September 28th, 2012
2:30-5:00
LIB 307

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

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

III. Approval of Meeting Summary (pg. 3-5)

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

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald
B. GERC

VI. Program/Course Action Request- Second Readings
Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography (Cross listed with INTL A101)(3)(3+0)(pg. 6-11)
Chg INTL A101 Local Places/Global Regions: An Introduction to Geography (Cross Listed with GEOG A101)(3)(3+0)(pg. 12-17)
Add GEOG A390B Topics in Regional Geography (3)(3+0)(pg. 18-22)
Chg GEOG A490 Field Studies in Geography (3-9)(1-2+3-6)(pg. 23-26)
Add ENVI A280 Professional Preparation in Environmental Fields I (Stacked with ENVI A480)(1)(1+0)(pg. 27-29)
Add ENVI A480 Professional Preparation in Environmental Fields II (Stacked with ENVI A280)(1)(1+0)(pg. 30-32)
Chg Minor, Geography (pg. 33)
Chg Minor, Environmental Studies (pg. 34-38)
Chg Major, Environment & Society BA (pg. 39-40)
Chg Major, Environment & Society BS (pg. 41-50)
Chg Social Science Preamble (pg. 51-57)
Chg CED A185 Presenting Art Lessons K-12 (1)(1+0)(pg. 58-61)
VII. Program/Course Action Request- First Readings

Chg HUMS A107 History & Systems of Human Services (3)(3+0)(pg. 62-65)

Chg HUMS A224 Conflict and Collaborative Systems (3 cr)(3+0)(pg. 66-70)

Chg HUMS A226 Intervention Continuum in Substance Abuse Counseling (3)(3+0)(pg. 71-74)

Chg HUMS A295A Human Services Practicum I (3)(1+9)(pg. 75-79)

Chg HUMS A295B Human Services Practicum II (3)(3+0)(pg. 80-84)

Chg HUMS A324 Introduction to Paraprofessional Counseling II (3)(3+0)(pg. 85-89)

Chg AAS, Human Services (pg. 90-96)

Chg BIOL A461L Molecular Biology Laboratory
(Stacked with BIOL A661L)(3)(0+6)(pg. 97-106)

Add CNT A168 Computer User Support and Help Desk (2)(2+0)(pg. 107-111)

Chg CNT A240 Industry PC Configuration Essentials (2)(1+2)(pg. 112-116)

Chg CNT A241 Administering & Supporting Industry Network Infrastructure (3)(2+2)(pg. 117-121)

Chg CNT A242 Industry Network Directory Configuration (3)(2+2)(pg. 122-126)

Chg CNT A243 Industry Application Infrastructure (3)(2+2)(pg. 127-131)

Add CNT A275 Information Technology Project Management (3)(1+2)(pg. 132-136)

Chg AAS, Computer Systems Technology (pg. 137-145)

Chg ACCT A316 Accounting Information Systems II (3)(3+0) (pg. 146-150)

Chg ACCT A342 Managerial Cost Accounting (3)(3+0)(pg. 151-155)

Add ECON A211 The Economics of Fish (3)(3+0)(pg. 156-160)

VIII. Old Business

IX. New Business

A. 2012-2013 Goals (pg. 161)

B. Proposed Modification of Catalog Language Regarding Course Repeats (pg. 162-164)

C. Revised CAR (pg. 165)

D. Revised PAR (pg. 166)

E. Curriculum Handbook Changes (pg. 167-254)
   a. Program Approval Flow Chart (pg. 255)

F. Proposed Modification of Catalog Language Regarding Catalog Year and Course Prerequisites (pg. 256-257)

G. Posthumous Degrees (pg. 258-259)

H. Summer Add/Drop Deadlines (pg. 260)

X. Informational Items and Adjournment

A. Pilot Group Discussion
September 21st, 2012
2:00-5:00
ADM 204

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

II. Approval of the Agenda (pg. 1-3)
Move CED A185 to the top of the agenda under BIOM A490
Approved as amended

III. Approval of Meeting Summary (pg. 4-6)
Change catalog to committee under the VP report
Approved as amended

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
Written report is posted to the UAB website (http://www.uaa.alaska.edu/governance/uab/index.cfm)

B. University Registrar Lora Volden
Statewide is discussing dual enrollment (where high school students attend the university and receive credit)

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald

B. GERC
Approved JUST A463
Discussed Social Science Preamble

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

VII. Program/Course Action Request- First Readings
Add BIOM A490 Selected Lecture Topics in Biomedicine (1-3)(1-3+0)(pg. 14-18)
Accepted for first reading

Chg CED A185 Presenting Art Lessons K-12 (1)(1+0)(pg. 88-91)
Accepted for first reading

Chg BIOL A461L Molecular Biology Laboratory
(Stacked with BIOL A661L)(3)(0+6)(pg. 19-28)
No initiator present

Chg GEOG A101 Local Places/Global Regions: An Introduction to Geography
(Cross listed with INTL A101)(3)(3+0)(pg. 29-34)
Accepted for first reading
Chg INTL A101 Local Places/Global Regions: An Introduction to Geography
(Cross Listed with GEOG A101)(3)(3+0)(pg. 35-40)

Accepted for first reading

Del GEOG A344 The Slavic World (3)(3+0)(pg. 41)

Waive first, approve for second reading

Del GEOG A345 Across This Land: The Historical Geography of North America
(Cross Listed with HIST A345)(3)(3+0)(pg. 42)

Waive first, approve for second reading

Del HIST A345 Across This Land: The Historical Geography of North America
(Cross Listed with GEOG A345)(3)(3+0)(pg. 43)

Waive first, approve for second reading

Add GEOG A390B Topics in Regional Geography (3)(3+0)(pg. 44-48)

Accepted for first reading

Add ENVI A280 Professional Preparation in Environmental Fields I
(Stacked with ENVI A480)(1)(1+0)(pg. 57-59)

Accepted for first reading

Add ENVI A480 Professional Preparation in Environmental Fields II
(Stacked with ENVI A280)(1)(1+0)(pg. 60-62)

Accepted for first reading

Chg GEOG A490 Field Studies in Geography (3-9)(1-2+3-6)(pg. 53-56)

Accepted for first reading

Chg GEOG A443 Northwest Passage: The Changing Canadian North (3)(3+0)(pg. 51)

Waive first, approve for second reading

Del GEOG A447 The Silk Road: Ideological, Cultural & Economic Travels through Central Eurasia (3)(3+0)(pg. 52)

Course has already been purged.

Chg GEOG A415 Anglo-Saxons and Vikings: History & Geography in Early Medieval North Atlantic
(Cross Listed with HIST A415)(3)(3+0)(pg. 49)

Waive first, approve for second reading

Del HIST A415 Anglo-Saxons and Vikings: History & Geography in Early Medieval North Atlantic
(Cross Listed with GEOG A415)(3)(3+0)(pg. 50)

Waive first, approve for second reading

Chg Minor, Geography (pg. 63-64)

Chg Minor, Environmental Studies (pg. 65-69)

Chg Major, Environment & Society BA (pg. 70)

Chg Major, Environment & Society BS (pg. 71-80)

All programs are accepted for first reading

Chg Social Science Preamble (pg. 81-87)

Chg HUMS A101 Introduction to Human Services (3)(3+0)(pg. 92-95)

Waive first, approve for second reading

Chg HUMS A107 History & Systems of Human Services (3)(3+0)(pg. 96-99)

Accepted for first reading
Chg  HUMS A122  Substance Abuse as a Contemporary Problem (3)(3+0)(pg. 100-104)
Waive first, approve for second reading

Chg  HUMS A123  Public Education & Prevention in Substance Abuse (3)(3+0)(pg. 105-109)
Waive first, approve for second reading

Chg  HUMS A124  Introduction to the Physiology & Pharmacology of Substances Abuse (3)(3+0)(pg. 110-114)
Waive first, approve for second reading

Chg  HUMS A155  Human Relations in the Workplace (3 cr)(3+0)(pg. 115-119)
Waive first, approve for second reading

Chg  HUMS A223  Introduction to Paraprofessional Counseling I (3)(3+0)(pg. 120-124)
Waive first, approve for second reading

Chg  HUMS A224  Conflict and Collaborative Systems (3 cr)(3+0)(pg. 125-129)

Chg  HUMS A226  Intervention Continuum in Substance Abuse Counseling (3)(3+0)(pg. 130-133)

Chg  HUMS A295A  Human Services Practicum I (3)(1+9)(pg. 134-138)

Chg  HUMS A295B  Human Services Practicum II (3)(3+0)(pg. 139-143)

Chg  HUMS A324  Introduction to Paraprofessional Counseling II (3)(3+0)(pg. 144-148)

Chg  AAS, Human Services (pg. 149-155)

Chg  ACCT A316  Accounting Information Systems II (3)(3+0) (pg. 156-160)

Chg  ACCT A342  Managerial Cost Accounting (3)(3+0)(pg. 161-165)

Add  ECON A211  The Economics of Fish (3)(3+0)(pg. 166-170)

VIII. Old Business

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

X. Informational Items and Adjournment
   A. Pilot Group Discussion
   B. Nonacademic Purge List (pg. 271-276)
# Course Action Request

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG</td>
<td>A101</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Local Places/Global Regions: An Introduction to Geography**

Introduction to Geography

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

### 7. Type of Course

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

### 8. Type of Action:

- **Add**
- **Change**
- **Delete**

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other CCG/Department (please specify)

### 9. Repeat Status No

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

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

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

### 12. Cross Listed with

- INTL A101

### 13a. Impacted Courses or Programs:

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

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

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

Initiator Signed Initials: __________

Date: __________

13b. Coordination Email

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

13c. Coordination with Library Liaison

- Date: 03/02/2012

14. General Education Requirement

Mark appropriate box:

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

15. Course Description

*(suggested length 20 to 50 words)*

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

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)

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

*Updated CCG to reflect revised student learning outcomes.*

Initiator (faculty only)

**Dorn Van Dommelen**

Initiator Signed Initials: __________

Date: __________

Approved

Disapproved

Dean/Director of School/College

Date: __________

Approved

Disapproved

Undergraduate/Graduate Academic Board Chairperson

Date: __________

Approved

Disapproved

Provost or Designee

Date: __________
<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Course Impacts examples: prerequisite, corequisite, recommended</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted (not listerve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA; GER; Tier 2; Classification 7. Social Sciences</td>
<td>selective</td>
<td></td>
<td>84</td>
<td>3/2/2012</td>
<td>Dean Konopasek</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>selective</td>
<td></td>
<td>148</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>Geography, minor</td>
<td>requirement</td>
<td></td>
<td>105</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG A390A</td>
<td>prerequisite</td>
<td></td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG A443</td>
<td>prerequisite</td>
<td></td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG A447</td>
<td>prerequisite</td>
<td></td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG 344</td>
<td>prerequisite</td>
<td></td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>History, major</td>
<td>recommended</td>
<td>GER CAS SS requirement</td>
<td>108</td>
<td>3/2/2012</td>
<td>Elizabeth Dennison</td>
</tr>
<tr>
<td>HIST A390A</td>
<td>prerequisite</td>
<td></td>
<td>415</td>
<td>3/2/2012</td>
<td>Elizabeth Dennison</td>
</tr>
<tr>
<td>Natural Science, major</td>
<td></td>
<td>selective</td>
<td>121</td>
<td>3/2/2012</td>
<td>Fred Rainey</td>
</tr>
<tr>
<td>International Studies, major</td>
<td></td>
<td>requirement</td>
<td>109</td>
<td>3/2/2012</td>
<td>Susan Kalina</td>
</tr>
<tr>
<td>INTL A315</td>
<td>prerequisite</td>
<td></td>
<td>422</td>
<td>3/2/2012</td>
<td>Susan Kalina</td>
</tr>
<tr>
<td>INTL A101</td>
<td>crosslisted</td>
<td></td>
<td>422</td>
<td>3/2/2012</td>
<td>Susan Kalina</td>
</tr>
</tbody>
</table>
I. Course Information

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

II. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

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

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

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

4. Expose students to solutions to these problems.

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

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

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

Students will be able to…

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

III. Guidelines for Evaluation

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

IV. Course Level Justification

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

V. Topic Course Outline

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

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

VIII. Bibliography

Below is a sample of possible resources:


### Course Action Request

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL</td>
<td>A101</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

Local Places/Global Regions: An Introduction to Geography

Introduction to Geography

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

**7. Type of Course**

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

**8. Type of Action:**

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

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

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

**9. Repeat Status No**

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

**10. Grading Basis**

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

**11. Implementation Date**

From: Fall/2013
To: Fall/9999

**12. Cross Listed with GEOG A101**

**Stacked with**

Cross-Listed Coordination Signature

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

List any programs or college requirements that require this course.

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

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

**13b. Coordination Email**

Date: 03/02/2012

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

**13c. Coordination with Library Liaison**

Date: 03/02/2012

**14. General Education Requirement**

Mark appropriate box:

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

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

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

**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)**

**17. Mark if course has fees**

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

**19. Justification for Action**

Updated CCG to reflect revised student learning outcomes.

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

Signed Initials: __________ Date: __________

**13b. Coordination Email**

Date: 03/02/2012

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

**13c. Coordination with Library Liaison**

Date: 03/02/2012

**14. General Education Requirement**

Mark appropriate box:

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

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

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

**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)**

**17. Mark if course has fees**

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

**19. Justification for Action**

Updated CCG to reflect revised student learning outcomes.

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

Signed Initials: __________ Date: __________

Approved

Dean/Director of School/College Date

Disapproved

**Initiator (TYPE NAME)**

Approved

Disapproved

Department Chairperson Date

Approved

Disapproved

Undergraduate/Graduate Academic Board Chairperson Date

Disapproved

Provost or Designee Date

Approved

Disapproved

Curriculum Committee Chairperson Date
<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (course or program)</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA; GER; Tier 2; Classification 7. Social Sciences</td>
<td>selective</td>
<td>84 (listed twice)</td>
<td>3/2/2012</td>
<td>Dean Konopasek</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>selective</td>
<td>148</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>Geography, minor</td>
<td>requirement</td>
<td>105</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG A390A</td>
<td>prerequisite</td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG A443</td>
<td>prerequisite</td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG A447</td>
<td>prerequisite</td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>GEOG 344</td>
<td>prerequisite</td>
<td>408</td>
<td>3/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td>History, major</td>
<td>recommended</td>
<td>GER CAS SS requirement</td>
<td>108</td>
<td>Elizabeth Dennison</td>
</tr>
<tr>
<td>HIST A390A</td>
<td>prerequisite</td>
<td>415</td>
<td>3/2/2012</td>
<td>Elizabeth Dennison</td>
</tr>
<tr>
<td>Natural Science, major</td>
<td>selective</td>
<td>121</td>
<td>3/2/2012</td>
<td>Fred Rainey</td>
</tr>
<tr>
<td>International Studies, major</td>
<td>requirement</td>
<td>109</td>
<td>3/2/2012</td>
<td>Susan Kalina</td>
</tr>
<tr>
<td>GEOG A101</td>
<td>crosslisted</td>
<td>407</td>
<td>3/2/2012</td>
<td>Susan Kalina</td>
</tr>
<tr>
<td>INTL A315</td>
<td>prerequisite</td>
<td>422</td>
<td>3/2/2012</td>
<td>Susan Kalina</td>
</tr>
</tbody>
</table>
INTL A101
Course Content Guide

Date: 24 September 2012

I. Course Information

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

II. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

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

Students will be able to…

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

III. Guidelines for Evaluation

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

IV. Course Level Justification

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

V. Topic Course Outline

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

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

VIII. Bibliography

Below is a sample of possible resources:


## Course Action Request

**University of Alaska Anchorage**

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

### 1a. School or College

AS CAS

### 1b. Division

ASSC Division of Social Science

### 1c. Department

GES

### 2. Course Prefix

GEOG

### 3. Course Number

A390B

### 4. Previous Course Prefix & Number

NA

### 5a. Credits/CEUs

3

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

(3+0)

### 6. Complete Course Title

**Topics in Regional Geography**

*Abbreviated Title for Transcript (30 character)*

### 7. Type of Course

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

### 8. Type of Action:

- Add
- Change
- Delete

If a change, mark appropriate boxes:

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

### 9. Repeat Status

- Yes
- # of Repeats: 2
- Max Credits: 9

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

- semester/year

*From: Fall/2013  To: Fall/9999*

### 12. Cross Listed with

- Stacked with

### 13a. Impacted Courses or Programs

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

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

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

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

Initiator Signed Initials: __________

Date: __________

### 13b. Coordination Email

**Date: 03/02/2012**

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

### 13c. Coordination with Library Liaison

**Date: 03/02/2012**

### 14. General Education Requirement

Mark appropriate box:

- Oral Communication
- Written Communication
- Social Sciences
- Natural Sciences
- Integrative Capstone

### 15. Course Description

*(suggested length 20 to 50 words)*

Geography of a specific region of the world, integrating information from a variety of disciplines. Analysis of key issues that present challenges to the region from a geographic perspective. Special note: May be repeated twice with change of subtitle.

