

- A. Designed for students in the new BS in Dietetics and the new BS in Nutrition: nutrition science emphasis.
- B. 3.0 credits
- C. Total time of student involvement – 135 hours per semester
 - Lecture: 3 hours per week instruction
 - Homework: a minimum of 6 hours per week outside reading, study or information gathering
- D. Required for BS in Dietetics BS in Nutrition: nutrition science emphasis
- E. No lab fee
- F. Course may be taught during any time frame, but not less than three weeks.
- G. This is a revised course.
- H. Coordinated with UAA Faculty Listserv
- I. Course level justification: Prior knowledge of anatomy and physiology, biology, nutrition, organic chemistry and biochemistry is required for this course.

III. Course Activities:

Course activities will be composed of course lectures and discussion. Reading of assigned information, exams and a research paper will compromise outside activities.

IV. Course Prerequisite/Registration Restrictions:

Prerequisite: [BIOL A111, BIOL A112, BIOL A115, CHEM A321, CHEM A441, and DN A203] with a minimum grade of C

Registration Restriction: completion of all Tier 1 GER courses with a minimum grade of C

V. Course Evaluation:

Course will be graded A-F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection

- 2.0 Cells and Their Nourishment
 - 2.1 Components of typical cells
 - 2.2 Cellular proteins
 - 2.3 Apoptosis
- 3.0 Nutritional Genomics
 - 3.1 Genetics
 - 3.2 Genomics
 - 3.3 Gene-nutrient interactions
- 4.0 The Digestive System: Mechanism for Nourishing the Body
 - 4.1 An overview of the structure of the digestive tract
 - 4.2 Coordination and regulation of the digestive process
 - 4.3 The process of digestion: secretion and enzymes
- 5.0 Energy Transformation
 - 5.1 Energy release and consumption for chemical reactions
 - 5.2 Free energy
 - 5.3 The role of high-energy phosphate in energy storage
 - 5.4 The high-energy phosphate bond
 - 5.5 Transfer of energy using coupled reactions
 - 5.6 Formation of ATP
 - 5.7 Biological oxidation and the Electron Transport Chain
- 6.0 Carbohydrates
 - 6.1 Structure
 - 6.2 Digestion
 - 6.3 Absorption, transport, distribution
 - 6.4 Integrated metabolism in tissues
 - 6.5 Regulation of metabolism
 - 6.6 Ethyl alcohol
- 7.0 Fiber
 - 7.1 Definitions of dietary and functional fiber
 - 7.2 Fiber and plants
 - 7.3 Chemistry and characteristics of dietary and functional fibers
 - 7.4 Selected properties and physiological and metabolic effects of fiber
 - 7.5 Roles of fiber in disease prevention and management
 - 7.6 Recommended intakes
- 8.0 Lipids
 - 8.1 Structure and biological importance
 - 8.2 Digestion
 - 8.3 Absorption
 - 8.4 Transport and storage
 - 8.5 Lipids, lipoproteins and cardiovascular disease risk
 - 8.6 Integrated metabolism in tissues
 - 8.7 Regulation of lipid metabolism
 - 8.8 Brown fat thermogenesis
 - 8.9 Therapeutic inhibition of fat absorption
- 9.0 Protein
 - 9.1 Functional categories
 - 9.2 Protein structure and organization
 - 9.3 Amino acid classification

- 9.4 Sources of protein
- 9.5 Digestion and absorption
- 9.6 Amino acid metabolism
- 9.7 Inter-organ “flow” of amino acids and organ-specific metabolism
- 9.8 Protein turnover
- 9.9 Protein quality and protein intake
- 10.0 Integration and Regulation of Metabolism and the Impact of Exercise and Sport
 - 10.1 Interrelationship of carbohydrate, lipid, and protein metabolism
 - 10.2 The central role of the liver in metabolism
 - 10.3 Tissue-specific metabolism during the fed-fast cycle
 - 10.4 System integration and homeostasis
 - 10.5 Sports nutrition
- 11.0 Water-Soluble Vitamins
 - 11.1 Vitamin C
 - 11.2 Riboflavin
 - 11.3 Niacin
 - 11.4 Pantothenic Acid
 - 11.5 Biotin
 - 11.6 Folic Acid
 - 11.7 Vitamin B₁₂
- 12.0 Fat-Soluble Vitamins
 - 12.1 Vitamin A and carotenoids
 - 12.2 Vitamin D
 - 12.3 Vitamin E
 - 12.4 Vitamin K
- 13.0 Macrominerals
 - 13.1 Calcium
 - 13.2 Phosphorus
 - 13.3 Magnesium
 - 13.4 Sodium
 - 13.5 Potassium
 - 13.6 Chloride
- 14.0 Microminerals
 - 14.1 Iron
 - 14.2 Zinc
 - 14.3 Copper
 - 14.4 Selenium
 - 14.5 Chromium
 - 14.6 Iodine
 - 14.7 Manganese
 - 14.8 Molybdenum
 - 14.9 Fluoride
- 15.0 Ultratrace Elements
 - 15.1 Arsenic
 - 15.2 Boron
 - 15.3 Nickel