### 16a. Course Prerequisite(s)

*(list prefix and number)*

[GEOG A101 or INTL A101] with a minimum grade of C

### 16b. Test Score(s)

### 16c. Co-requisite(s)

*(concurent enrollment required)*

### 16d. Other Restriction(s)

- College
- Major
- Class
- Level

### 17. Mark if course has fees

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

### 19. Justification for Action

This course will offer regional topics previously offered as regular courses.

Initiator (faculty only)

**Dorn Van Dommelen**

Initiator (TYPE NAME)

...
GEOG A390B
Topics in Regional Geography
Course Content Guide

Date: 24 September 2012

I. Course Information

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

II. Course Level and GER Integrative Capstone Justification

This course is designed for students who are in their junior and senior years and have already explored geography in GEOG/INTL A101 and are interested in further academic studies in geography, thus it is appropriate at the 300 level.

The course is integrative in nature because it requires students to integrate knowledge from a variety of subject areas to understand issues in one region of the world. This course is designed to allow students to have a culminating experience in the GERs both through the integration of knowledge and the use of critical thinking, communication, and information literacy skills.

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

A. Instructional Goals

- Develop students’ knowledge of the integrative nature of the regional approach to geography including historical debates about the role of regional studies in the development of the discipline.
- Develop students’ knowledge and ability to synthesize information about a specific region and the geographical and other disciplinary knowledge relevant to that region. Explore issues in the region that impact its levels of development and its future economic, social, and political stability in a globalizing world.
- Expose students to excellent sources of regional description and analysis including written, statistical, media, and mapping/GIS sources and teach students to clearly and critically communicate knowledge derived from these sources.

B. Student Learning Outcomes

Students will be able to:

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

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

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

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


<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Previous Course Prefix &amp; Number</th>
<th>Credits/CEUs</th>
<th>Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG</td>
<td>A490</td>
<td>GEOG A390</td>
<td>1-3</td>
<td>(1-2+3-6)</td>
</tr>
</tbody>
</table>

### Complete Course Title

Field Studies in Geography

### Abbreviated Title for Transcript (30 characters)

### Type of Course

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

### Type of Action

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

### Repeat Status

- Yes
- # of Repeats: 2
- Max Credits: 9

### Grading Basis

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

### Implementation Date

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

### Cross Listed with

- [ ] Stack with

### General Education Requirement

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

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

Geographic concepts and processes explored in the field. Introduction to geographic fieldwork techniques and methodology. Students will conduct fieldwork in selected areas of geographic inquiry. Topics range from regional studies to topical studies. Special Note: May be repeated twice with change of subtitle.

### Course Prerequisite(s) (list prefix and number)

### Test Score(s)

### Co-requisite(s) (concurrent enrollment required)

### Other Restriction(s)

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

### Registration Restrictions

### Instructor’s permission

### Mark if course is a selected topic course

### Mark if course has fees

### Justification for Action

This course is more appropriately 400-level.
GEOG A490  
Field Studies in Geography  
Course Content Guide

Date:  24 September 2012

I. Course Information

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

II. Course Level Justification

This course is listed at the 400 level because it requires some pre-requisite course work in more introductory courses and maturity and experience to engage in field study and, potentially, international travel. It is most appropriate for a student near the end of their academic career.

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

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

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

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

Students will be able to:

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

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

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

II. The Heifer Model of Development

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

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

V. Post-Trip Seminar

VI. Service-Learning Project

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

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


VIII. Sample of other possible topics

Culture and Resource Conflict in the Balkans
Identity and Change on the Canadian Prairies
## Course Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVI</td>
<td>A280</td>
<td>NA</td>
<td>1</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

**Complete Course Title**

Professional Preparation in Environmental Fields I

Prep. in Envi. Fields I

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

**Type of Course**

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

**Type of Action:**

- Add
- Change
- Delete

If a change, mark appropriate boxes:

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

**Repeat Status No**

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

**Grading Basis**

- A-F
- P/NP
- NG

**Implementation Date**

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

**Cross Listed with**

- Stacked with ENVI A480

**Cross-Listed Coordination**

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

**Initiator Signed Initials:**

**Date:**

**Coordination Email**

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

**Coordination with Library Liaison**

- Date: 3/2/12

**General Education Requirement**

Mark appropriate box:

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

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

A professional preparation course that will guide students in professional preparation through their academic program, begin the development of professional portfolios, introduce internship opportunities, encourage the pursuit of undergraduate research opportunities, and assist in planning for graduate school.

**Course Prerequisite(s) (list prefix and number)**

- ENVI A212 or concurrent enrollment

**Test Score(s)**

- N/A

**Co-requisite(s) (concurent enrollment required)**

- N/A

**Registration Restriction(s) (non-codable)**

- N/A

**Mark if course has fees**

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

**Justification for Action**

This course is being created to help guide students in their academic careers and to begin the process of portfolio thinking.

**Initiator (TYPE NAME)**

**Date:**

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date:**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic Board Chairperson**

**Date:**

**Approved**

**Disapproved**

**Provost or Designee**

**Date:**

---

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

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

II. Course Level Justification

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

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

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

Students will be able to:

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

IV. Course Outline

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

V. Bibliography


# Course Action Request

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVI</td>
<td>A480</td>
<td>NA</td>
<td>1</td>
<td>(1+0)</td>
</tr>
</tbody>
</table>

## 6. Complete Course Title
**Professional Preparation in Environmental Fields II**

Prep. in Env. Fields II

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

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

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

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

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

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

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

## 12. Cross Listed with
- [ ] Stacked with ENVI A280

### Cross-Listed Coordination

**Signature**

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

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

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

**Initiator Signed Initials:**

**Date:**

## 14. General Education Requirement

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

## 15. Course Description

A professional preparation course that will require students to report on their internships and undergraduate research, systematically reflect on their degree program, and develop career and academic plans.

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

[ENVI A280 and ENVI A395 and ENVI A470] with a minimum grade of C

## 16b. Test Score(s)

N/A

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

N/A

## 16d. Other Restriction(s)

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

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

Environment & Society major

## 16f. Mark if course has fees

[ ]

## 16g. Mark if course is a selected topic course

[ ]

## 19. Justification for Action

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

**Initiator (faculty only) Date**

**Dorn Van Dommelen**

**Initiator (TYPE NAME)**

**Date**

**[ ] Approved**

**[ ] Disapproved**

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

**[ ] Approved**

**[ ] Disapproved**

**Undergraduate/Graduate Academic Board Chairperson Date**

**[ ] Approved**

**[ ] Disapproved**

**Provost or Designee Date**
ENVI A480
Professional Preparation in Environmental Fields II
Course Content Guide

Date: 24 September 2012

I. Course Information

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

II. Course Level Justification

This course is designed for students in their final year of studies pursuing a BA or BS in Environment & Society. It will help them to reflect on their college experiences and plan their careers.

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

• Encourage students to produce completed portfolios that require them to reflect on their learning experience in the program and prepare tools that will allow them to pursue their career goals.
• Assist students in the revision of their resumes and in sharing them with lower-division students.
• Lead guided explorations, along with guest and advanced students, on the range of possible career tracks in environmental fields and the academic pathways to these careers.
• Facilitate student presentation of the findings of their internships to lower-division students and reflection on the lessons learned in those internships.
• Facilitate student presentation of the findings of their undergraduate research and reflection on the importance of this work in their professional preparation.
• Describe the process for admission into graduate schools and the considerations inherent in the decision to seek admission and pursue advanced degrees.
• Prepare students to consider how they will be engaged as professionals in service and philanthropy.
B. Student Learning Outcomes

Students will be able to:

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

IV. Course Outline

1. Course introduction
2. Portfolio thinking
3. Portfolio development and learning ‘artifacts’
4. Professional correspondence and communications: student examples
5. Resumes and CVs: presentation
6. Careers in environmental fields
7. Internship presentation and reflection
8. Undergraduate research presentation and reflection
9. Graduate school plans
10. Service and philanthropy

V. Bibliography


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

2. Complete Program Title/Prefix

Minor, Geography

3. Type of Program

Choose one from the appropriate drop down menu:
- Undergraduate: Minor
- Graduate: CHOOSE ONE

4. Type of Action:

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

5. Implementation Date (semester/year)

From: Fall/2013 To: Fall/9999

6a. Coordination with Affected Units

Department, School, or College: GES

Initiator Name (typed): Dorn Van Dommelen

Initiator Signed Initials: _________

Date: ______________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)

Date: 03/02/12

6c. Coordination with Library Liaison

Date: N/A

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

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

8. Justification for Action

Program outcomes added to catalog copy

Initiator (faculty only) Date

Dorn Van Dommelen

Initiator (TYPE NAME) Date

☑ Approved

☑ Disapproved

☑ Approved

☑ Disapproved

☑ Approved

☑ Disapproved

☑ Approved

☑ Disapproved
### Program/Prefix Action Request

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

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

2. **Complete Program Title/Prefix**  
Minor, Environmental Studies

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorn Van Dommelen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

34
Minor, Environmental Studies**
Students majoring in another subject who wish to minor in Environmental Studies must complete the following requirements. At least 20 credits are required for the minor.

**Student Learning Outcomes**

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

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

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

2. Complete three of the following courses, with at least one from each list: 9-11
   
   **List A**
   - BIOL A271 Principles of Ecology (4)
   - BIOL A373 Conservation Biology (3)
   - BIOL A490* Selected Lecture Topics in Biology (3)
   - CHEM A450 Environmental Chemistry (3)
   - GEOL A115 Environmental Geology (3)
   - GIS A268 Elements of Geographic Information Systems (GIS) (4)
   - GIS A370 GIS and Remote Sensing for Natural Resources (3)

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

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

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

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

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

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

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

**Geography and Environmental Studies Faculty**

Shannon Donovan, Assistant Professor, smdonovan@uaa.alaska.edu
Dorn Van Dommelen, Professor, dvandommelen@uaa.alaska.edu

**Affiliated Faculty**

Raymond Anthony, Associate Professor, Philosophy, rxanthony@uaa.alaska.edu
Jackie Cason, Assistant Professor, English, jecason@uaa.alaska.edu
Steve Colt, Professor, Economics, steve.colt@uaa.alaska.edu
Nelta Edwards, Associate Professor, Sociology, nmedwards@uaa.alaska.edu
Lee Ann Munk, Associate Professor/Chair, Geology, lamunk@uaa.alaska.edu
Judith Owens-Manley, Associate Professor, School of Social Work, jowensmanley@uaa.alaska.edu
Frank von Hippel, Professor, Biology, favonhippel@uaa.alaska.edu
David Yesner, Professor, Anthropology, dryesner@uaa.alaska.edu
Minor, Environmental Studies**

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

**Program Student Learning Outcomes**

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

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

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

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

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

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

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

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

** Not available to Environment & Society majors

Minor, Geography

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

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

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

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

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

Geography and Environmental Studies Faculty

Mark Carper, Assistant Professor, afmdc@uaa.alaska.edu
Steve Colt, Associate Professor & Department Chair, afggc@uaa.alaska.edu
Shannon Donovan, Assistant Professor, afmdkndonovan@uaa.alaska.edu
Dorn Van Dommelen, Professor, afdvandommelen@uaa.alaska.edu

Affiliated Faculty

Raymond Anthony, Associate Professor, Philosophy, rthoanthony@uaa.alaska.edu
Jackie Cason, Assistant Professor, English, afjcc@uaa.alaska.edujecason@uaa.alaska.edu
Steve Colt, Professor, Economics, steve.colt@uaa.alaska.edu
Nelta Edwards, Associate Professor, Sociology, neltedwards@uaa.alaska.edu
Lee Ann Munk, Associate Professor/Chair, Geology, afjmlamunk@uaa.alaska.edu
Judith Owens-Manley, Associate Professor, School of Social Work, afjojounowensmanley@uaa.alaska.edu
Frank von Hippel, Professor, Biology, afjarfjvonhippel@uaa.alaska.edu
David Yesner, Professor, Anthropology, afjdfdryesner@uaa.alaska.edu
The Department of Geography and Environmental Studies is proposing a number of curricular changes as summarized below:

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

Environmental Studies minor: Program outcomes are being added.

Geography minor: Program outcomes are being added

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

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

In addition the CCGs for GEOG A101 and INTL A101 are being updated and our field studies course GEOG A390 is being renumbered A490.
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>GES</td>
</tr>
</tbody>
</table>

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

3. Type of Program

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

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

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

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

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

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

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

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

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

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

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

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

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

PREFIX 
☐ Add 
☐ Change 
☐ Inactivate 

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

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

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

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

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

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

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

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

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

☐ Approved 
☐ Disapproved 
Date 
Provost or Designee 
Date 

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

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

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

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

**Student Learning Outcomes**

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

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

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

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

**Bachelor of Arts, Environment & Society**

**Bachelor of Science, Environment & Society**

**Admission Requirements**

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

**Graduation Requirements**
Students must complete the following graduation requirements:

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

**Major Requirements**

1. Complete the following departmental core courses (19 Credits)
   - ENVI A211 Environmental Science: Systems and Processes 3
   - ENVI A211L Environmental Science: Systems and Processes Laboratory 1
   - ENVI A212 Living on Earth: People and the Environment 3
   - ENVI A280 Professional Development in Environmental Fields 1
   - ENVI A395 Environmental Studies Internship 3
   - ENVI A470 Environmental Planning and Problem Solving 4
   - ENVI A480 Professional Development in Environmental Fields 1
   - ENVI A490 Topics in Environment and Society 3

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

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

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

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

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

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

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

**Minor, Environmental Studies**

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

**Student Learning Outcomes**

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

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

1. Complete the following required core courses: (11 Credits)
   - ENVI A211  Environmental Science: Systems and Processes  3
   - ENVI A211L  Environmental Science: Systems and Processes Laboratory  1
   - ENVI A212  Living on Earth: People and the Environment  3
   - ENVI A470  Environmental Planning and Problem Solving  4

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

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

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

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

44
**Not available to Environment & Society majors**

**Minor, Geography**

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

**Student Learning Outcomes**

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

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

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

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

**Geography and Environmental Studies Faculty**

Shannon Donovan, Assistant Professor, smdonovan@uaa.alaska.edu
Dorn Van Dommelen, Professor, dvandommelen@uaa.alaska.edu

**Affiliated Faculty**

Raymond Anthony, Associate Professor, Philosophy, rxanthony@uaa.alaska.edu
Jackie Cason, Assistant Professor, English, jecason@uaa.alaska.edu
Steve Colt, Professor, Economics, steve.colt@uaa.alaska.edu
Nelta Edwards, Associate Professor, Sociology, nmedwards@uaa.alaska.edu
Lee Ann Munk, Associate Professor/Chair, Geology, lamunk@uaa.alaska.edu
Judith Owens-Manley, Associate Professor, School of Social Work, jowensmanley@uaa.alaska.edu
Frank von Hippel, Professor, Biology, favonhippel@uaa.alaska.edu
David Yesner, Professor, Anthropology, dryesner@uaa.alaska.edu
Environment & Society
Beatrice G. McDonald Hall (BMH), Room 213, (907) 786-6049
www.uaa.alaska.edu/ges

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

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

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

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

Program-Student Learning Outcomes

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

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

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

**Graduation Requirements**  
Students must complete the following graduation requirements:

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

**Major Requirements**

1. Complete the following departmental core courses (191 Credits)

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

2. Complete the following interdisciplinary core courses (22 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A373</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>CEL A292</td>
<td>Introduction to Civic Engagement (3-9)</td>
<td>3</td>
</tr>
<tr>
<td>CEL A395</td>
<td>Civic Engagement Internship</td>
<td>3</td>
</tr>
<tr>
<td>ECON A210</td>
<td>Environmental Economics and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A478</td>
<td>Public Science Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENVI/PHIL A303</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>GIS A268</td>
<td>Elements of Geographic Information Systems (GIS)</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

1. Complete the following required core courses: (11 Credits)
   - ENVI A211  Environmental Science: Systems and Processes 3
   - ENVI A211L Environmental Science: Systems and Processes Laboratory 1
   - ENVI A212  Living on Earth: People and the Environment 3
   - ENVI A470  Environmental Planning and Problem Solving 4

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

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

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

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

**Minor, Geography**

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

**Student Learning Outcomes**

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

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

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

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

**Geography and Environmental Studies Faculty**

Mark Carper, Assistant Professor, afmdc@uaa.alaska.edu
Steve Colt, Associate Professor & Department Chair, afsgc@uaa.alaska.edu
Shannon Donovan, Assistant Professor, afmdansdonovan@uaa.alaska.edu
Dorn Van Dommelen, Professor, afvdvandommelen@uaa.alaska.edu

**Affiliated Faculty**

Raymond Anthony, Associate Professor, Philosophy, raanthony1@uaa.alaska.edu
Jackie Cason, Assistant Professor, English, afjcc@uaa.alaska.edu
Steve Colt, Professor, Economics, steve.colt@uaa.alaska.edu
Nelta Edwards, Associate Professor, Sociology, afnedwards@uaa.alaska.edu
Lee Ann Munk, Associate Professor/Chair, Geology, afalm@uaa.alaska.edu
Judith Owens-Manley, Associate Professor, School of Social Work, afjmo@uaa.alaska.edu
Date: 24 August 2012
To: UAA Undergraduate Academic Board, GERC
From: Dorn Van Dommelen
Social Science Assessment Coordinator, CAS AA program
Re: Changes to GER Social Science outcome and preamble

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

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

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

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

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

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

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

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

Copy to:  Dean Rashmi Prasad, CBPP
          Dean William Hogan, COH
          Dean Karen Scmitt, CTC
          Dean Orson Smith, SOE
          Dean John Stalvery, CAS
          Dean Ed McLain, COE
          Dean Stephen Rollins, Consortium Library
          Dean Ronald Spatz, University Honors
          Associate Dean Claudia Clark, CBPP
          Associate Dean Susan Kaplan, COH
          Associate Dean Steve Strom, CTC
          Associate Dean Cathy LeCompte, CTC
          Associate Dean Bart Quimby, SOE
          Associate Dean Patty Linton, CAS
          Associate Dean Stasha Green, COE
Associate Dean Judith Owens-Manley, University Honors
Director Gary Turner, KPC
Director Talis Colberg, MSC
Director Wes Lundburg, PWSCSC
Assistant Director Paula Martin, KPC
Dr. Steve Langdon, ANTH
Dr. Ed Forrest, BA
Dr. Paul Johnson, ECON
Dr. Rhonda Johnson, Health Services
Dr. Laura Kelly, Human Services
Dr. Elizabeth Sirles, SW
Dr. Paolo Banchero, JPC
Dr. Andre Rosay, JUST
Dr. Allan Barnes, JUST
Dr. John Riley, SOC
Dr. Sarah Gerkin, LS
Dr. Jim Muller, PS
Dr. Caludia Lampman, PSY
Dr. Kimberly Pace, WS
**General Education Requirement Student Learning Outcomes**

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

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

**7. Social Sciences**

(outside the major and from two different disciplines)

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

Therefore, each of the social science courses under the rubric of General Education Requirements (GER), shares common learning outcomes. Upon successful completion of a social science GER course, the student will be able to: Describe the discipline she or he has studied and discuss the key principles or themes that unify it. Describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research. Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy. Explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.
General Education Requirement Student Learning Outcomes

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

1. Communicate effectively in a variety of contexts and formats;
2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions;
3. Relate knowledge to the historical context in which it developed and the human problems it addresses;
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts;

5. 

Describe the theories, methods, and data used by social sciences to critically study how society works and how our social realities are created;

Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics;

6. Identify ways in which science has advanced the understanding of important natural processes;
7. Locate and use relevant information to make appropriate personal and professional decisions;
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

7. Social Sciences
(outside the major and from two different disciplines)

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

Therefore, each of the social science courses under the rubric of General Education Requirements (GER), shares common learning outcomes. Upon successful completion of a social science GER course, the student will be able to: Describe the discipline she or he has studied and discuss the key principles or themes that unify it. Describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research. Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy. Explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses, data collection and analysis, and testing, verifying, and rejecting hypotheses. The social sciences focus on the acquisition, analysis and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a social sciences GER course should be motivated to reflect on the workings of the society of which they
are a part and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and nonempirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning and application to social aspects of contemporary life. A student who has met the social science GER is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>NAME</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG</td>
<td>Dorn Van Dommelen</td>
<td><a href="mailto:afdv@uaa.alaska.edu">afdv@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>ENVI</td>
<td>Dorn Van Dommelen</td>
<td><a href="mailto:afdv@uaa.alaska.edu">afdv@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>INTL</td>
<td>Dorn Van Dommelen</td>
<td><a href="mailto:afdv@uaa.alaska.edu">afdv@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>ANTH</td>
<td>Paul White</td>
<td><a href="mailto:afpjw@uaa.alaska.edu">afpjw@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>PS</td>
<td>Jim Muller</td>
<td><a href="mailto:afjwm@uaa.alaska.edu">afjwm@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>JPC</td>
<td>Paola Banchero</td>
<td><a href="mailto:pbanchero@jpc.alaska.edu">pbanchero@jpc.alaska.edu</a></td>
</tr>
<tr>
<td>WS</td>
<td>Kim Pace</td>
<td><a href="mailto:afkjp@uaa.alaska.edu">afkjp@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>PSY</td>
<td>Vickie Wesolowski</td>
<td><a href="mailto:afvlw@uaa.alaska.edu">afvlw@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>SOC</td>
<td>Karl Pfeiffer</td>
<td><a href="mailto:afktp@uaa.alaska.edu">afktp@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>LSSS</td>
<td>Martha Hatch</td>
<td><a href="mailto:afmah@uaa.alaska.edu">afmah@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>BA</td>
<td>Ed Forrest</td>
<td><a href="mailto:afef@cbpp.uaa.alaska.edu">afef@cbpp.uaa.alaska.edu</a></td>
</tr>
<tr>
<td>EDEC</td>
<td>James Powell</td>
<td><a href="mailto:afjhp2@uaa.alaska.edu">afjhp2@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>HNRS</td>
<td>Ronald Spatz</td>
<td><a href="mailto:afrms1@uaa.alaska.edu">afrms1@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>ECON</td>
<td>Paul Johnson</td>
<td><a href="mailto:afprj@cbpp.uaa.alaska.edu">afprj@cbpp.uaa.alaska.edu</a></td>
</tr>
<tr>
<td>HUMS</td>
<td>Laura Kelly</td>
<td><a href="mailto:aflwk@uaa.alaska.edu">aflwk@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>SWK</td>
<td>Beth Sirles</td>
<td><a href="mailto:sirles@uaa.alaska.edu">sirles@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>JUST</td>
<td>Allan Barnes</td>
<td><a href="mailto:arbarnes@uaa.alaska.edu">arbarnes@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>PARL</td>
<td>Marny Rivera</td>
<td><a href="mailto:mschaefer@uaa.alaska.edu">mschaefer@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>CEL</td>
<td>Judy Owens-Manley</td>
<td><a href="mailto:afjo@uaa.alaska.edu">afjo@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>UAB</td>
<td>Sandy Pence</td>
<td><a href="mailto:pence@uaa.alaska.edu">pence@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>UAB</td>
<td>Kyle Hampton</td>
<td><a href="mailto:afkh2@uaa.alaska.edu">afkh2@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>CAS</td>
<td>Patty Linton</td>
<td><a href="mailto:afpl@uaa.alaska.edu">afpl@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>CAS</td>
<td>John Petraitis</td>
<td><a href="mailto:afjmp@uaa.alaska.edu">afjmp@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>AA</td>
<td>Susan Kalina</td>
<td><a href="mailto:afsmk@uaa.alaska.edu">afsmk@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>UAB</td>
<td>Suzanne Forster</td>
<td><a href="mailto:afsf@uaa.alaska.edu">afsf@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>CAS</td>
<td>Bill Myers</td>
<td><a href="mailto:afwlm@uaa.alaska.edu">afwlm@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>OIA</td>
<td>Monica Kane</td>
<td><a href="mailto:anmek@uaa.alaska.edu">anmek@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>MSCC</td>
<td>Talis Colberg</td>
<td><a href="mailto:tjcolberg@matsu.alaska.edu">tjcolberg@matsu.alaska.edu</a></td>
</tr>
<tr>
<td>MSCC</td>
<td>Joan O'Leary</td>
<td><a href="mailto:joleary@matsu.alaska.edu">joleary@matsu.alaska.edu</a></td>
</tr>
<tr>
<td>KPC</td>
<td>Tony Lack</td>
<td><a href="mailto:alack@kpc.alaska.edu">alack@kpc.alaska.edu</a></td>
</tr>
<tr>
<td>KPC</td>
<td>Marion Yapuncich</td>
<td><a href="mailto:ifmly@uaa.alaska.edu">ifmly@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>KC</td>
<td>Barbara Brown</td>
<td><a href="mailto:Bbrown@kodiak.alaska.edu">Bbrown@kodiak.alaska.edu</a></td>
</tr>
<tr>
<td>KC</td>
<td>Kathrynn Hollis Buchanan</td>
<td><a href="mailto:khollis@kodiak.alaska.edu">khollis@kodiak.alaska.edu</a></td>
</tr>
<tr>
<td>PWSCC</td>
<td>Doug Desorcie</td>
<td><a href="mailto:ddesorcie@pwsc.edu">ddesorcie@pwsc.edu</a></td>
</tr>
</tbody>
</table>
**Course Action Request**

University of Alaska Anchorage

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

1a. School or College
    KP KPC

1b. Division
    ADCE Division of Community Ed

1c. Department
    CED

2. Course Prefix
    CED

3. Course Number
    A185

4. Previous Course Prefix & Number
    NA

5a. Credits/CEUs
    1

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

6. Complete Course Title
    Presenting Art Lessons K-12

    Abbreviated Title for Transcript (30 character)

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

8. Type of Action:
    \[\checkmark\] Add
    \[\] Change
    \[\] Delete

If a change, mark appropriate boxes:

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

9. Repeat Status No
   # of Repeats
   Max Credits

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

11. Implementation Date
    \[\] semester/year
    From:  Spring/2013
    To:       /9999

12. \[\] Cross Listed with
    \[\] Stacked with

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

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

    | Impacted Program/Course | Catalog Page(s) Impacted | Date of Coordination | Chair/Coordinator Contacted |
    |------------------------|--------------------------|----------------------|-----------------------------|
    | None                   |                          |                      |                             |
    | 2.                     |                          |                      |                             |
    | 3.                     |                          |                      |                             |

    Initiator Name (typed): Celia Anderson
    Initiator Signed Initials: _________
    Date:________________

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

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

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

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

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

16a. Course Prerequisite(s) (list prefix and number)
    None

16b. Test Score(s)
    NA

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

16d. Other Restriction(s)
    \[\] College
    \[\] Major
    \[\] Class
    \[\] Level

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

17. \[\] Mark if course has fees
    0

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

19. Justification for Action
    More adequately reflect likely community participants

Initiator (faculty only) Date

Celia Anderson
Initiator (TYPE NAME)

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved
I. **Initiation Date:**
   March 28, 2012

II. **Course Information**
   A. **College:** Kenai Peninsula College
   B. **Course Title:** Presenting Art Lessons K-12
   C. **Course Subject/Number:** CED A185
   D. **Credit:** 1.0 credits
   E. **Contact Time:** 1+0
   F. **Grading Information** P/N
   G. **Course Description:** Designed for artists and community members wanting to present art experiences in classroom settings. Provides information about effective classroom, and materials management techniques, working with schools and teachers in residency type situations. Participants need prior familiarity with art concepts. This is not an art methods course.
   H. **Status of course relative to degree or certificate programs:** Elective
   I. **Lab Fee:** No
   J. **Coordination:** Faculty Listserve
   K. **Course Prerequisite:** None
   L. **Registration Restrictions:** None

III. **Course Level Justification**
   More adequately reflect likely community participants

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

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

VI. Course Content Outline

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

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

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

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

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

VII. Suggested Text


VIII. Bibliography


   *Classic text*
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1. School or College</th>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>HUMS</td>
<td>A107</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

#### 6. Complete Course Title

**History and Systems of Human Services**

Abbreviated Title for Transcript (30 character): **History and Systems of HUMS**

#### 7. Type of Course

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

#### 8. Type of Action:

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

If a change, mark appropriate boxes:

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

#### 9. Repeat Status No

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

#### 10. Grading Basis

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

#### 11. Implementation Date

<table>
<thead>
<tr>
<th>Semester/year</th>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>/999</td>
</tr>
</tbody>
</table>

#### 12. Cross Listed

- [ ] with N/A
- [ ] Stacked with N/A

Cross-Listed Coordination Signature

### 13. Impacted Courses or Programs

List any programs or college requirements that require this course.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AAS Human Services</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>2. Mat-Su - AAS Human Services</td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
</tr>
<tr>
<td>3. KPC/Kachemak Bay Branch</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Bettina Kipp/Carol Swartz</td>
</tr>
</tbody>
</table>

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

Initiator Signed Initials: _________

Date: __________

#### 14. General Education Requirement

Mark appropriate box:

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

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

Introduces historical foundations of the Human Service profession through the lens of formative legislation and service delivery systems.

#### 16. Course Prerequisite(s)

- [ ] N/A

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

- [ ] N/A

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

- [ ] N/A

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

- [ ] N/A

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

- [ ] N/A

#### 17. Mark if course has fees

- [ ]

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

- [ ]

#### 19. Justification for Action

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

Initiator (faculty only) **Laura Kelley**

Initiator Signed Initials: _________

Date: __________

- [ ] Approved
- [ ] Disapproved

Dean/Director of School/College Date

- [ ] Approved
- [ ] Disapproved

Undergraduate/Graduate Academic Date

- [ ] Approved
- [ ] Disapproved

Board Chairperson Date

- [ ] Approved
- [ ] Disapproved

Provost or Designee Date

62
I. Date of Initiation  
February, 2012

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

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

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

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>1. Discuss the historical/social backdrop of the Human Service movement including the evolution of Human Service generalist approach, professional standards and national certification.</strong></td>
</tr>
<tr>
<td><strong>2. Identify Human Services as a service delivery system.</strong></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>3. Describe the foundations of service coordination, client assessment and service planning.</td>
</tr>
<tr>
<td>4. Relate historical Human Service developments to contemporary and future Human Service practice.</td>
</tr>
<tr>
<td>5. Relate the globalization of human services in terms of power and economic systems.</td>
</tr>
<tr>
<td>6. Discuss future human service challenges through a systems perspective.</td>
</tr>
<tr>
<td>7. Identify new Human Services directions in the 21st century.</td>
</tr>
<tr>
<td>8. Describe macro human service practice</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

Introductory course in Human Service history and service delivery systems.

V. Topical Course Outline

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

2.0 Foundational Human Service developments
  2.1 New Deal and Social Security Act
  2.2 The GI Bill
  2.3 Civil Rights Movement
  2.4 The Great Society
  2.5 The Economic Opportunity Act
  2.6 The Manpower Act
  2.7 Welfare Reform

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

4.0 The Human Services identity
  4.1 Best practices and ethical practices
  4.2 Code of Conduct
  4.3 Professional collaboration and networking
  4.4 Credentialing
  4.5 Barrier crimes legislation
  4.6 Board Certified Human Service Practitioner
5.0 Human Services in the 21st century: New Directions
   6.1 The Global community and social change
   6.2 Power and economic systems
   6.3 The underclass

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

7.0 Macro Practice
   8.1 Community development
   8.2 Community organizing

VI. Suggested Texts


VII. Bibliography


* Classic work.
### Course Action Request

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

1a. School or College  
CH College of Health  

1b. Division  
ADHS Div of Human Svcs Health Sci

1c. Department  
Human Services

2. Course Prefix  
HUMS

3. Course Number  
A224

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3.0

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

6. Complete Course Title  
Conflict and Collaborative Systems  
Conflict and Collaborative Sys

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

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

If a change, mark appropriate boxes:  
- Prefix  
- Credits  
- Title  
- Grading Basis  
- Course Description  
- Test Score Prerequisites  
- Other Restrictions  
- Class  
- Level  
- College  
- Major  
- Other make selective course (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits

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

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

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

Cross-Listed Coordination Signature

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

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

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

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

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

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

14. General Education Requirement

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

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

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

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

16b. Test Score(s)  
N/A

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

16d. Other Restriction(s)  
<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

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

17.  
- Mark if course has fees

18.  
- Mark if course is a selected topic course

19. Justification for Action

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

---

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

Approved  
Disapproved  
Date  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Date  
Undergraduate/Graduate Academic  
Date

Approved  
Disapproved  
Date  
Board Chairperson  
Date

Approved  
Disapproved  
Date  
Provost or Designee  
Date
## Course Being Changed: HUMS A224 - Conflict and Collaborative Systems

<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Type of Impact (course or program)</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted (not listerve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Human Services</td>
<td>Selective course</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>Mat-Su - AAS Human Services</td>
<td>Selective course</td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
</tr>
<tr>
<td>KPC/Kachemak Bay Branch</td>
<td>Selective course</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Betiina Kipp/Carol Swartz</td>
</tr>
<tr>
<td>HUMS A324</td>
<td>Prerequisite</td>
<td>432</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
</tbody>
</table>
I. Date of Initiation

February, 2012

II. Curriculum Action Request

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

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

III: Instructional Goals and Student Outcomes

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

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

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

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

**V. Topical Course Outline**

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

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

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

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

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

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

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

VI. Suggested Texts


VII. Bibliography


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

1a. School or College
CH College of Health

1b. Division
ADHS Div of Human Svs Health Sci

1c. Department
Human Services

2. Course Prefix
HUMS

3. Course Number
A226

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Intervention Continuum in Substance Abuse Counseling
Int Cont in Sub Abuse Counsel

Abbreviated Title for Transcript (30 character)
Int Cont in Sub Abuse Counsel

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

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

9. Repeat Status No

☐ No
☐ # of Repeats 5
☐ Max Credits

10. Grading Basis
☒ A-F ☐ P/NC ☐ NG

11. Implementation Date
From: January/2013 To: 9/999

12. ☐ Cross Listed with ☐ N/A

☒ Stacked with ☐ N/A

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AAS Human Services</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>2. Mat-Su - AAS Human Services</td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
</tr>
<tr>
<td>3. KPC/Kachemak Bay Branch</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Bettina Kipp/Carol Swartz</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

16b. Test Score(s)
N/A

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

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

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

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

☐ Approved ☐ Disapproved
Department Chairperson Date

☐ Approved ☐ Disapproved
Curriculum Committee Chairperson Date

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

February 2012

II. Curriculum Action Request

A. College
College of Health

B. Course Subject
Human Services

C. Course Number
HUMS A226

D. Number of Credits
3.0

E. Contact Hours
3+0

F. Course Program
Associate of Applied Science in Human Services

G. Course Title
Intervention Continuum in Substance Abuse Counseling

H. Grading Basis
A-F

I. Implementation Date
January 2013

J. Cross-listed/Stacked
N/A

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

L. Course Prerequisites
N/A

M. Test Scores
N/A

N. Course Co-requisites
N/A

O. Other Restrictions
N/A

P. Registration Restrictions
N/A

Q. Course Fees
No

III. Instructional Goals and Student Outcomes

A. The instructor will:

1. Present change theory as applied to substance abuse treatment.

2. Demonstrate skills associated with motivational interviewing within the context of substance abuse treatment.

3. Facilitate discussion of intervention skills appropriate for individuals experiencing substance abuse.

4. Delineate the accepted substance abuse treatment guidelines concerning: client confidentiality, documenting client information, maintaining client records, and releasing client information.