- 15.4 Silicon
- 15.5 Vanadium
- 15.6 Cobalt
- 16.0 Body Fluid and Electrolyte Balance
 - 16.1 Physiological water distribution
 - 16.2 Maintenance of fluid balance
 - 16.3 The kidney's role
 - 16.4 Maintenance of electrolyte balance
 - 16.5 Acid-base balance
 - 16.6 Acid-base buffers
 - 16.7 Respiratory and renal regulation of pH
- 17.0 Body Composition and Energy Expenditure
 - 17.1 Body weight: what should we weigh?
 - 17.2 The composition of the human body
 - 17.3 Methods for the measurement of body composition
 - 17.4 Components of energy expenditure
 - 17.5 Assessment of energy expenditure
- 18.0 Nutrition Knowledge Base
 - 18.1 Experimental design and critical interpretation of research
 - 18.2 The scientific method
 - 18.3 The influence of knowledge base and technology on research
 - 18.4 Research methodologies
 - 18.5 Evaluation of research and scientific literature

VII. Suggested Text:

Gropper, S. S., & Smith, J. L. (2013). *Advanced nutrition and human metabolism* (6th ed.). Belmont, CA: Thomson Higher Education.

VIII. Bibliography:

Campbell, M. K., & Farrell, S. O. (2007). *Biochemistry* (6th ed.). Pacific Grove, CA: Brooks and Cole.

Marieb, E. N., & Hoehn, K. *Human anatomy and physiology* (7th ed.). Boston, MA: Benjamin Cummings.

Shils, S. E., Shike, M., Ross, A. C., Caballero, B., & Cousins, R.J. (2005). *Modern nutrition in health and disease* (10th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Smith, J. (2007). *Organic chemistry* (2nd ed.). New York, NY: McGraw Hill.

Stipanuk, M.H. (2006). *Biochemical, physiological, molecular aspects of human nutrition* (2nd ed.). St. Louis, MO: Saunders Elsevier.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Provides an advanced overview of nutrition, focusing on macronutrient and micronutrient metabolism and homeostatic maintenance.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Evaluate the current literature related to a selected topic in advanced nutrition.	Discussion Research Project
Analyze the impact of insufficient and excessive macronutrient and micronutrient intake on human metabolism.	Discussion Exam
Compare mechanisms of homeostatic maintenance in a variety of disease states.	Discussion Exam



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

1a. School or College CT CTC		1b. Division ACAH Div of Culinary Arts Hosp		1c. Department Culinary Arts & Hosp./Dietetics & Nutrition	
2. Course Prefix DN	3. Course Number A492	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 2.0 Credits	5b. Contact Hours (Lecture + Lab) (1+3)	
6. Complete Course Title Senior Seminar in Dietetics Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☒ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☐ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Summer /2012 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.					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): <u>Kendra Sticka</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/10/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/10/12</u>		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Requires students to apply prior learning to a practice setting. Explores current practice issues in the profession of dietetics preparing students for supervised practice.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) [DN A100, DN A203, DN A301, and DN A350] with a grade of C or better		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)	
16d. Other Restriction(s) ☐ College ☒ Major ☐ Class ☐ Level		16e. Registration Restriction(s) (<i>non-codable</i>) Departmental approval. Dietetics major.			
17. ☐ Mark if course has fees		18. ☐ Mark if course is a selected topic course			
19. Justification for Action Addition of course to allow practicum experience, assimilation of learning, and examination of current practice topics prior to completing the Dietetic Internship (supervised practice).					
☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Date Initiator (faculty only) <u>Kendra Sticka</u> Initiator (TYPE NAME) Date Department Chairperson Date Curriculum Committee Chairperson Date Date Dean/Director of School/College Date Undergraduate/Graduate Academic Board Chairperson Date Provost or Designee Date					

Course Content Guide

Department: Culinary Arts, Hospitality, Dietetics& Nutrition
Course Number: DN A492
Course Title: Senior Seminar in Dietetics
Credits: 2.0

Date: February 7, 2012

I. Course Description:

Requires students to apply prior learning to a practice setting. Explores current practice issues in the profession of dietetics preparing students for supervised practice.

II. Course Design:

- A. Designed for dietetics majors in their final year prior to internship.
- B. 2.0 credits
- C. Total time of student involvement (based on year-long course structure) – 90 hours per year.
 - Lecture: 2 hours per month instruction
 - Homework/Practicum Experience: a minimum of 1.5 hours per week outside, including practicum experience, reading, studying or information gathering
- D. Required for Dietetics
- E. No lab fee
- F. Course may be taught during any time frame, but not less than two weeks.
- G. This is a newcourse.
- H. Coordinated UAA faculty Listserv
- I. Course level justification: Students will need prior nutrition knowledge in content areas covered in BS Dietetics curriculum in order to apply that to a practice setting.

III. Course Activities:

Course activities will be composed of course lectures, discussion, and practicum experience. A portfolio project will be a major activity in the course.

IV. Course Prerequisites/Registration Restrictions:

Prerequisites: [DN A100, DN A203, DN A301, and DN A350] with a grade of C or better
Registration Restrictions: Departmental approval required. Dietetics majors in final year of coursework

V. Course Evaluation:

Course will be graded A–F.

VI. Course Curriculum:

- 1.0 Safety
 - 1.1 Campus and online safety
 - 1.2 Classroom and laboratory protection
- 2.0 Portfolio Learning
 - 2.1 Documenting and demonstrating learning
 - 2.2 Maintaining a portfolio for multiple purposes
- 3.0 Dietetics Practice: Community Nutrition
 - 3.1 Practicum experience
 - 3.2 Preparing for supervised practice
 - 3.3 Current topics
- 4.0 Dietetics Practice: Foodservice Systems & Management
 - 4.1 Practicum experience
 - 4.2 Preparing for supervised practice
 - 4.3 Current topics
 - 4.4 ServSafe certification
- 5.0 Dietetics Practice: Clinical Dietetics
 - 5.1 Practicum experience
 - 5.2 Preparing for supervised practice
 - 5.3 Current topics
- 6.0 National Certification Exam Preparation
 - 6.1 Content areas
 - 6.2 Preparation strategies

VII. Suggested Text:

Textbooks used for prior courses will be utilized as references.

VIII. Bibliography

American Dietetic Association (2010). *International dietetics & nutrition terminology (IDNT) reference manual* (3rd ed.). Chicago, IL: Author.

Bauer, K., Liou, D., & Sokolik, C.A. (2012). *Basic nutrition counseling skill development* (2nd ed.). Belmont, CA: Wadsworth/Thompson Learning.

Boyle, M.A., & Holben, D.H. (2009). *Community nutrition in action* (5th ed.). Belmont, CA: Wadsworth.

Escott-Stump, S. (2011). *Nutrition and diagnosis-related care* (7th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Gregoire, M. B. (2009). *Foodservice organizations: A managerial and systems approach* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Holli, B.B., O'Sullivan-Maillet, J., Beto, J.A., & Calabrese, R.J. (2009). *Communication and education skills for dietetics professionals* (5th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Lee, R.D., & Nieman, D.C. (2009). *Nutritional assessment* (5th ed.). New York, NY: McGraw Hill.

Mahan, L.K., Escott-Stump, S., & Raymond, J. (2012). *Krause's food & nutrition therapy* (13th ed.). St. Louis, MO: Saunders Elsevier.

Molt, M. (2010). *Food for fifty* (13th ed.). Upper Saddle River, NJ: Prentice Hall.

Payne-Palacio, J., & Canter, D. (2011). *The profession of dietetics: A team approach* (4th ed.). Baltimore, MD: Lippincott, Williams & Wilkins.

IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:

Prepare students for supervised practice in dietetics through assimilation of prior learning and practicum experience.

B. Student Outcomes/Assessment Procedures:

Student Outcomes	Assessment Procedures
After successful completion of the course, students will be able to do the following:	This outcome will be assessed by one or more of the following:
Document and communicate key learning outcomes from dietetics education.	Portfolio Project
Demonstrate competence in food service management, community nutrition, and clinical dietetics.	Exam Portfolio Project

Memorandum

April 5, 2012

To: Governance / GAB

From: Carolyn Coe, Assistant Professor, Early Childhood Special Education

The GAB approved EDSE A690 Selected Topics and EDSE A622y Strategies in Early Childhood Special Education in November, 2011.

We are stacking them with the following courses, which are requirements of the minor in early childhood special education:

EDSE A422y Strategies for Young Children with Special Needs in Inclusive Environments.