5. Demonstrate skill sets associated with aftercare planning within the context of substance abuse treatment.

6. Explain client substance abuse relapse and strategies helping clients to avoid relapse.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 1. Define change theory and its application to substance abuse treatment. | Class discussion  
Written assignment |
<p>| 2. Demonstrate motivational interviewing skill within the context of substance abuse treatment. | Small group activity and role play |</p>
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Describe screening and placement criteria within the context of substance abuse treatment.</td>
<td>Role plays</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>4. Differentiate among the intervention skills associated with substance abuse treatment.</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>5. Articulate the use of accepted guidelines for client confidentiality, record development, management and sharing client information.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
<tr>
<td>6. Develop an aftercare plan within the context of substance abuse counseling.</td>
<td>Small group discussion</td>
</tr>
<tr>
<td></td>
<td>Written aftercare plan</td>
</tr>
<tr>
<td>7. Discuss relapse and associated avoidance strategies.</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
</tbody>
</table>

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

V. Topical Course Outline

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

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

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

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

VI. Suggested Text

VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ADHS Div of Human Sv</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS</td>
<td>A295A</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(1+9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Practicum I</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: January/2013</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Initiator Name (typed):</th>
<th>Ira Rosnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Signed Initials:</td>
<td>__________</td>
</tr>
<tr>
<td>Date:</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 2/17/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td>(<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 2/17/2012</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[HUMS A101 and HUMS A185 and HUMS A223 and (ENGL A111 or concurrent enrollment)] with a minimum grade of C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER Written Communication</td>
</tr>
</tbody>
</table>

| 17. ☑ Mark if course has fees |

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating curriculum to prepare for upcoming Council for Standards in Human Service reaccreditation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ira Rosnel</td>
</tr>
<tr>
<td>Date: __________</td>
</tr>
</tbody>
</table>

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

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

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

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

75
<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Course Impacts</th>
<th>Type of Impact (course or program)</th>
<th>Program Impacts examples: required, corequisite, recommended</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted (not listerve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Human Services</td>
<td>required course</td>
<td>required course</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
<td></td>
</tr>
<tr>
<td>Mat-Su - AAS Human Services</td>
<td>required course</td>
<td>required course</td>
<td>EE-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
<td></td>
</tr>
<tr>
<td>KPC/Kachemak Bay Branch</td>
<td>required course</td>
<td>required course</td>
<td>EE-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Betina Kipp/Carol Swartz</td>
<td></td>
</tr>
<tr>
<td>HUMS A295B</td>
<td>Prerequisite</td>
<td>Prerequisite</td>
<td>432</td>
<td>2/14/12</td>
<td>Laura Kelley</td>
<td></td>
</tr>
<tr>
<td>HUMS A321</td>
<td>Prerequisite</td>
<td>Prerequisite</td>
<td>432</td>
<td>2/14/12</td>
<td>Laura Kelley</td>
<td></td>
</tr>
<tr>
<td>HUMS A322</td>
<td>Prerequisite</td>
<td>Prerequisite</td>
<td>432</td>
<td>2/14/12</td>
<td>Laura Kelley</td>
<td></td>
</tr>
<tr>
<td>HUMS A495A</td>
<td>Prerequisite</td>
<td>Prerequisite</td>
<td>432</td>
<td>2/14/12</td>
<td>Laura Kelley</td>
<td></td>
</tr>
</tbody>
</table>
I. Date of Initiation
February, 2012

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

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

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

IV. Course Level Justification

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

V. Topical Course Outline

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

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

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

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

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

VI. Suggested Text

VII. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ADHS Div of Human Svs</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS</td>
<td>A295B</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Practicum II</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
<td>with N/A</td>
<td></td>
</tr>
<tr>
<td>P/NP</td>
<td>From: January/2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NG</td>
<td>To: /9999</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 2/17/2012</td>
<td>date: 2/17/2012</td>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quantitative Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS A295A and (ENGL A211 or ENGL A212 or ENGL A214 or concurrent enrollment with a minimum grade of C)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating curriculum to prepare for upcoming Council for Standards in Human Service reaccreditation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ira Rosnel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
<tr>
<td>Impacted Program or Course</td>
<td>Course Impacts examples: prerequisite, corequisite, recommended</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>AAS Human Services</td>
<td>required course</td>
</tr>
<tr>
<td>Mat-Su - AAS Human Services</td>
<td>required course</td>
</tr>
<tr>
<td>KPC/Kachemak Bay Branch</td>
<td>required course</td>
</tr>
<tr>
<td>HS A420</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>HUMS A420</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>HUMS A495A</td>
<td>Prerequisite</td>
</tr>
</tbody>
</table>
I. Date of Initiation

February 2012

II. Curriculum Action Request

A. College
   College of Health

B. Course Subject
   Human Services

C. Course Subject/Number
   HUMS A295B

D. Credit Hours
   3.0

E. Contact Hours
   1+9

F. Course Program
   Associate of Applied Science in Human Services

G. Course Title
   Human Services Practicum II

H. Grading Basis
   A-F

I. Implementation Date
   January 2013

J. Cross-listed/Stacked
   N/A

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

L. Course Prerequisites
   HUMS A295A with a minimum grade of C and (ENGL 111 or ENGL A212 or ENGL A214 or concurrent enrollment)

M. Test Scores
   N/A

N. Course Co-Requisite
   N/A

O. Other Restrictions
   N/A

P. Registration Restrictions
   N/A

Q. Course Fees
   Yes

III. Instructional Goals and Student Outcomes

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

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

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

V. **Topical Course Outline**

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

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

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

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

6.0 Career planning
  6.1 Establishing references from practicum agencies
  6.2 Articulate placement activities to resume language
  6.3 Job search options
  6.4 Continuing education

VI. Suggested Texts

VII. Bibliography


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

1a. School or College
CH College of Health

1b. Division
ADHS Div of Human Svvs Health Sci

1c. Department
Human Services

2. Course Prefix
HUMS

3. Course Number
A324

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

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

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

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

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

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

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with N/A

Stacked with N/A

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. See attached.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

15. Course Description (suggested length 20 to 50 words)
Provides students both theory and skill development learning experiences designed to advance paraprofessional counseling skills.

16a. Course Prerequisite(s) (list prefix and number)
HUMS A223 with a minimum grade of C

16b. Test Score(s)
N/A

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

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

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

Dean/Director of School/College Date

Undergraduate/Graduate Academic Board Chairperson Date

Provost or Designee Date

Approved ☒ Disapproved ☐

Approved ☒ Disapproved ☐

Approved ☒ Disapproved ☐

Approved ☒ Disapproved ☐

85
<table>
<thead>
<tr>
<th>Impacted Program or Course</th>
<th>Course Impacts examples: prerequisite, corequisite, recommended</th>
<th>Program Impacts examples: requirement, selective, program credit total</th>
<th>Catalog Page</th>
<th>Type/Date of Notification</th>
<th>Chair/Coordinator Contacted (not listerve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Human Services</td>
<td>required course</td>
<td>required course</td>
<td>156</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>Mat-Su - AAS Human Services</td>
<td>required course</td>
<td>required course</td>
<td>88-90 (Mat-Su Catalog)</td>
<td>2/14/12</td>
<td>Ann Yaros</td>
</tr>
<tr>
<td>KPC/Kachemak Bay Branch</td>
<td>required course</td>
<td>required course</td>
<td>88-89 (KPC Catalog)</td>
<td>2/14/12</td>
<td>Bettna Kipp/Carol Swartz</td>
</tr>
<tr>
<td>HUMS A224</td>
<td>Prerequisite or concurrent enrollment</td>
<td></td>
<td>432</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>HUMS A333</td>
<td>Prerequisite or concurrent enrollment</td>
<td></td>
<td>432</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>HUMS A334</td>
<td>Prerequisite</td>
<td></td>
<td>432</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>HUMS A424</td>
<td>Prerequisite</td>
<td></td>
<td>433</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>HUMS A434</td>
<td>Prerequisite</td>
<td></td>
<td>433</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>HUMS A461</td>
<td>Prerequisite</td>
<td></td>
<td>433</td>
<td>2/13/12</td>
<td>Laura Kelley</td>
</tr>
</tbody>
</table>

Course Being Changed: **HUMS A324 - Introduction to Paraprofessional Counseling II**
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation  
February, 2012

II. Curriculum Action Request
A. College  
College of Health
B. Course Subject  
Human Services
C. Course Number  
HUMS A324
D. Number of Credits  
3.0
E. Contact Hours  
3+0
F. Course Program  
Associate of Applied Science in Human Services
G. Course Title  
Introduction to Paraprofessional Counseling II
H. Grading Basis  
A-F
I. Implementation Date  
Spring 2013
J. Cross-listed/Stacked  
N/A
K. Course Description  
Provides students both theory and skill development learning experiences designed to advance paraprofessional counseling skills.

L. Course Prerequisites  
HUMS A223
M. Test Scores  
N/A
N. Course Co-Prerequisite  
N/A
O. Other Restrictions  
N/A
P. Registration Restrictions  
N/A
Q. Course Fees  
Yes

III. Instructional Goals and Student Outcomes
A. The instructor will:
   1. Illustrate theoretical concepts associated with effective problem management in a variety of human service settings, including those serving involuntary clients.
   2. Present and demonstrate effective paraprofessional helping/communication skills associated with course concepts.
   3. Assist students in identifying the role of client motivation in developing personal goals and strategies in a variety of human service settings.
   5. Present students with feedback on the development of their skills, together with suggestions for improvement.
   6. Illustrate trauma informed awareness within the context of human service delivery systems.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 1. Describe theoretical concepts associated with problem solving in a human service settings. | Class discussion  
Role play  
Written assignments |
| 2. Demonstrate basic skills for enhancing client motivation for change. | Class discussion  
Role play  
Analysis of video clips |
### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Apply understanding of effective helping skills to human service work with a variety of clients.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Written assignments</td>
</tr>
<tr>
<td>4. Describe the function of resistance and ambivalence and apply effective communication/helping skills.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Written assignments</td>
</tr>
<tr>
<td>5. Demonstrate ability to help clients formulate individualized goals for change based upon personal and cultural strengths and values.</td>
<td>Class discussions</td>
</tr>
<tr>
<td></td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Written assignments</td>
</tr>
<tr>
<td>6. Demonstrate ability to engage in critical self-evaluation of basic helping skills, and to incorporate feedback from peers.</td>
<td>Role plays</td>
</tr>
<tr>
<td></td>
<td>Class discussions</td>
</tr>
<tr>
<td></td>
<td>Written assignments</td>
</tr>
<tr>
<td>7. Define and discuss trauma informed awareness in a paraprofessional counseling setting.</td>
<td>Class discussion</td>
</tr>
<tr>
<td></td>
<td>Written assignment</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

A foundational orientation to basic communication and para-professional counseling skills within a human service setting required for associate degree and occupational endorsement in conflict resolution students.

### V. Topical Course Outline

1.0 Foundations of effective helping skills
   1.1 Understanding motivation and readiness to change
   1.2 The role of ambivalence in change
   1.3 Elements of effective communication in increasing motivation

2.0 Problem solving mode: the cycle of change
   2.1 Motivation and stages of change
   2.2 Pre-contemplation and readiness for change
   2.3 Contemplation and commitment
   2.4 Preparation and planning
   2.5 Action and stabilizing change

3.0 Competence in basic helping skills
   3.1 Reflective listening
   3.2 Open-ended questions
   3.3 Identification of client strengths and resources
   3.4 Affirmations
   3.5 Eliciting client motivation for change
   3.6 Role of feedback in increasing client motivation for change

4.0 Ambivalence and resistance in helping
   4.1 Exploring and understanding ambivalence
   4.2 Exploring and understanding resistance
   4.3 Skills associated with resolving ambivalence
   4.4 Skills associated with resolving resistance
5.0 Negotiating a change plan
   5.1 Opening a meeting and introducing a topic
   5.2 Negotiating realistic goals
   5.3 Identifying strengths and resources
   5.4 Anticipating obstacles
   5.5 Maintaining change

6.0 Trauma informed awareness and care
   6.1 Recognizing behavioral and psychological cues of trauma and grief
   6.2 The grieving process
   6.3 Understanding misplaced guilt

VI. Suggested Texts


VII. Bibliography


Memo

To: UAB Curriculum Committee

From: Laura W. Kelley, Chair Human Services Department

Re: Proposed revisions to AAS in Human Services

In keeping with the missions of both UAA and the COH, the intent of the Human Services AAS degree program is to prepare Human Service generalists through a competency based, community oriented program encompassing classroom and practical learning opportunities. In short, the goal of the Human Services AAS degree is putting people to work-working with people.

Both the AAS and BHS Human Service degree programs were reaccredited in 2008, and a full accreditation with a site visit is presently scheduled for 2013. Recent developments in both the Human Service profession and accreditation standards require revisions to the existing AAS curriculum. The Human Services Department submits the attached course revisions and curricular changes to address both the professional and accreditation modifications which were made in the last five years to include: national testing and certification of Human Service Practitioners and identification of Human Services as a distinct profession within the social service area.

SUMMARY OF REVISIONS:

Major Change #1: The revised curriculum replaces the previous six credit emphasis area requirement with a nine credit selective requirement. Students may choose their selective from a choice of seven courses: HUMS/SWK A106, HUMS A122, A123, A124, A155, A226, A224.

Major Change #2: The revised curriculum replaces the previous six credit requirements of PSY A111 and A150 to either PSY A111 or A150.

Major Change #3: The revised curriculum adds three additional required courses: HUMS A107, A185 and A256.

Major Change #4: The following courses have been revised: HUMS A101, A107, A122, A123, A124, A155, A223, A224, A226, A295A, A295B, and A324.

HUMS/SWK A106, HUMS A185, and A256 were revised recently and approved through the process and are not included in this submission.
### Program/PREFIX Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ADHS Div of Human Svs Health Sci</td>
<td>Human Services</td>
</tr>
</tbody>
</table>

2. **Complete Program Title/Prefix**

   Associate of Applied Science, Human Services

3. **Type of Program**

   Choose one from the appropriate drop down menu:
   - Undergraduate: Associate of Applied Science
   - Graduate: CHOOSE ONE

4. **Type of Action:**

   - PROGRAM
     - □ Add
     - □ Change
     - □ Delete
   - PREFIX
     - □ Add
     - □ Change
     - □ Inactivate

5. **Implementation Date (semester/year)**

   From: **Januar/2013**  To: **/9999**

6a. **Coordination with Affected Units**

   Department, School, or College: School of Social Work, Mat-Su College, Kenai Peninsula College, Kachamak Bay Branch-KPC

   Initiator Name (typed): Laura Kelley
   Initiator Signed Initials: __________

   Date: __________________

6b. **Coordination Email submitted to Faculty Listserv (uua-faculty@lists.uaa.alaska.edu)**

   Date: **2/17/2012**

6c. **Coordination with Library Liaison**

   Date: **2/17/2012**

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

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

8. **Justification for Action**

   Revise curriculum to meet recent accreditation standards and certification requirements.