EDSE A490 Selected Topics in Early Childhood Special Education



1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE																	
2. Course Prefix EDSE	3. Course Number A422Y	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Strategies for Young Children with Special Needs in Inclusive Environments Strategies: ECSE Inclusion Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☒ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other Updating CCG (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats n/a Max Credits n/a																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Spring/2013 To: 9999/9999																		
			12. ☐ Cross Listed with n/a ☒ Stacked with EDSE A622y Cross-Listed Coordination Signature _____																		
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Initiator Name (typed): <u>Carolyn Coe</u> Initiator Signed Initials: _____ Date: _____																					
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14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.																					
16a. Course Prerequisite(s) (list prefix and number) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☒ Level		16e. Registration Restriction(s) (non-codable) Junior or senior standing																			
17. ☒ Mark if course has fees		18. ☐ Mark if course is a selected topic course																			
19. Justification for Action This is a required course for the minor.																					
Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: 1/26/12

II. Information for the Course Action Request

College/School: College of Education

Department: Department of Special Education

Course Prefix: EDSE

Course Number: A422y
Title: Strategies for Young Children with Special Needs in
Inclusive Environments

Credits: 3

Grading Basis: A-F

Implementation Date: Spring 2013

Course Description: Provides an understanding of best practice in intervention
strategies for children with special needs who are in
inclusive settings.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration Junior or senior standing

Restrictions:

Course Fee: ☒ Yes ☐ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Analyze early intervention strategies that are effective with young children with special needs in inclusive settings.
2.	Delineate best practices in early childhood and early childhood special education.
3.	Compare developmentally appropriate practices (DAP) and individually appropriate practices.

4.	Differentiate between direct and indirect instruction
5.	Discuss effective means of measuring child outcomes.
6.	Describe the role of families in the intervention process.

B. Student Outcomes/Assessment Procedures

	Student Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:	Standards Met Division of Early Childhood	Core Values
1.	Demonstrate knowledge of intervention strategies for young children with special needs served in inclusive settings.	Reflections	DEC 1 Foundations	Intellectual vitality
2.	Analyze best practices in early childhood and early childhood special education strategies.	Literature reviews	DEC 3 Individual learning differences DEC 4 Instructional strategies DEC 5 Learning environments / social interactions DEC 7 Instructional planning	Intellectual vitality
3.	Analyze developmentally appropriate practices and individually appropriate practices.	Presentation	DEC 1 Foundations	Inclusiveness and Equity
4.	Create instructional activities using both direct and indirect strategies.	Resource kit	DEC 7 Instructional planning DEC 8 Assessment	Intellectual Vitality
5.	Prepare effective means of measuring child outcomes.	Resource kit	DEC 7 Instructional planning DEC 8 Assessment	Intellectual Vitality
6.	Create family-based	Resource kit	DEC 1	Intellectual Vitality

	intervention activities.		Foundations	

IV. Course Level Justification

The course is designed to provide students with the knowledge needed to effectively work with young children in inclusive settings who have special needs.

V. Course Outline

1. Strategies
 - 1.1 Best Practices
 - 1.2 Individually appropriate
 - 1.3 Developmentally appropriate
2. Best Practices
 - 2.1 Direct
 - 2.2 Indirect
3. Measuring Child Outcomes
 - 3.1 Observations
 - 3.2 Data collection
 - 3.3 Portfolio
4. Family involvement
 - 4.1 Routine-based
 - 4.2 Family-based intervention

VI. Suggested Text(s)

Ostrosky, M. & Sandall, S. (Eds.) (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

VII. Bibliography

Blasco, P. M. (2008). *Early intervention services for infants, toddlers, and their families*.

Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.

McWilliam, R. A. (2010). *Working with families of young children with special needs*.

New York, NY: Guilford Press.

Ostrosky, M., & Sandall, S. R. (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

Paasche, C. L., Gorrill, L., & Strom, B. (2004). *Children with special needs in early childhood settings*. Clifton Park, NY: Thomson/Delmar Learning.

Peterson, C. A. (2009). *Quality inclusive services in a diverse society*. Missoula, MT: DEC.

Sandall, S. R., McLean, M. E., & Smith, B. J. (2000). *DEC recommended practices in early intervention/early childhood special education*. Denver, CO: Division for Early Childhood (DEC), Council for Exceptional Children.



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

1a. School or College EA COE		1b. Division choose one		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A622y	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Strategies: Early Childhood Special Education Strategies: ECSE Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status No # of Repeats o Max Credits o		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: 9999/9999		
			12. ☐ Cross Listed with _____ ☒ Stacked with EDSE A422y Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. B. A. Early Childhood Education		Courtesy	1/25/12	Hilary Seitz	
2.					
3.					
Initiator Name (typed): <u>cmc</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/30/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Provides in-depth understanding and application of best practice intervention strategies in the field of early intervention and early childhood special education. Presents concepts necessary to prepare students to work with infants, toddlers, and preschoolers with disabilities and their families.					
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 distance		18. ☐ Mark if course is a selected topic course			
19. Justification for Action This course is being stacked with EDSE A422y.					
☐ Approved ☐ Disapproved					
Initiator (faculty only) _____ Date _____		Dean/Director of School/College _____ Date _____			
Initiator (TYPE NAME)					
☐ Approved		☐ Approved			
☐ Disapproved Department Chairperson _____ Date _____		☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____			
☐ Approved		☐ Approved			
☐ Disapproved Curriculum Committee Chairperson _____ Date _____		☐ Disapproved Provost or Designee _____ Date _____			

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: 11/29/10

II. Information for the Course Action Request

College/School: College of Education

Department: CASE

Course Prefix: EDSE

Course Number: A622y

Title: Strategies: Early Childhood Special Education

Credits: 3

Grading Basis: A-F

Implementation Date: Spring 2012

Course Description: Provides in-depth understanding and application of best practice intervention strategies in the field of early intervention and early childhood special education. Presents concepts necessary to prepare students to work with infants, toddlers, preschoolers with disabilities and their families.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration
Restrictions: Graduate standing

Course Fee: ☐ Yes ☒ No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

Analyze the difference between early intervention and early childhood special education models of intervention strategies.
Explain the role of families in the intervention process.
Delineate best practices in early intervention /early childhood special education.
Compare the principles of DAP (Developmentally Appropriate Practices) and IAP (Individually Appropriate Practices).
Differentiate direct instruction, incidental teaching, coaching.
Evaluate current and effective means of data collection and analysis on child outcomes.

B. Student Outcomes/Assessment Procedures

Student Outcomes	Assessment Procedures	Standards Met	Core Values
Upon successful completion of the course, the student will be able to do the following:	This outcome will be assessed by one or more of the following:	Division of Early Childhood	

Demonstrate knowledge of early intervention and early childhood special education delivery models.	Intervention plan and implementation	DEC 1 Foundations	Intellectual Vitality
Describe the role of families in the intervention process.	Intervention plan and implementation	DEC 1 Foundations DEC 2 Development and characteristics of learners DEC 10 Collaboration	Intellectual Vitality Collaborative Spirit
Identify and implement appropriate intervention strategies.	Intervention plan and implementation	DEC 3 Individual learning differences DEC 4 Instructional strategies DEC 5 Learning environments/social interactions DEC 7 Instructional planning	Intellectual Vitality
Use concepts of DAP and	Intervention plan	DEC 1	Intellectual Vitality

IAP in intervention.	and implementation.	Foundations	Inclusiveness and Equity
Create individualized data collection and analysis methods.	Intervention plan and implementation	DEC 7 Instructional planning 8 Assessment	Intellectual Vitality

IV. Course Level Justification

This course is required for the M.Ed. in Early Childhood Special Education. Students are required to select appropriate intervention strategies and apply them. Students create and implement individualized intervention plans and informal assessment plans.

V. Course Outline

1. Delivery models
 - 1.1 Early childhood special education
 - 1.2 Early intervention
 - 1.3 Home-based
 - 1.4 Hospital-based
 - 1.5 School-based
 - 1.6 Community-based
2. Family involvement
 - 2.1 Coaching
 - 2.2 Partnership
 - 2.3 Family-directed
 - 2.4 Routine-based assessment
 - 2.5 Routine-based interview
 - 2.6 Parents as developmental observers
3. Intervention strategies
 - 3.1 Assessment, Evaluation, and Programming System (AEPS)
 - 3.2 Incidental
 - 3.3 Naturalistic
 - 3.4 Embedding
 - 3.5 Time delay
 - 3.6 Positive behavioral support
 - 3.7 Model/Prompt/Cue
4. Early childhood (EC) framework
 - 4.1 Developmentally Appropriate Practice
 - 4.2 Individually Appropriate Practices
5. Data Collection and Analysis

- 5.1 Frequency
- 5.2 Time
- 5.3 Ratio
- 5.4 Percentage
- 5.5 Levels of assistance
- 5.6 Managing and adjusting intervention strategies

VI. Suggested Text(s)

- Hanft, B. E., Rush, D. D., & Shelden, M. L. (2004). *Coaching families and colleagues in early childhood*. Baltimore, MD: Paul H. Brookes.
- Bricker, D., Pretti-Frontczak, J., Johnson, J., Straka, E. (Eds.). (2002). *Volume 1: AEPS administration guide*. Baltimore, MD: Paul H. Brookes.
- Ostrosky, M., & Sandall, S. (Eds.). (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

VII. Bibliography

- Blasco, P. M. (2008). *Early intervention services for infants, toddlers, and their families*. Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.
- Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.
- McWilliam, R. A. (2010). *Working with families of young children with special needs*. New York, NY: Guilford Press.
- Ostrosky, M., & Sandall, S. R. (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.
- Paasche, C. L., Gorrill, L., & Strom, B. (2004). *Children with special needs in early childhood settings*. Clifton Park, NY: Thomson/Delmar Learning.

Peterson, C. A. (2009). *Quality inclusive services in a diverse society*. Missoula, MT: DEC.