---

**Initiator (faculty only)**

**Laura Kelley**

Initiator (TYPE NAME)

**Date**

- □ Approved
- □ Disapproved

**Dean/Director of School/College**

**Date**

- □ Approved
- □ Disapproved

**Undergraduate/Graduate Academic Board Chairperson**

**Date**

- □ Approved
- □ Disapproved

**Provost or Designee**

**Date**

- □ Approved
- □ Disapproved

**Department Chairperson**

**Date**

- □ Approved
- □ Disapproved

**Curriculum Committee Chairperson**

**Date**

- □ Approved
- □ Disapproved
Associate of Applied Science, Human Services

Graduates of this program are able to:

• Analyze and navigate community-based human services agencies and service delivery systems in order to secure a variety of community resources appropriate for clients.

• Utilize a strengths-based approach to working with people and their problems in living.

• Effectively use intervention and core paraprofessional counseling skills.

• Apply acquired human services skills in a service agency, to include assessment, interviewing, treatment planning, service delivery, and paraprofessional counseling.

• Demonstrate consolidation of knowledge through three areas of learning:
  • Understand agencies, target populations, services delivered, and interaction with community partners.
  • Develop a professional self and identity with appropriate use of supervision.
  • Apply client/community intervention skills.

• Qualify for employment in the human services workforce.

• Build on human services AAS degree as a foundation for further education.

Admission Requirements

Satisfy the Admission Requirements for Certificate and Associate Degree programs found in Chapter 7, Academic Standards and Regulations.

General University Requirements

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

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

Major Requirements

1. Complete the following required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A200</td>
<td>Natives of Alaska (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ANTH A202 Cultural Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>HUMS A101</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A107</td>
<td>History and Systems of Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A185</td>
<td>Introduction to Field Work</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A223</td>
<td>Introduction to Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Counseling I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HUMS A256</td>
<td>Groups and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A295A</td>
<td>Human Services Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A295B</td>
<td>Human Services Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>HUMS A324</td>
<td>Introduction to Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Counseling II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY A111</td>
<td>General Psychology (3)</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>PSY A150 Lifespan Development (3)</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete 9 credits from the list of selectives: 9

Human Services Selectives

Complete 9 credits from the following: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS A106</td>
<td>Introduction to Social Welfare (3)</td>
<td></td>
</tr>
<tr>
<td>HUMS A122</td>
<td>Substance Abuse as a Contemporary Problem (3)</td>
<td></td>
</tr>
<tr>
<td>HUMS A123</td>
<td>Public Education and Prevention in Substance Abuse (3)</td>
<td></td>
</tr>
<tr>
<td>HUMS A124</td>
<td>Introduction to Physiology and Pharmacology of Substance Abuse (3)</td>
<td></td>
</tr>
<tr>
<td>HUMS A155</td>
<td>Human Relations in the Workplace (3)</td>
<td></td>
</tr>
</tbody>
</table>
HUMS A224 Conflict and Collaborative Systems (3)
HUMS A226 Intervention Continuum in Substance Abuse Counseling (3)

3. Choose 12 credits of electives. Consultation with faculty advisor recommended.

4. A total of 60 credits is required for the degree.
Associate of Applied Science, Human Services

Graduates of this program are able to:

• Analyze and navigate community-based human services agencies and service delivery systems and in order to secure a variety of community resources appropriate for clients.
• Utilize a strengths-based approach to working with people and their problems in living.
• Effectively use intervention and core paraprofessional counseling skills.
• Apply the acquired human services skills in a service agency, to include assessment, interviewing, treatment planning, service delivery, and paraprofessional counseling.
• Demonstrate consolidation of knowledge through three areas of learning including:
  • Understanding of an agency, its target population, and services delivered, and interaction with community partners.
  • Development of a professional self-identity with appropriate use of supervision.
• Qualify for employment in the human services workforce.
• Build on their human services AAS degrees as a foundation for further education.

Admission Requirements

Satisfy the Admission Requirements for Certificate and Associate Degree programs found in Chapter 7, Academic Standards and Regulations.

General University Requirements

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

Major Requirements

1. Complete the following required courses:
   ANTH A200 Natives of Alaska (3)
   or
   ANTH A202 Cultural Anthropology (3)
   HUMS A101 Introduction to Human Services (3)
   HUMS A107 History and Systems of Human Services (3)
   HUMS A185 Introduction to Field Work (3)
   HUMS A207 Introduction to Social Welfare (3)
   HUMS A223 Introduction to Paraprofessional Counseling I (3)
   HUMS A256 Groups and Organizations (3)
   HUMS A295A Human Services Practicum I (3)
   HUMS A295B Human Services Practicum II (3)
   HUMS A324 Introduction to Paraprofessional Counseling II (3)
   PSY A111 General Psychology (3)
   or
   PSY A150 Lifespan Development (3)

2. Complete 6-9 credits from one of the emphasis areas in the list of selectives:

**Note: Each Human Service degree (Associate of Applied Science and Bachelor of Human Services) requires a 6-credit emphasis area. BHS students may complete 6 credits from a different emphasis area or an additional 6 credits from the emphasis area used for the AAS.**

General Human Services Emphasis Selectives

Complete 6-9 credits from the following:
   HUMS A106 Introduction to Social Welfare (3)
   HUMS A122 Substance Abuse as a
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS A123</td>
<td>Public Education and Prevention in Substance Abuse (3)</td>
</tr>
<tr>
<td>HUMS A124</td>
<td>Introduction to Physiology and Pharmacology of Substance Abuse (3)</td>
</tr>
<tr>
<td>HUMS A125</td>
<td>Human Relations in the Workplace (3)</td>
</tr>
<tr>
<td>HUMS 224</td>
<td>Conflict and Collaborative Systems (3)</td>
</tr>
<tr>
<td>HUMS A226</td>
<td>Intervention Continuum in Substance Abuse Counseling (3)</td>
</tr>
<tr>
<td>HUMS A122</td>
<td>Contemporary Problem (3)</td>
</tr>
<tr>
<td>HUMS A123</td>
<td>Public Education and Prevention in Substance Abuse (3)</td>
</tr>
<tr>
<td>HUMS A124</td>
<td>Introduction to Physiology and Pharmacology of Substance Abuse (3)</td>
</tr>
<tr>
<td>HUMS A125</td>
<td>Human Relations in the Workplace (3)</td>
</tr>
<tr>
<td>HUMS 224</td>
<td>Conflict and Collaborative Systems (3)</td>
</tr>
<tr>
<td>HUMS A226</td>
<td>Intervention Continuum in Substance Abuse Counseling (3)</td>
</tr>
<tr>
<td>PSY A132</td>
<td>Human Relations (3)</td>
</tr>
<tr>
<td>HUMS A356</td>
<td>Groups and Organizations (3)</td>
</tr>
<tr>
<td>HUMS A330</td>
<td>Men and Masculinity (3)</td>
</tr>
<tr>
<td>PSY A245</td>
<td>Child Development (4)</td>
</tr>
<tr>
<td>PSY A261</td>
<td>Research Methods in Psychology (4)</td>
</tr>
<tr>
<td>PSY A405</td>
<td>Abnormal Psychology (3)</td>
</tr>
<tr>
<td>SOC A202</td>
<td>Social Institutions (3)</td>
</tr>
<tr>
<td>SOC A247</td>
<td>An Introduction to Marriage, Family and Intimate Relationships (3)</td>
</tr>
<tr>
<td>SOC A246</td>
<td>Adolescence (3)</td>
</tr>
<tr>
<td>SOC/PSY A453</td>
<td>Application of Statistics to the Social Sciences (3)</td>
</tr>
<tr>
<td>HUMS A123</td>
<td>Substance Abuse Emphasis</td>
</tr>
<tr>
<td>HUMS A124</td>
<td>Substance Abuse Emphasis</td>
</tr>
<tr>
<td>HUMS A125</td>
<td>Substance Abuse Emphasis</td>
</tr>
<tr>
<td>HUMS 224</td>
<td>Substance Abuse Emphasis</td>
</tr>
<tr>
<td>HUMS A226</td>
<td>Substance Abuse Emphasis</td>
</tr>
<tr>
<td>HUMS 416</td>
<td>Substance Abuse Emphasis</td>
</tr>
<tr>
<td>PSY A445</td>
<td>Substance Abuse Emphasis</td>
</tr>
<tr>
<td>PSY A455</td>
<td>Substance Abuse Emphasis</td>
</tr>
</tbody>
</table>

**Substance Abuse Emphasis**

Complete 6 credits from the following:

- HUMS A123
- HUMS A124
- HUMS A125
- HUMS 224
- HUMS A226
- HUMS 416
- PSY A445
- PSY A455

**Family and Youth Emphasis**

Complete 6 credits from the following:

- HUMS A330
- HUMS A416
- PSY A245
- SOC A242
- SOC A246

**Disabilities Emphasis**

Complete 6 credits from the following:

- ASL A101
- ASL A102
- ASL A103
- ASL A104
- ASL A105
- ASL A106

**Diversity Issues Emphasis**

Complete 6 credits from the following:

- AKNS A101
- AKNS A102
- AKNS A103
- AKNS A104
- AKNS A201
- AKNS A402
3. Choose 12 credits of electives. Consultation with faculty advisor recommended.

4. A total of 60 credits is required for the degree.
### Course Action Request

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A461L</td>
<td>N/A</td>
<td>3</td>
<td>(0+6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 characters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molecular Biology Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td># of Repeats</td>
<td>A-F</td>
<td>From: SPRING/2013</td>
</tr>
<tr>
<td></td>
<td>or Change or</td>
<td>N/A</td>
<td>P/NP</td>
<td>To: XX/9999</td>
</tr>
<tr>
<td></td>
<td>Delete</td>
<td>Max Credits N/A</td>
<td>NG</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List any programs or college requirements that require this course.</td>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td></td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td></td>
</tr>
</tbody>
</table>

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

A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills.

15. Justification for Action

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

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date: Spring 2012.

II. Course Information
A. College: College of Arts and Sciences.
B. Course Subject/Number: BIOL A461L.
C. Course Title: Molecular Biology Laboratory.
D. Course Description: A practical implementation of the theory learned in BIOL A461, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn experimental design, proposal writing, and oral and written presentation skills. Graduate students enrolled in the stacked BIOL A661L will also lead research groups and learn mentorship skills. May be stacked with: BIOL A661L.

E. Credit Hours: 3.0
F. Contact Hours: 0+6.
G. Grading Basis: A-F.
H. Status of Course Relative to Degree Program: Elective course for BA-Biological Sciences, BS-Biological Sciences majors, Biology minors; BS Natural Sciences major.
I. Lab Fees (Yes/No): Yes.
J. Coordination: UAA Faculty Listserv, UAA Deans and Directors.
K. Prerequisites/Corequisite: BIOL A461, with minimum grade of C, or concurrent enrollment
L. Registration Restrictions: None

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

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

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

VI. Course Outline

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

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

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

VII. Instructional Goals and Student Learning Outcomes:

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

B. Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>

Develop an experimental research plan, including the elaboration of research aims and experimental strategies, and the evaluation of similar research proposals.

Oral literature summary, written proposal, group discussion and peer review.

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

Laboratory exercises and group discussion.

Communicate, to an audience of scientific peers, their project as primary scientific research.

Oral presentation, primary research paper.

VIII. Suggested Text(s):

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

IX. Bibliography:

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

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

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


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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A661L</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(0+6)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Molecular Biology Laboratory</td>
</tr>
<tr>
<td>Adv. Molecular Biology Lab</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: SPRING/2013</td>
<td>To: XX/9999</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 04-26-2012</th>
<th>submitted to Faculty Listserv: (<a href="mailto:uua-faculty@lists.uaa.alaska.edu">uua-faculty@lists.uaa.alaska.edu</a>)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 04-26-2012</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A practical implementation of the theory learned in BIOL A661, which includes in vitro DNA techniques, gene expression analysis, and genomics. Students will also learn and practice experimental design, proposal writing, and oral and written presentation skills, lead research groups, and learn mentorship skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A661, with minimum grade of C, or concurrent enrollment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A661 unless completed with a minimum of C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled in BIOL A661 have frequently requested a laboratory to provide hands-on understanding of the molecular methodologies discussed in the lecture course, particularly when their graduate thesis work involves molecular approaches - an increasingly common trend. Most molecular biology courses at other institutions have associated laboratories, and a laboratory will significantly enhance the learning experience in BIOL A661. Stacking this course with BIOL A461L will enable BIOL A661L students to gain mentorship experience and pursue more elaborate research projects.</td>
</tr>
</tbody>
</table>

<p>| 20. |</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiation (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jocelyn Krebs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator (faculty only)

Jocelyn Krebs

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

Approved

Disapproved

Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date: Spring 2012.

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

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

IV. Evaluation:

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

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

VI. Course Outline

1.0 Research Project Proposals
1.1 Choice of topic and experimental system
   1.1.1 Developing a research project from a topic of interest
   1.1.2 Choosing an effective model organism or model system
1.2 Experimental design
   1.2.1 Developing research aims
   1.2.2 Developing hypotheses and designing experiments to address them
   1.2.3 Elaborating experimental protocols
2.0 Experimentation
2.1 Practical methodology
   2.1.1 Chemical safety
   2.1.2 Handling reagents and making solutions
   2.1.3 Biological media and organism care
   2.1.4 Biological assays and molecular techniques
   2.1.5 Data collection
2.2 Data analysis
   2.2.1 Qualitative data analysis
   2.2.2 Quantitative data analysis
   2.2.3 Critical analysis and troubleshooting
3.0 Research communication
3.1 In-lab journal article presentation/discussion
3.2 In-lab research project presentation/discussion
3.3 Research Proposal
   3.3.1 Peer review
3.4 Primary research manuscript
3.5 Oral presentation to a scientific audience - In-class presentation
3.6 Poster presentation

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

B. Student Learning Outcomes:

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

VIII. Suggested Text(s):

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

IX. Bibliography:

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

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

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


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Mat-SU</td>
<td>No Division Code</td>
<td>CST</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A168</td>
<td>N/A</td>
<td>2 Credits</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer User Support and Help Desk</td>
<td>Academic</td>
<td>Add</td>
<td># of Repeats 0</td>
<td>A-F</td>
<td>semester/year</td>
<td></td>
</tr>
<tr>
<td>Comp User Suprt &amp; Help Desk</td>
<td>Preparatory/Development</td>
<td></td>
<td></td>
<td>P/NP</td>
<td>From: Spring/2013</td>
<td></td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
<td>Non-credit</td>
<td></td>
<td></td>
<td>NG</td>
<td>To: /9999</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
<td>Date: 2/14/2011</td>
<td>Date: 2/10/2011</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table.</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
<td>Overview of user support systems and help desk functions in an enterprise environment. Examines user support from the perspective of end-users; develops skills for ethical customer services, critical thinking, troubleshooting, and decision-making. Includes identifying typical problems and needs assessment for installation, training, and documentation.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Major</td>
<td>Class</td>
<td>Level</td>
</tr>
</tbody>
</table>

19. Justification for Action  
This course was developed in response to the CST Advisory Council's request for improved and expanded employability skills training. No comparable course is listed in the catalog.

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

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

<table>
<thead>
<tr>
<th>Initiate (TYPE NAME)</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiate (faculty only)</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiate (faculty only)</th>
<th>Date</th>
<th>Department Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiate (faculty only)</th>
<th>Date</th>
<th>Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiate (faculty only)</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Department Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

107
I. Course Description
Overview of user support systems and help desk functions in an enterprise environment. Examines user support from the perspective of end-users; develops skills for ethical customer services, critical thinking, troubleshooting, and decision-making. Includes identifying typical problems and needs assessment for installation, training, and documentation.

II. Course Design
A. Designed to build practical employability skills for IT workers.
B. 2.0 Credits
C. Total student time varies based on no less than 15 hours of lecture plus 30 hours of outside work per credit.
D. This course is required for the AAS in CST.
E. No lab fees.
F. This course could be taught in any time frame not less than two weeks.
G. This is a new course. No comparable courses are in the catalog.
H. Course coordinated with UAA CTC, Kodiak College CST, and listserv.
I. Course level justification: Provides basic user support and help desk skills.

III. Course Activities
This course is a lecture class with readings and additional work outside of class. Activities include locating sources of technical and support processes, documenting, interpersonal team activities, and skill development.

IV. Course Prerequisites
None

V. Course Evaluation
A. Grading basis: A-F
B. Assessments may include but are not necessarily limited to attendance, classroom participation, homework assignments, simulations, role playing, demonstrations, and exams.
C. Specific evaluation procedures and weights will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Understanding Computing and User Support
   2.1 Surveying the problems in end-user computing
   2.2 Reviewing end-user application software
   2.3 Classifying end-user knowledge levels
   2.4 Identifying support levels

3.0 Developing Ethical Customer Service Skills for User Support
   3.1 Applying customer service communication skills
   3.2 Communicating effectively
   3.3 Developing call management strategies
   3.4 Managing difficult calls
   3.5 Reframing issues

4.0 Troubleshooting
   4.1 Defining troubleshooting
   4.2 Using tools when troubleshooting
   4.3 Developing a problem-solving philosophy
   4.4 Identifying common end-user problems
   4.5 Applying problem solving to end-user problems

5.0 Operating a Help Desk
   5.1 Identifying help desk functions
   5.2 Implementing incident management processes
   5.3 Using help desk technology and tools
   5.4 Tracking trends in help desk operations

6.0 Managing User Support
   6.1 Surveying managerial concerns
   6.2 Managing an end-user support project
   6.3 Certifying end-user support

7.0 Analyzing Evaluation Standards and Strategies
   7.1 Researching and applying product standards
   7.2 Evaluating and selecting computer products
   7.3 Conducting needs analysis and assessment
   7.4 Using needs analysis and assessment tools

8.0 Planning Installation of End-user Computer Systems
   8.1 Preparing the site
8.2 Organizing site management
8.3 Using hardware installation tools
8.4 Working with common hardware installation steps
8.5 Working with operation system and network installation steps
8.6 Working with common steps to install applications software
8.7 Wrapping up installations

9.0 Training and Writing for End-users
  9.1 Designing the training process
  9.2 Implementing the training process
  9.3 Evaluating documentation criteria
  9.4 Creating documentation for end-users

10.0 Delivering Effective Enterprise Support
  10.1 Identifying computer facilities management models
  10.2 Working with facilities management tools and procedures

VII. Suggested Text

VIII. Bibliography

IX. Instructional Goal: To provide students with employability skills for effective service delivery in end-user and help desk environments.
### X. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the students will be able to:</th>
<th>This outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to reframe issues</td>
<td>Class participation or role play</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Demonstrate ethical customer service in interpersonal communication, professional relationships, and teamwork</td>
<td>Class participation or role play</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Demonstrate telephone techniques and strategies for managing difficult calls</td>
<td>Class participation or role play or preparing a script and logging events</td>
</tr>
<tr>
<td>Demonstrate ability to track customer issues</td>
<td>Class participation or role play or preparing a script and logging events</td>
</tr>
<tr>
<td>Develop a training plan</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Identify specific end-user requirements and respond with quality and ethical actions or proposals</td>
<td>Homework assignments, simulations, or class participation</td>
</tr>
<tr>
<td>Recognize basic elements of computer facilities management</td>
<td>Homework assignments or written and/or computer aided tests</td>
</tr>
</tbody>
</table>
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>MA Mat-SU</th>
<th>1b. Division</th>
<th>No Division Code</th>
<th>1c. Department</th>
<th>CST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>CNT</td>
<td>3. Course Number</td>
<td>A240</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>2 Credits</td>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
<td>(1+2)</td>
<td></td>
</tr>
</tbody>
</table>

6. Complete Course Title  
**Industry PC Configuration Essentials**  
**Ind PC Config Ess**  
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 (please specify)

9. Repeat Status No  
☐ # of Repeats 0 ☑ 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.

13b. Coordination Email  
Date: 2/14/2011  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 2/10/2011

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

15. Course Description  
(suggested length 20 to 50 words)  
Introduces personal computer configuration essentials. Includes installation, configuration, and support of personal computers in a mixed enterprise environment.

16a. Course Prerequisite(s) (list prefix and number)  
CNT A170 or CNT A183 or CNT A212 with a minimum grade of C

16b. Test Score(s)  
N/A

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

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

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

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This update is needed to reflect changes in technology and standards.

Initiator Name (typed): Harry Banks  
Initiator Signed Initials: _________  
Date: __________________

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

Initiator (TYPE NAME)  
☑ Approved ☐ Disapproved  
Date: __________________  
Undergraduate/Graduate Academic  
Date: __________________

Department Chairperson  
Date: __________________  
Board Chairperson  
Date: __________________

Curriculum Committee Chairperson  
Date: __________________  
Provost or Designee  
Date: __________________

112
Course Title: Industry PC Configuration Essentials
Course Number: CNT A240 2.0 Credits

I. Course Description
Introduces personal computer configuration essentials. Includes installation, configuration, and support of personal computers in a mixed enterprise environment.

II. Course Design
A. Designed for service technicians, network administrators, and advanced end-users.
B. 2.0 Credits (1 + 2 contact hours)
C. Total student involvement time 90 hours per semester
   1. Lecture hours 1.0 per week, 15 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 3.0 per week, 45 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one week per credit.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su CST, and listserv.
I. Course level justification: Course builds on prior networking knowledge.

III. Course Activities
The course will be taught by lecture, demonstration, classroom discussion, and lab activities.

IV. Course Prerequisites
CNT A170 or CNT A183 or CNT A212

V. Course Evaluation
A. Grading basis: A-F
B. Grades may be based on exams, demonstrations, labs, attendance, classroom participation, or other criteria.
C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Installing or Upgrading PC Operating Systems
   2.1 Identifying installation options
   2.2 Surveying upgrade paths
   2.3 Working with user profiles

3.0 Imaging
   3.1 Capturing images
   3.2 Deploying captured images

4.0 Configuring Disks
   4.1 Creating partitions
   4.2 Mounting volumes
   4.3 Creating Shares and permissions

5.0 Configuring Network Connections
   5.1 Configuring Transport Control Protocol/Internet Protocol (TCP/IP)
   5.2 Testing connections
   5.3 Testing web access

6.0 Configuring Printers
   6.1 Installing printers
   6.2 Sharing printers
   6.3 Networking printer resources

7.0 Installing Applications
   7.1 Installing thin client applications
   7.2 Installing thick client applications
   7.3 Complying with enterprise acceptable-use policies
   7.4 Creating and implementing policies
   7.5 Ensuring compatibility

8.0 Monitoring Performance
   8.1 Surveying monitoring tools
   8.2 Identifying performance metrics
   8.3 Logging performance

9.0 Participating in the Network Operating System (NOS)
   9.1 Distinguishing between workgroups and domains
   9.2 Creating and maintaining users, groups, and policies
10.0 Introducing Administration of Operating Systems
10.1 Choosing a management mode
10.2 Developing and managing a basic maintenance plan
10.3 Creating and managing backups
10.4 Troubleshooting

VII. Suggested Text

VIII. Bibliography
## IX. Student Learning Outcomes and Assessments

**Instructional Goal:** To provide students with the introductory skills for effective support of personal computers in enterprise environments

<table>
<thead>
<tr>
<th>Upon successful course completion, students will be able to:</th>
<th>This outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and install personal computer operating system versions and applications</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Configure local and network user profiles, workgroups, and domains</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Capture and deploy images</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Create partitions and mount volumes</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Configure and test network connections</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Test TCP/IP web access</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Install and share printers</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Set up and manage performance monitoring</td>
<td>Labs</td>
</tr>
<tr>
<td></td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Demonstrate knowledge of NOS</td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Demonstrate knowledge of basic administration and troubleshooting of operating systems</td>
<td>Written and/or computer aided tests</td>
</tr>
</tbody>
</table>
1a. School or College  
MA Mat-SU  

1b. Division  
No Division Code  

1c. Department  
CST  

2. Course Prefix  
CNT  

3. Course Number  
A241  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3 Credits  

5b. Contact Hours  
(2+2)  

6. Complete Course Title  
Administering and Supporting Industry Network Infrastructure  

Abbreviated Title for Transcript (30 character)  
Admin Sup Ind Net Infra  

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

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

If a change, mark appropriate boxes:  
☒ Prefix  ☐ Course Number  ☔ Contact Hours  ☒ Repeat Status  ☒ Cross-Listed/Stacked  ☒ Course Prerequisites  ☐ Co-requisites  ☐ Registration Restrictions  ☒ Class  ☒ Level  ☒ College  ☒ Major  ☐ Other  
☐ Stacked  ☐ Cross-Listed  

9. Repeat Status No  # of Repeats  0  Max Credits  

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

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

12. ☐ Cross Listed with  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mat-Su CST CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>H Banks</td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>Heather Correre</td>
</tr>
<tr>
<td>3. UAA CTC</td>
<td>UAA</td>
<td>2/14/2011</td>
<td>K. Griffis / G. Plunkett</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Harry Banks  
Initiator Signed Initials: __________  
Date: __________  

13b. Coordination Email  
Date: 2/14/2011  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 2/10/2011  

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

15. Course Description (suggested length 20 to 50 words)  
Provides an introduction to network infrastructure in a mixed enterprise environment.  

16a. Course Prerequisite(s) (list prefix and number)  
CNT A240  

16b. Test Score(s)  
N/A  

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

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

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

17. ☒ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
This course provides one of several components to an industry certification.  

Initiator (faculty only)  
Date: __________  

Harry Banks  
Initiator (TYPE NAME)  
Date: __________  

Approved  Disapproved  Dean/Director of School/College  Date  

Approved  Disapproved  Undergraduate/Graduate Academic  Date  

Approved  Disapproved  Board Chairperson  Date  

Approved  Disapproved  Provost or Designee  Date  

117
Department: CST: Computer Systems Technology
Program: CST: Computer Systems Technology

Course Title: Administering and Supporting Industry Network Infrastructure
Course Number: CNT A241

I. Course Description
Provides an introduction to network infrastructure in a mixed-enterprise environment.

II. Course Design
A. Designed for advanced end-users, service technicians, and network administrators.
B. 3.0 Credits (2+2 contact hours)
C. Total student involvement time: 135 hours per semester
   1. Lecture hours 2.0 per week, 30 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 5.0 per week, 75 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one credit per week.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
I. Course level justification: Course built on prior knowledge from CNT A240.

III. Course Activities
This course will be taught by lecture, demonstration, classroom discussion, and lab activities.

IV. Course Prerequisites
CNT A240 with a minimum grade of C

V. Course Evaluation
A. Grading basis: A-F
B. Grades will be based on written exams, hands-on demonstrations, lab completion, and classroom participation.
C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Configuring IP
   2.1 Configure network connections
   2.2 Configure IP version 4 (IPv4)
   2.3 Configure IP version 6 (IPv6)

3.0 Configuring Name Resolution
   3.1 Describe name resolution in server networks
   3.2 Deploy Domain Name System (DNS) servers
   3.3 Configure DNS client settings

4.0 Configuring a DNS Zone Infrastructure
   4.1 Create and configure zones
   4.2 Configure zone replication and transfers

5.0 Creating a Dynamic Host Configuration Protocol (DHCP) Infrastructure
   5.1 Install a DHCP server
   5.2 Configure a DHCP server

6.0 Configuring IP Routing

7.0 Introducing Internet Protocol Security (IPSec)
   7.1 Protect Network Traffic with IPSec
   7.2 Configure IPSec

8.0 Connecting to Networks
   8.1 Configure Network Address Translation (NAT)
   8.2 Configure wireless networks
   8.3 Connect to remote networks

9.0 Configuring Firewall and Network Access Protection
   9.1 Configure firewalls
   9.2 Configure network access protection

10.0 Managing Software Updates
   10.1 Introduce server update services
   10.2 Implement update services
11.0 Monitoring Computers
   11.1 Monitor event logs
   11.2 Monitor performance and reliability
   11.3 Implement a network monitor

12.0 Managing Files
   12.1 Manage file security
   12.2 Share folders
   12.3 Back up and restore files

13.0 Managing Printers

VII. Suggested Text

VIII. Bibliography

IX. Instructional Goal: To provide students with the skills needed for effective user support and help desk support

X. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend, deploy, and configure name resolution networks and DHCP services</td>
<td>Labs</td>
</tr>
<tr>
<td>Configure IP routing and firewalls, including IPSec, NAT, wireless, and remote networks</td>
<td>Labs</td>
</tr>
<tr>
<td>Configure network access protection</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Method</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Manage software updates and use update services</td>
<td>Labs</td>
</tr>
<tr>
<td>Monitor and evaluate computer performance</td>
<td>Labs</td>
</tr>
<tr>
<td>Read and interpret event logs</td>
<td>Labs</td>
</tr>
<tr>
<td>Monitor and evaluate performance and reliability</td>
<td>Labs</td>
</tr>
<tr>
<td>Manage files, file security, backups, and folders</td>
<td>Labs</td>
</tr>
<tr>
<td>Manage printers</td>
<td>Labs</td>
</tr>
</tbody>
</table>
# Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
MA Mat-SU

1b. Division
No Division Code

1c. Department
CST

2. Course Prefix
CNT

3. Course Number
A242

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3 Credits

5b. Contact Hours
(Lecture + Lab) (2+2)

6. Complete Course Title
Industry Network Directory Configuration
Ind Net Dir Config

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status No:
☐ Yes ☐ No

☐ # of Repeats: 0

☐ Max Credits: 3

10. Grading Basis
☒ A-F ☐ P/NC ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mat-Su CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>H. Banks</td>
</tr>
<tr>
<td>2. Kodiak College CST</td>
<td>UAA 182, 183</td>
<td>2/14/2011</td>
<td>Heather Corriere</td>
</tr>
<tr>
<td>3. UAA CTC</td>
<td>UAA 182,183</td>
<td>2/14/2011</td>
<td>K. Griffis / G. Plunkett</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Harry Banks
Initiator Signed Initials: __________ Date: __________

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

13c. Coordination with Library Liaison
Date: 2/10/2011

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

15. Course Description (suggested length 20 to 50 words)
Provides an introduction for installing, configuring, and deploying application services in an enterprise networked environment.

16a. Course Prerequisite(s) (list prefix and number)
CST A241

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 provides one of several components to an industry certification.

Initiator (faculty only) Date

Harry Banks
Initiator (TYPE NAME)

Disapproved Dean/Director of School/College Date

Disapproved Undergraduate/Graduate Academic Board Chairperson Date

Disapproved Provost or Designee Date

122
I. Course Description
Provides an introduction for installing, configuring, and deploying application services in an enterprise networked environment.

II. Course Design
A. Designed for service technicians, network administrators, and advanced end-users
B. 3.0 Credits (2 + 2 contact hours)
C. Total student involvement time: 135 hours per semester
   1. Lecture hours  2.0 per week, 30 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 5.0 per week, 75 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one week per credit.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
I. Course level justification: This course builds on knowledge acquired in CNT A241.

III. Course Activities
This course will be taught by lecture, demonstrations, classroom discussion, and lab activities.

IV. Course Prerequisites
CNT A241

V. Course Evaluation
A. Grading basis: A-F
B. Grades will be based on written exams, hands-on demonstrations, lab completion, and classroom participation.
C. Specific evaluation procedures will be discussed during the first class meeting.
VI. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Installing Directory Domain Services
   2.1 Identify directory infrastructure objects and components
   2.2 Prepare to create a new forest
   2.3 Create domain controllers
   2.4 Configure and utilize Lightweight Directory Access Protocol (LDAP)

3.0 Administering Directory Domain Services
   3.1 Work with directory management tools
   3.2 Create directory objects

4.0 Creating and Managing Users in a Directory Structure
   4.1 Create user accounts
   4.2 Automate user account creation
   4.3 Support user accounts

5.0 Creating and Managing Groups in a Directory Structure
   5.1 Create groups
   5.2 Automate group account creation
   5.3 Administer groups in an enterprise

6.0 Creating and Supporting Computer Objects
   6.1 Create computer objects and accounts
   6.2 Automate computer object creation
   6.3 Support computer objects and accounts

7.0 Implementing, Managing, and Supporting Group Policies
   7.1 Implement group policy objects and settings
   7.2 Manage group policy scope
   7.3 Support group policies
   7.4 Configure group policy security
   7.5 Manage software with group policies
   7.6 Audit group policies

8.0 Configuring Authentication
   8.1 Configure password policies
   8.2 Audit authentication

9.0 Integrating Domain Name Service (DNS)
10.0 Managing Controllers, Sites, Multiple Domains, and Forests
   10.1 Manage parent and child domains
   10.2 Configure sites and replication
   10.3 Manage domains and trust relationships

11.0 Implementing Certificates and Public Key Infrastructures

12.0 Implementing Rights Management Services

VII. Suggested Text

VIII. Bibliography

IX. Instructional Goal: To provide students with the skills needed for effective network directory configuration and administration

X. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Install directory services</td>
<td>Labs</td>
</tr>
<tr>
<td>Create and manage users and groups</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>Create and apply group policies</td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>Integrate DNS with directory services</td>
<td>Labs</td>
</tr>
<tr>
<td>Create a virtual domain with users, groups, security,</td>
<td>Hands-on demonstrations</td>
</tr>
<tr>
<td>authentication, rights management, and sites with trust</td>
<td>Written and/or computer aided tests</td>
</tr>
<tr>
<td>relationships</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Create a virtual domain with users, groups, security,        | Homework assignments                                                    |
| authentication, rights management, and sites with trust      | Labs                                                                     |
| relationships                                               | Hands-on demonstrations                                                  |
|                                                              | Written and/or computer aided tests                                     |</p>
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Mat-SU</td>
<td>No Division Code</td>
<td>CST</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT</td>
<td>A243</td>
<td></td>
<td>3 Credits</td>
<td>(Lecture + Lab) (2+2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Industry Application Infrastructure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Preparatory/Development</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Spring/2013</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

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

Cross-Listed Coordination Signature

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

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

Initiator Name (typed): Harry Banks Initiator Signed Initials: __________ Date: __________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: _______ submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
<th>Provides an introduction for application support and deployment in an enterprise networked environment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNT A241 or CNT A242</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
<th>Provides the student with knowledge and skills to install, configure, and support applications in a networked enterprise environment.</th>
</tr>
</thead>
</table>

Initiator (faculty only) Date: __________

Harry Banks Initiator (TYPE NAME)

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

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

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

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

127
I. Course Description
Provides an introduction to application support and deployment in an enterprise networked environment.