Sandall, S. R., McLean, M. E., & Smith, B. J. (2000). *DEC recommended practices in early intervention/early childhood special education*. Denver, CO: Division for Early Childhood (DEC), Council for Exceptional Children.



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

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE																	
2. Course Prefix EDSE	3. Course Number A490	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Selected Topics: Early Childhood Special Education Selected topics ECSE Abbreviated Title for Transcript (30 character)																					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development																					
8. Type of Action: ☒ Add or ☐ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status Yes # of Repeats 5 Max Credits n/a																		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG																		
			11. Implementation Date semester/year From: Fall/2012 To: 9999/9999																		
			12. ☐ Cross Listed with _____ ☒ Stacked with EDSE A690 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 border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 35%;">Impacted Program/Course</th><th style="width: 20%;">Catalog Page(s) Impacted</th><th style="width: 20%;">Date of Coordination</th><th style="width: 25%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Early Childhood</td><td>Courtesy</td><td>1/26/12</td><td>Hilary Seitz</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>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Early Childhood	Courtesy	1/26/12	Hilary Seitz	2.				3.			
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1. Early Childhood	Courtesy	1/26/12	Hilary Seitz																		
2.																					
3.																					
Initiator Name (typed): <u>Carolyn Coe</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>1/30/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/30/12</u>																		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone																					
15. Course Description (suggested length 20 to 50 words) Focuses on milestones in the developmental domains of communication, early literacy, and play.																					
16a. Course Prerequisite(s) (list prefix and number) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a																	
16d. Other Restriction(s) ☐ College ☐ Major ☐ Class ☒ Level		16e. Registration Restriction(s) (non-codable) Junior or senior standing																			
17. ☒ Mark if course has fees		18. ☒ Mark if course is a selected topic course																			
19. Justification for Action This is a required course for the minor.																					
Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) ☐ Approved ☐ Disapproved Department Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ ☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ ☐ Approved ☐ Disapproved Provost or Designee _____ Date _____																					

**Course Content Guide
University of Alaska Anchorage
College of Education**

This is an example of a selected topic.

I. Date Initiated: 1/26/12

II. Information for the Course Action Request

College/School: College of Education

Department: CASE

Course Prefix: EDSE

Course Number: A490

Title: Selected Topics: Early Childhood Special Education

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2012

Course Description: Focuses on milestones in the developmental domains of communication, early literacy, and play.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration Restrictions: Junior or senior standing

Course Fee: ☒ Yes ☐ No

This is a sample of a 490 Course

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Compare language development theories and associate them with intervention

	strategies.
2.	Analyze the milestones of communication development.
3.	Analyze the stages of early literacy.
4.	Analyze the stages of play development.
5.	Compare and contrast the relationship among play, early literacy, and language.

B. Student Outcomes/Assessment Procedures

	Student Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:	Standards Division of Early Childhood	Core Values
1.	Analyze language development theories.	Discussion	CEC 6 Language	Intellectual Vitality
2.	Analyze milestones of communication development.	Language sample	CEC 6 Language	Intellectual Vitality
3.	Design an early literacy program for families.	Develop activities and instructional strategies for early literacy.	CEC 10 Collaboration	Intellectual Vitality
4.	Analyze stages of play development.	Develop activities and instructional strategies for play development.	CEC 6 Language 7 Instructional Planning	Intellectual Vitality
5.	Synthesize the relationship among communication, early literacy, and play.	Presentation	CEC 6 Language	Intellectual Vitality

* Students will meet the selected Division of Early Childhood standards as appropriate to specific course topics.

IV. Course Level Justification

Students are required to analyze the developmental domains of language, early literacy, and play.

V. Course Outline

1. Language development theories
 - 1.1 Behavioral

- 1.2 Psycholinguistic
- 1.3 Sociolinguistic
- 2. Language intervention strategies
 - 2.1 Infant directed speech
 - 2.2 Joint reference and attention
 - 2.3 Daily routines
 - 2.4 Caregiver responsiveness
 - 2.5 Turn-taking
 - 2.6 Self-talk
 - 2.7 Parallel talk
 - 2.8 Expansions
 - 2.9 Create a need
- 3. Language milestones
 - 3.1 Eye gaze
 - 3.2 Gesture
 - 3.3 Point
 - 3.4 Vocalization
 - 3.5 First words
 - 3.6 Content
 - 3.7 Form
 - 3.8 Use
- 4. Early literacy stages
 - 4.1 Oral language
 - 4.2 Common logos
 - 4.3 Phonological awareness
 - 4.4 Print/book awareness
 - 4.5 Metalinguistic ability
 - 4.6 Alphabetic knowledge
 - 4.7 Vocabulary
- 5. Communication, early literacy, and play
 - 5.1 Cognitive
 - 5.2 Social
 - 5.3 Interdependent

VI. Suggested Text(s)

Suggested texts for the Communication, Early Literacy, and Play course include:

Buckley, B. (2003). *Children's communication skills: From birth to five years*. New York, New York: Routledge.