II. Course Design
A. Designed for service technicians and network administrators.
B. 3.0 Credits (2 + 2 contact hours)
C. Total student involvement time: 135 hours per semester
   1. Lecture hours 2.0 per week, 30 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 5.0 per week 75 hours per semester
D. This course is required for the AAS in CST.
E. Computer use fee.
F. This course could be taught in any time frame but not less than one credit per week.
G. This is a changed course.
H. Course coordinated with: UAA CTC, Kodiak College CST, Mat-Su College CST, and listserv.
I. Course level justification: This course builds on knowledge acquired in CNT A241.

III. Course Activities
This course will be taught by lecture, demonstration, classroom discussion, and lab activities.

Course Prerequisites
CNT A241 or instructor permission

IV. Course Evaluation
A. Grading basis: A-F
B. Grades will be based on written exams, attendance, lab completion, hands-on demonstration, homework, and classroom participation.
C. Specific evaluation procedures will be discussed during the first class meeting.
V. Suggested Course Outline

1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Implementing a Deployment Infrastructure
   2.1 Deploy servers in a network environment
   2.2 Configure deployment services
   2.3 Deploy virtual machines
   2.4 Implement an activation infrastructure

3.0 Configuring Server Storage and Clusters
   3.1 Configure server storage
   3.2 Configure server clusters

4.0 Installing and Configuring Terminal Services (TS)
   4.1 Deploy a terminal server
   4.2 Configure terminal services

5.0 Configuring and Managing a Terminal Services Infrastructure
   5.1 Configure and manage terminal services clients
   5.2 Deploy a terminal services gateway
   5.3 Publish applications

6.0 Installing and Configuring Web Applications
   6.1 Install a web server role
   6.2 Configure web services

7.0 Managing Web Server Security
   7.1 Configure web security
   7.2 Control access to web services

8.0 Configuring File Transfer Protocol (FTP) and Simple Mail Transport Protocol (SMTP) Services
   8.1 Configure FTP
   8.2 Configure SMTP

9.0 Configuring Media Services

10.0 Working with SharePoint Services
VI. Bibliography

VII. Instructional Goal: To provide student with the skills to provide effective Users Support and Help Desk Support

VIII. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
</table>
| Deploy servers in a networked environment | Labs  
Hands-on demonstrations |
| Configure application deployment services | Homework assignments  
Labs  
Written and/or computer aided tests |
| Deploy virtual machines | Labs  
Hands-on demonstrations  
Written and/or computer aided tests |
| Implement an activation infrastructure | Labs  
Hands-on demonstrations  
Written and/or computer aided tests |
| Configure server storage and clusters | Homework assignments  
Labs  
Written and/or computer aided tests |
| Install, configure, and manage terminal services | Homework assignments  
Labs  
Hands-on demonstrations  
Written and/or computer aided tests |
| Install and configure Web applications | Homework assignments  
Labs  
Hands-on demonstrations  
Written and/or computer aided tests |
| Configure FTP and SMTP services | Homework assignments  
Labs  
Hands-on demonstrations  
Written and/or computer aided tests |
<p>| Describe a plan for implementing | Homework assignments |</p>
<table>
<thead>
<tr>
<th>SharePoint services</th>
<th>Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written and/or computer aided tests</td>
<td></td>
</tr>
</tbody>
</table>
### Proposal to Initiate, Add, Change, or Delete a Course

**Initiator Name (typed):** Harry Banks  
**Initiator Signed Initials:** [Signature]  
**Date:** [Signature Date]

#### 1. School or College
- **MA Mat-SU**

#### 2. Course Prefix
- **CNT**

#### 3. Course Number
- **A275**

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

#### 5. Credits/CEUs
- **2 Credits**

#### 6. Complete Course Title
**Information Technology Project Management**

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

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

#### 9. Repeat Status No
- **# of Repeats:** 0  
- **Max Credits:**

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

#### 11. Implementation Date
- **semester/year:** [Year]
- **From:** Spring/2013  
- **To:** [Year]

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

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

#### 13b. Coordination Email
- **Date:** 2/14/2011  
- **submitted to Faculty Listserv:** (uaa-faculty@lists.uaa.alaska.edu)

#### 13c. Coordination with Library Liaison
- **Date:** 2/10/2011

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

#### 15. Course Description
**Suggested length 20 to 50 words**
Introduces Information Technology project management fundamentals. Develops skills required to work with stakeholders and Information Technology processes. Develops skills in leadership and team participation. Projects are related to a student area of interest. Includes IT project planning, design, team skills, proposals, implementation, reporting, and completion.

#### 16a. Course Prerequisite(s)
**list prefix and number**
- ENGL A212

#### 16b. Test Score(s)
- **A:** [Score]

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

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

#### 16e. Registration Restriction(s)
**non-codable**
- Satisfactory completion of 12 CNT Credit hours with a minimum grade of C

#### 17. Mark if course has fees
- [X] Mark if course is a selected topic course

#### 19. Justification for Action
This course provides project management skills tailored to the needs of the Information Technology industry.

---

**Initiator (faculty only)**
- **Date:** [Signature Date]

**Initiator (TYPE NAME):**
- Harry Banks
- **Date:** [Signature Date]

**Dean/Director of School/College**
- **Date:** [Signature Date]

**Undergraduate/Graduate Academic**
- Department Chairperson
- **Date:** [Signature Date]

**Provost or Designee**
- **Date:** [Signature Date]
I. Course Description
Introduces Information Technology (IT) project management fundamentals. Develops skills to work with stakeholders and IT specifications and processes. Develops skills in team participation and leadership. Projects are related to students' areas of interest and expertise. Includes IT project planning, design, team skills, proposals, implementation, reporting, and completion.

II. Course design
A. Designed to build practical project management skills for IT workers.
B. 2.0 Credits
C. Total student involvement time 105 hours per semester
   1. Lecture hours 1.0 per week, 15 hours per semester
   2. Laboratory hours 2.0 per week, 30 hours per semester
   3. Out of class work 4.0 per week, 60 hours per semester
D. This course is required for the AAS in CST.
E. Lab fees.
F. This course could be taught in any time frame but not less than 2 weeks.
G. This is a new course. No comparable courses are in the catalog.
H. Course coordinated with: Kodiak, Mat-Su, UAA CTC, and listserv.
I. Course level justification: Enables students to synthesize Information Technology-related knowledge and skills in a project management environment.

III. Course Activities
This course will be taught by lecture, demonstration, classroom discussion, and lab activities, culminating in a final project management document. May include relevant service learning projects.

IV. Course Prerequisites
ENGL A212

V. Course Evaluation
A. Grading basis A-F
B. Specific evaluation procedures will be discussed during the first class meeting

VI. Course Outline
1.0 General Safety
   1.1 Campus safety
   1.2 Course safety
   1.3 Electrical safety

2.0 Understanding and Initiating Projects
   2.1 Define project management
   2.2 Designate project purpose and name
   2.3 Identify customer(s)
   2.4 Identify stakeholder(s)
   2.5 Document project requirements
   2.6 Create a charter

3.0 Developing Options
   3.1 Identify characteristics of IT projects
   3.2 Research options
   3.3 Develop a feasibility plan

4.0 Marking Progress
   4.1 Develop milestones
   4.2 Assess risks
   4.3 Build and evaluate contingencies
   4.4 Document and track progress

5.0 Budgeting
   5.1 Determine project phases and appropriate levels of budgeting
   5.2 Prepare the budget document

6.0 Identifying Team Roles and Responsibilities
   6.1 Describe team member roles
   6.2 Understand Responsible, Accountable, Consulted, Informed (RACI) diagrams and other tools for coordinating team efforts

7.0 Creating Work Breakdown Structures and Timelines
   7.1 Develop the task list for work breakdown structures
   7.2 Choose the tracking tool
   7.3 Select GANTT chart (chart developed by Henry Gantt) or other timeline tools

8.0 Writing a Proposal with a Scope of Work
   8.1 Select a template
   8.2 Integrate the preliminary information
   8.3 Define the audience
   8.4 Present the document and get executive support

9.0 Managing Changes
9.1 Document changes
9.2 Create change orders
9.3 Identify slippage and escalation of risk

10.0 Summarizing the Project
10.1 Write project summary
10.2 Conduct team peer review
10.3 Sign off project completion

VII. Suggested Text

VIII. Bibliography

IX. Instructional Goal: To provide student with the skills to manage Information Technology related projects.

X. Student Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon successful course completion, the student will be able to:</th>
<th>Student learning outcomes will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and document the purpose of a new project</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Team/group activity (e.g., identification and discussion with customer)</td>
</tr>
<tr>
<td>Identify stakeholders and develop requirements from stakeholders</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Team/group activity (e.g., identification and discussion with stakeholders)</td>
</tr>
<tr>
<td>Develop project milestones</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Team/group activity (e.g., discuss timeline with team and stakeholders)</td>
</tr>
<tr>
<td>Identify appropriate levels of budgeting for each project phase and develop the appropriate budget</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Team/group activity (e.g., review cost estimates and develop consolidated draft budget)</td>
</tr>
<tr>
<td>Identify various information technology project cycles</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>Analyze project risks; develop and evaluate contingencies to mitigate risk</td>
<td>Homework assignments</td>
</tr>
<tr>
<td></td>
<td>Team/group activity (e.g., periodic progress review)</td>
</tr>
<tr>
<td>Task</td>
<td>Activity</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Formalize and assign roles to team members</td>
<td>Class activity or role play</td>
</tr>
<tr>
<td></td>
<td>Team/group activity (e.g., develop RACI diagram)</td>
</tr>
<tr>
<td>Create a project proposal document which includes a scope of work,</td>
<td>Homework assignments</td>
</tr>
<tr>
<td>milestones, team assignments, budget, and risk analysis</td>
<td>Written proposal</td>
</tr>
<tr>
<td>Track and summarize project progress</td>
<td>Regular logs</td>
</tr>
<tr>
<td></td>
<td>Final documents</td>
</tr>
</tbody>
</table>
To: Lora Volden, Associate Registrar
Through: Elisha "Bear" Baker, Dean, College of Business & Public Policy
From: Harry Banks, Computer Systems Technology Coordinator
Date: September 10, 2012
RE: Mat-Su Computer Systems Technology Department.

This memo is a request for the Mat-Su College Computer Systems Technology program to be listed as a Department in the UAA tracking system. This program is only delivered on a full time basis by Mat-Su College and once every 4 years by the Kodiak campus. It is not delivered on the UAA campus.

Currently the Mat-Su VETT program is also listed as a department in the system.

Currently UAB is reviewing materials from the Mat-Su Computer Systems Technology department but they have pointed out that “CST” does not exist in the system as a department code. Our local search finds that in the past the CST code has been associated with the TECT search string, however, the TECT program has been abandoned.

Thank you for your help in resolving this detail item.
1a. School or College
   MA Mat-SU

1b. Department
   CST

2. Complete Program Title/Prefix
   Computer Systems Technology

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

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

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

   PREFIX
   ☐ Add
   ☐ Change
   ☐ Inactivate

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

6a. Coordination with Affected Units
   Department, School, or College: Kodiak
   Initiator Name (typed): Harry Banks
   Initiator Signed Initials: _________
   Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
   Date: 2/14/2011

6c. Coordination with Library Liaison
   Date: 2/10/2011

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 technical degree needs to be updated to reflect current trends in related technology

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry Banks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
<td>Approved</td>
<td>Disapproved</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Computer Systems Technology

The Computer Systems Technology program is offered through the Matanuska-Susitna College and Kodiak College.

An Associate of Applied Science in Computer Systems Technology (CST) provides education in the field of network and systems administration. This program encompasses vendor-neutral and theoretical concepts and practices; it also includes both Windows Server operating systems and Cisco routing and switching technology. Five or more full-time semesters are required to complete the degree program.

The CST degree offers students business, communication, teamwork, and technical skills and IT concepts needed to enter the workforce as entry-level technicians or administrators. It also provides a foundation for advanced studies in technology.

Upon program completion, CST graduates will be able to demonstrate:

1. the ability to manage an IT-related project by professionally and ethically utilizing business principles, communication skills, and teamwork;

2. competence in IT workplace service skills through customer service, troubleshooting, and implementation of security;

3. an understanding of IT concepts and technical skills, installing and configuring operating systems, and using utility software;

4. knowledge of computer hardware and peripherals; and

5. knowledge of network infrastructure, network workgroups, and domain administration.

Associate of Applied Science, Computer Systems Technology

Admission Requirements
Satisfy the Admission to Certificate and Associate Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

Academic Progress
In order to receive an Associate of Applied Science degree in Computer Systems Technology, students must achieve a grade of C or higher in all major course requirements.

Additionally, all students are required to pass CIS A105 or CIS A110 with a C or better or possess equivalent knowledge prior to graduating from the degree program. This
requirement can also be met by obtaining an appropriate score on the Computer Systems placement test.

**General University Requirements**

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

**Major Requirements**

Complete the following required courses:

1. **Workforce Skills 12 Credits**

   BA A151 Introduction to Business (3)*
   
   BA A231 Fundamentals of Supervision (3)
   
   ENGL A212 Technical Writing (3)*

   MATH A105 Intermediate Algebra (3)*†
   
   or
   
   MATH A107 College Algebra (4)*†
   
   or
   
   MATH A172 Applied Finite Mathematics (3)*†

   *BA 151, ENGL A212, and Math 105/107/172 may also be used to satisfy general course requirements.

   †or any MATH course for which MATH A105, A107, or MATH A172 is a prerequisite.

2. **Computer Knowledge and Project Skills 18 Credits**

   CNT A160 PC Operating Systems (3)
   
   CNT A165 Customer Service Fundamentals (1)
   
   CNT A168 Computer User Support and Help Desk (3)

   CNT A210 PC Technician Fundamentals (3)
   
   or
   
   CNT A180 PC Peripherals, Storage and A+ Certification (4)

   CNT A212 Network Technician Fundamentals (3)
   
   or
   
   CNT A183 Local Area Networks (3)

   CNT A275 Information Technology Project Management (2)
   
   or
   
   CIOS A270 Project Management (2)

   CNT A276 Individual Technical Project (3)
   
   or
   
   CNT A282 Industry Workplace Experience (3)
3. **Industry Server Operating System Environment 11 Credits**
CNT A240 Industry PC Configuration (2)
CNT A241 Industry Network Infrastructure (3)
CNT A242 Industry Network Directory Configuration (3)
CNT A243 Industry Application Infrastructure (3)

4. **Network Router and Switching 16 Credits**
CNT A170 CCNA 1 Network Fundamentals (4)
CNT A261 CCNA 2 Router Fundamentals and Protocols (4)
CNT A270 CCNA 3 Switching and Wireless (4)
CNT A271 CCNA 4 WAN Access (4)

5. **Complete 6 Credits from the following courses:**
CNT A264 Introduction to Information Security (3)
CNT A290 Selected Topics in Information Technology (1 to 4) **
CNT A390 Selected Topics in Computer and Networking Technology (1 to 4) **

**CNT A290 and CNT A390 may be taken twice with a change in subtitle.

7. A total of 69 or more credits are required for the degree.

**FACULTY**
*Harry Banks, Instructor, hbanks@matsu.alaska.edu*
*Heather Corriere, Assistant Professor, hcorriere@kodiak.alaska.edu*
The Computer Systems Technology program is offered through the Matanuska-Susitna College and Kodiak College.