Fenichel, E. (Ed.). (2004) *Language and literacy in the earliest years*. Washington

DC: Zero to Three Press.

Hughes, F. (2004). *Children, play and development*. Boston, MA: Allyn & Bacon.

VII. Bibliography

The bibliography for the Communication, Early Literacy and Play course example includes:

Bardige, B. S., & Segal, M. M. (2005). *Building literacy with love*. Washington, DC: Zero to Three.

Frost, J. L., Wortham, S. C., & Reifel, S. C. (2011). *Play and child development* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Linder, T. W. (2008). *Transdisciplinary play-based intervention: Guidelines for developing a meaningful curriculum for young children*. Baltimore, MD: Brookes.

Otto, B. (2009). *Language development in early childhood education* (3rd ed.). Upper River Saddle, NJ: Prentice Hall.

Owens, R. E. (2011). *Language development: An introduction* (8th ed.). Boston, MA: Allyn & Bacon.

Pence Turnbull, K. L., & Justice, L. M. (2011). *Language development from theory to practice* (2nd ed.). Boston, MA: Allyn & Bacon.

Powers, S. (Ed.). (2004). Language and literacy in the earliest years. *Zero to Three*, 25(1).

Powers, S. (Ed.). (2006, September). Culture, Class, and Language Development. *Zero to Three*, 27(1).

Powers, S. (Ed.). (2009). The importance of play. *Zero to Three*, 30(1).

Whitehead, M. R. (2007). *Developing language and literacy with young children*.

Thousand Oaks, CA: Sage.

Zigler, E. F., Singer, D. G., & Bishop-Josef, S. J. (Eds.). (2004). *Children's play:*

The roots of reading. Washington, DC: Zero to Three.



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

1a. School or College EA COE		1b. Division choose one		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A690	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Selected Topics in Special Education or Early Childhood Special Education Selected topics: SPED ECSE Abbreviated Title for Transcript (30 character)					
7. Type of Course ☒ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development					
8. Type of Action: ☐ Add or ☒ Change or ☐ Delete If a change, mark appropriate boxes: ☐ Prefix ☐ Credits ☐ Title ☐ Grading Basis ☐ Course Description ☐ Test Score Prerequisites ☐ Other Restrictions ☐ Class ☐ Level ☐ College ☐ Major ☐ Other (please specify) ☐ Course Number ☐ Contact Hours ☐ Repeat Status ☒ Cross-Listed/Stacked ☐ Course Prerequisites ☐ Co-requisites ☐ Registration Restrictions			9. Repeat Status choose one # of Repeats 99 Max Credits n/a		
			10. Grading Basis ☒ A-F ☐ P/NP ☐ NG		
			11. Implementation Date semester/year From: Fall/2012 To: 9999/9999		
			12. ☐ Cross Listed with _____ ☒ Stacked with EDSE A490 _____ Signature Cross-Listed Coordination		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. B. A. Early Childhood Education		Courtesy	1/25/12	Hilary Seitz	
2.					
3.					
Initiator Name (typed): <u>cmc</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____		
14. General Education Requirement ☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities Mark appropriate box: ☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Current issues of concern to professionals in special education and related fields.					
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 distance		18. ☐ Mark if course is a selected topic course			
19. Justification for Action EDSE A490 is being stacked with this course as part of the minor in early childhood special education.					
☐ Approved ☐ Disapproved ☐ Disapproved ☐ Approved ☐ Disapproved Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) Department Chairperson _____ Date _____ Curriculum Committee Chairperson _____ Date _____ ☐ Approved ☐ Disapproved ☐ Approved ☐ Disapproved Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____					

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: 11/29/10

II. Information for the Course Action Request

College/School: College of Education

Department: CASE

Course Prefix: EDSE

Course Number: A690

Title: Selected Topics

Credits: 3

Grading Basis: A-F

Implementation Date: Spring 2012

Course Description: Current issues of concern to professionals in special education and related fields.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration
Restrictions: Graduate standing

Course Fee: ☐ Yes ☒ No

The following goals, student outcomes, and assessment procedure are examples from a special topic in Communication, Emergent Literacy, and Play. A variety of selected topics such as Social Emotional Development, Fetal Alcohol Syndrome, and Autism have been offered in the past. Other topics related to current issues in the field will be added as needed.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Compare language development theories and associate them with intervention strategies.
2.	Discuss milestones of communication development.
3.	Analyze the stages of emergent literacy.
4.	Compare and contrast the relationship among play, emergent literacy and language.

B. Student Outcomes/Assessment Procedures

Student Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:	Standards Division of Early Childhood	Core Values
Match language development theories to the facilitating strategies used to promote language development.	Language sample	CEC 6 Language	Intellectual Vitality
Analyze milestones of communication development.	Language sample	CEC 6 Language	Intellectual Vitality
Facilitate parents' awareness of the value of emergent literacy development.	Emergent literacy project	CEC 10 Collaboration	Intellectual Vitality Collaboration
Explain the role of play in emergent literacy and play development.	Intervention project	CEC 7 Instructional planning	Intellectual Vitality

* Students will meet the selected Division of Early Childhood standards as appropriate to specific course topics.

IV. Course Level Justification

EDSE A690 Selected Topics courses are electives in the Early Childhood Special Education program or other related programs. Students are required to develop knowledge and skills related to the special topic. Special topics address current professional issues that are not covered in other core courses.

V. Course Outline

1. Language development theories
 - 1.1 Behavioral
 - 1.2 Psycholinguistic
 - 1.3 Sociolinguistic
 - 1.4 Emergent
2. Language intervention strategies
 - 2.1 Infant directed speech
 - 2.2 Joint reference and attention
 - 2.3 Daily routines
 - 2.4 Caregiver responsiveness
 - 2.5 Turn-taking
 - 2.6 Self-talk
 - 2.7 Parallel talk
 - 2.8 Expansions
 - 2.9 Create a need
3. Language milestones
 - 3.1 Eye gaze
 - 3.2 Gesture
 - 3.3 Point
 - 3.4 Vocalization
 - 3.5 First words
 - 3.6 Content
 - 3.7 Form
 - 3.8 Use
4. Emergent literacy stages
 - 4.1 Oral language
 - 4.2 Common logos
 - 4.3 Print/book awareness
 - 4.4 Metalinguistic ability
 - 4.5 Alphabetic knowledge
5. Play, emergent literacy, language
 - 5.1 Cognitive
 - 5.2 Social
 - 5.3 Interdependent

VI. Suggested Text(s)

Suggested texts for the Communication, Emergent Literacy, and Play course include:

Buckley, B. (2003). *Children's communication skills: From birth to five years*. New York, New York, Routledge.

- Fenichel, E. (2004) Language and literacy in the earliest years Zero to three Press
- Hughes, F. (2004). *Children, play and development*. Boston, MA: Allyn & Bacon.
- Sandall, Ostrosky, Horn & Jones (2005). Early literacy. *The Young Exceptional Child Monograph Series 7*. DEC

VII. Bibliography

The bibliography for the Communication, Emergent Literacy and Play course example includes:

- Bardige, B. S., & Segal, M. M. (2005). *Building literacy with love*. Washington, DC: Zero to Three.
- Frost, J. L., Wortham, S. C., & Reifel, S. C. (2011). *Play and child development* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
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- Otto, B. (2009). *Language development in early childhood education* (3rd ed.). Upper River Saddle, NJ: Prentice Hall.
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- Pence Turnbull, K. L., & Justice, L. M. (2011). *Language development from theory to practice* (2nd ed.). Boston, MA: Allyn & Bacon.
- Powers, S. (Ed.). (2004, September). Language and literacy in the earliest years. *Zero to Three*, 25(1).
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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 transcribed 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.



To: Undergraduate Academic Board

From: Dr. Heidi Mannion, Professor/Program Director
Medical Laboratory Science

Subject: Policy Change

Date: March 27, 2012

As the academic advisor and assessment coordinator for the Medical Laboratory Science Programs, I have found that our current admission policy has a significant impact on my workload. Students who have declared our major remain in the system for years even if they have never taken a course at UAA. For those of us that do not have an application process and do not use a cohort system, the current policy makes it difficult to obtain an accurate count of our majors. This information is used to plan schedules, budgets and faculty workloads.

I would like to propose the following policy:

Students admitted to a baccalaureate program (who/that) have not enrolled in or received credit for courses within one year of admission to the program will be changed to undeclared. Students can be readmitted to the program if they meet with their academic advisor to develop a study plan and complete a change of major form. (There should also be an expiration date for admission to UAA).

Chapter 7 is not available in Word format on the UAB website therefore I am unable to submit the Word document with track changes. If the policy is approved I would recommend inserting it between the following paragraphs found at the top of the second column on page 53 (Chapter 7).

Additional criteria apply to students who have been removed from baccalaureate degree-seeking status at UAA. See the Reinstatement policy under the Academic Standing section of this chapter.

Some baccalaureate programs have additional or more selective admission requirements. See Chapter 10, Undergraduate Programs, for specific program details and information.

The implementation date would be depend on the catalog publication schedule.

Many students are enrolled in several degree programs but only plan on completing one. I would like to propose that students indicate on their application for graduation which degrees they plan on continuing to pursue after graduation. Students would be dropped from the degrees not on the list during the degree audit.