An Associate of Applied Science in Computer Systems Technology (CST) provides skills and education for qualified workers in the field of network and systems administration. The degree is designed to teach students this program encompasses vendor-neutral and theoretical concepts and practices; it also includes both the business and IT-related concepts needed to enter the workforce as a Windows Server operating systems administrator and technician. Four, Cisco routing and switching technology. Five or more full-time semesters are required to complete the degree program. An AAS in CST can be earned.

The CST degree offers students business, communication, teamwork, and technical skills and IT concepts needed to enter the workforce as entry-level technicians or administrators. It also provides a foundation for advanced studies in technology.

Upon program completion, CST graduates will be able to demonstrate:

1. the ability to manage an IT-related project by completing a series of specific technical, professionally and ethically utilizing business, and general education courses. Graduates with an AAS in Computer Systems Technology can be employed as systems administrators and in a wide variety of other positions in the information technology field. Graduates of this program will have a firm principles, communication skills, and teamwork; competence in IT workplace service skills through customer service, troubleshooting, and implementation of security;

2. an understanding of a wide variety of IT concepts and technical concepts, from the latest version of the Windows Operating System to routing and switching technology skills, installing and configuring operating systems, and using Cisco equipment. Graduates will also have a wide body of Utility software;

3. knowledge in vendor-neutral of computer hardware and theoretical concepts, peripherals, and practices.

Both the Matanuska-Susitna and the Kodiak campuses offer the degree program.

The program objective is the development of a well-trained workforce for the state of Alaska. Since many jobs in the computer technology sector are predicted to grow at high rates in the coming decade, this degree program was designed to train essential employees for that sector.

The educational objectives of the Computer Systems Technology program are to produce graduates who: 
1. Have sufficient technical competence to obtain employment as an entry-level technician and to be able to progress professionally within the discipline and are prepared for advanced study.

2. Are able to communicate their ideas.

3. Are able to work within a team environment.

4. Are able to apply their knowledge and skills to create and operate networked computer systems that provide solutions and add to the capabilities of business organizations.

5. Demonstrate their understanding of professional and ethical behavior in the workplace.

Students graduating from this program will demonstrate:

1. Proficiency in operating system, utility software and of network installation and configuration.

2. Proficiency in computer hardware, software and infrastructure, network operation, troubleshooting and upgrades. Demonstrate familiarity with hardware, software and network security features.

2.5. Management of user accounts and group accounts in a MS Windows workgroup and/or workgroups, and domain administration.

4. Ability to identify, design, and implement a network services management strategy.

5. Setup, configuration, and management of a router to include: router interfacing, command line editing, startup, setup, and configuration.

6. Proficiency in the management of local area networks (LANs).

7. Application of customer service principles, including relationships, perceptions, telephone techniques, quality, ethics, record keeping, interpersonal relationships, and teamwork.

8. Application of business principles and the fundamentals of investment, finance, organization, operation and management within a business entity.

9. Application of project management principles and practices, and use of appropriate project management software in the workplace.

**Associate of Applied Science**

**Associate of Applied Science, Computer Systems Technology**

**Admission Requirements**

Satisfy the Admission to Certificate and Associate Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

Additionally, all students are required to take CIS A105 or possess equivalent knowledge prior to entering this degree program.

**Academic Progress**

In order to receive an Associate of Applied Science degree in Computer Systems Technology, students must achieve a grade of C or higher in all courses undertaken and applied to the degree major course requirements.

Additionally, all students are required to pass CIS A105 or CIS A110 with a C or better or possess equivalent knowledge prior to graduating from the degree program. This requirement can also be met by obtaining an appropriate score on the Computer Systems placement test.

**General University Requirements**

Complete the General University and General Course Requirements for Associate of Applied Science Degrees listed at the beginning of this chapter.
Major Requirements

1. Complete the following required courses:

   1. Workforce Skills 12 Credits
      BA A151 Introduction to Business (3)*
      BA A231 Fundamentals of Supervision (3)
      - CNT A160 PC Operating Systems (3)
      - CNT A165 Customer Service Fundamentals (1)
      - CNT A170 CCNA 1 Network Fundamentals (4)
      - CNT A210 PC Technician Fundamentals (3)
      - CNT A212 Network Technician Fundamentals (3)
      - CNT A240 Windows System Essentials (2)
      - CNT A241 Administering and Supporting Windows Workstations and Server (3)
      - CNT A242 Windows Network Infrastructure Administration (3)
      - CNT A243 Windows Directory Services Administration (3)
      - CNT A244 Designing Secure Windows Networks (3)
      - CNT A245 Windows Directory Services Design (2)
      - CNT A246 Windows Network Infrastructure Design (2)
      - CNT A261 CCNA 2 Router Fundamentals and Protocols (4)
      - CNT A270 CCNA 3 Switching and Wireless (4)
      - CNT A271 CCNA 4 WAN Access (4)
      - CNT A276 Individual Technical Project (1-3) (3)
      or
      - CNT A282 Industry Workplace Experience (1-3)
      ENGL A212 Technical Writing (3)*

      MATH A105 Intermediate Algebra (3, 3-4)*†
      or
      MATH A107 College Algebra (4)*†
      or
      MATH A172 Applied Finite Mathematics (3)*†

* BA 151, ENGL A212, and Math 105/107/172 may also be used to satisfy general course requirements.

† Or any MATH course for which MATH A105, MATH A107, or MATH A172 is a prerequisite.

2. Computer Knowledge and Project Skills 18 Credits
   - CNT A160 PC Operating Systems (3)
   - CNT A165 Customer Service Fundamentals (1)
   - CNT A168 Computer User Support and Help Desk (3)
   - CNT A210 PC Technician Fundamentals (3)
   or
CNT A180 PC Peripherals, Storage and A+ Certification (4)

CNT A212 Network Technician Fundamentals (3)
or
CNT A183 Local Area Networks (3)

CNT A275 Information Technology Project Management requirement (2)
Or
CIOS A270 is recommended. See advisor for more information. Project Management (2)

CNT A276 Individual Technical Project (3)
or
CNT A282 Industry Workplace Experience (3)

3. Industry Server Operating System Environment 11 Credits
CNT A240 Industry PC Configuration (2)
CNT A241 Industry Network Infrastructure (3)
CNT A242 Industry Network Directory Configuration (3)
CNT A243 Industry Application Infrastructure (3)

4. Network Router and Switching 16 Credits
CNT A170 CCNA 1 Network Fundamentals (4)
CNT A261 CCNA 2 Router Fundamentals and Protocols (4)
CNT A270 CCNA 3 Switching and Wireless (4)
CNT A271 CCNA 4 WAN Access (4)

5. Complete 6 Credits from the following courses:
CNT A264 Introduction to Information Security (3)
CNT A290 Selected Topics in Information Technology (1 to 4) **
CNT A390 Selected Topics in Computer and Networking Technology (1 to 4) **

**CNT A290 and CNT A390 may be taken twice with a change in subtitle.

7. A total of 67-68 or more credits are required for the degree.

FACULTY
Harry Banks, Instructor, hbanks@matsu.alaska.edu
Michael Buckland, Assistant Professor, AFMPB@uaa.alaska.edu
Heather Corriere, Assistant Professor, hcorriere@kodiak.alaska.edu
## Course Action Request

**University of Alaska Anchorage**

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

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

### 2. Course Prefix
- **ACCT**

### 3. Course Number
- **A316**

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

### 5. Credits/CEUs
- **3**

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

### 6. Complete Course Title
**Accounting Informations Systems II**
**Accounting Info Systems II**

### Abbreviated Title for Transcript (30 character)
**Accounting Info Systems II**

### 7. Type of Course
- **Academic**

### 8. Type of Action:
- **Add** or **Change** or **Delete**

### 9. Repeat Status No

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

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

### 11. Implementation Date
**semester/year**

- From: **Spring/2013**
- To: **/9999**

### 12. Cross Listed with

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accounting, BBA</td>
<td>134</td>
<td></td>
<td>04/02/2012</td>
<td>Pat Fort</td>
</tr>
<tr>
<td>2. ACCT A452</td>
<td>317</td>
<td></td>
<td>02/02/2012</td>
<td>Pat Fort</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Initiator Name (typed): Kevin Dow

Initiator Signed Initials: _________ Date: __________

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

**Date:** 04/20/2012

### 13c. Coordination with Library Liaison
**Date:** 04/20/2012

### 14. General Education Requirement

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

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

A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system. Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.

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

- [ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C

### 16b. Test Score(s)
- N/A

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

### 16d. Other Restriction(s)
- College
- Major
- Class
- Level

### 16e. Registration Restriction(s) (non-codable)
- CBPP majors must be admitted to upper-division standing.

### 17. Mark if course has fees
- Standard CBPP computer lab fee

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

### 19. Justification for Action

- Added CIS A280 as an alternative to CIS A305 as a prerequisite, updated course description, and updated CCG.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soren Orley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated  
April 18, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Accounting Information Systems II
Course Number: ACCT A316
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours
Grading Basis: A – F
Course Description: A study of Accounting Information Systems (AIS) as an integral component of an enterprise information system. Emphasis on data modeling and database design of accounting systems using the Resources-Events-Agents (REA) model as the basis for the design of AIS components in a relational database. Also covers internal controls and systems documentation.
Course Prerequisites: [ACCT A202, ACCT A216, & (CIS A280 or CIS A305)] with a minimum grade of C
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities
A. Discussions
B. Lectures
C. In-class activities
D. Projects
E. Supplementary readings
F. Group presentations

IV. Course Level Justification
The course requires knowledge gained in 200-level accounting courses. The national standard for this course is 300-level.
V. Outline
A. Systems documentation
B. Internal controls
C. Relational databases in an accounting environment
D. Data modeling and database design using the Resources-Events-Agents (REA) model
E. Building accounting systems using the REA model and a relational database software
F. Computer-based internal controls
G. Fraud examination

VI. Suggested Text

VII. Bibliography
Required texts are supplemented with current readings, primarily from the Business Source Premier electronic database in the UAA Consortium Library.

VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discuss the evolution of accounting information systems.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply systems documentation techniques including document flowcharts, data flow diagrams, and systems flowcharts to evaluate existing systems and the design of new systems.</td>
</tr>
<tr>
<td>3.</td>
<td>Provide an introduction to relational databases as they apply to accounting.</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss the issues involved in designing a database and introduce database modeling using the REA model.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss the steps to implementing an REA model in a database.</td>
</tr>
<tr>
<td>6.</td>
<td>Discuss the internal control implications of building accounting systems in a database.</td>
</tr>
<tr>
<td>B. Student Learning Outcomes. Students will be able to:</td>
<td>Assessment Method</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1. Explain the evolution of accounting information systems.</td>
<td>Exams, quizzes, or in-class exercises</td>
</tr>
<tr>
<td>2. Use flowcharts and data flow diagrams to analyze, evaluate, and develop information systems.</td>
<td>Exams or quizzes</td>
</tr>
<tr>
<td>3. Describe the relational database model as used in accounting and contrast it with the traditional accounting model.</td>
<td>Exams or quizzes</td>
</tr>
<tr>
<td>4. Identify the issues involved in designing a database.</td>
<td>Exams or quizzes</td>
</tr>
<tr>
<td>5. Model data using the REA model.</td>
<td>Exams, quizzes, and homework</td>
</tr>
<tr>
<td>6. Implement an REA model of a specific transaction cycle in a relational database.</td>
<td>Projects</td>
</tr>
<tr>
<td>7. Evaluate one of the top ten technology issues facing the accounting profession as identified by the American Institute of Certified Public Accountants Top Ten Technology list.</td>
<td>Presentations</td>
</tr>
</tbody>
</table>
### Proposal to Initiate, Add, Change, or Delete a Course

**Initiator:** DJ Kilpatrick  
**Initiator Signed Initials:** _________  
**Date:**

#### Proposal Details

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>A342</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

#### Course Information

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

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

#### Course Title

**Managerial Cost Accounting**  
Abbreviated Title for Transcript (30 character): [ ]

#### Other Course Details

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Academic</td>
<td>[ ] Add</td>
<td>[ ] No</td>
<td>[ ] A-F</td>
</tr>
<tr>
<td>[ ] Preparatory/Development</td>
<td>[ ] Change</td>
<td>[ ] # of Repeats</td>
<td>[ ] P/NP</td>
</tr>
<tr>
<td>[ ] Non-credit</td>
<td>[ ] Delete</td>
<td>[ ] Max Credits</td>
<td>[ ] NG</td>
</tr>
</tbody>
</table>

#### Course Description

Examines the nature, objectives, and procedures of cost management as applied to product and service costing, decision-making, cost planning, and control systems.

#### Registration Restrictions

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

#### Other Update

- [ ] Update course outline and bibliography (please specify)

#### Impacted Courses or Programs

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business Administration, Accounting</td>
<td>134</td>
<td>03/01/2012</td>
<td>Pat Fort</td>
</tr>
<tr>
<td>Bachelor of Business Administration, Global Logistics and Supply Chain Management</td>
<td>137,138</td>
<td>03/01/2012</td>
<td>Philip Price</td>
</tr>
</tbody>
</table>

#### General Education Requirement

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

#### Course Prerequisite(s)

Non-codable

#### Co-requisite(s)

#### Repeat Status

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

#### Course Prerequisite(s) (list prefix and number)

ACCT A202 with minimum grade of C

#### Co-requisite(s) (concurrent enrollment required)

N/A

#### Registration Restriction(s) (non-codable)

College of Business & Public Policy majors must be admitted to upper-division standing.

#### Mark if course has fees

- [ ] Standard CBPP computer lab fee

#### Justification for Action

- [ ] Change course description. Update CCG.

---

**Initiator Name (typed):** DJ Kilpatrick  
**Initiator Signed Initials:** _________  
**Date:**

**13b. Coordination Email:** [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)  
**Date:** 04/06/2012

**13c. Coordination with Library Liaison:** [uua-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)  
**Date:** 04/06/2012

---

**14. General Education Requirement**

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

---

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

Examines the nature, objectives, and procedures of cost management as applied to product and service costing, decision-making, cost planning, and control systems.

---

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

ACCT A202 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)**

College of Business & 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**

---

**Initiator (faculty only):**

**Initiator (TYPE NAME):**

**Date:**

- [ ] Approved  
- [ ] Disapproved

**Dean/Director of School/College**

**Date:**

- [ ] Approved  
- [ ] Disapproved

**Undergraduate/Graduate Academic Board Chairperson**

**Date:**

- [ ] Approved  
- [ ] Disapproved

**Provost or Designee**

**Date:**
I. Date Initiated
   September 25, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Accounting
   Program: Bachelor of Business Administration, Accounting;
            Bachelor of Business Administration, Global Logistics and
            Supply Chain Management
   Course Title: Managerial Cost Accounting
   Course Number: ACCT A342
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Examines the nature, objectives, and procedures of cost
                      management as applied to product and service costing, decision-making, cost
                      planning, and control systems.
   Course Prerequisites: ACCT A202 with a minimum grade of C
   Registration Restrictions: College of Business & Public Policy majors must be
                            admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lecture
   B. Discussion
   C. Problem solving

IV. Course Level Justification
   The national standard for this course is a 300-level, and its prerequisite is a 200-level
   course.

V. Outline
   A. Cost Accounting Fundamentals
      1. The role of the cost accountant in the organization
      2. Cost terms and concepts
   B. Planning and Control
      1. Cost-volume-profit analysis
      2. Job-order costing
      3. Activity-based costing and activity-based management
4. Profit planning, budgeting, and responsibility accounting
5. Flexible budgets and variance analysis
6. Inventory costing and capacity analysis

C. Cost Information for Decision Making
   1. Relevant information for decision making
   2. Pricing decisions

D. Cost Allocation
   1. Joint products and byproducts
   2. Process costing

E. Investment Decisions and Management Control Systems
   1. Capital budgeting decisions
   2. Discounted and non-discounted cash flow models
   3. The effect of income taxes on capital budgeting decisions

VI. Suggested Text


VII. Bibliography

## VIII. Instructional Goals and Student Learning Outcomes

### A. Instructional Goals

**The instructor will:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discuss the business environment and how accounting provides information that helps managers fulfill their responsibilities.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain how to assign costs to cost objects using appropriate methodologies.</td>
</tr>
<tr>
<td>3.</td>
<td>Explain cost behavior and cost-volume-profit analysis.</td>
</tr>
<tr>
<td>4.</td>
<td>Compare and contrast different costing systems used for planning, control, reporting, and decision-making purposes.</td>
</tr>
<tr>
<td>5.</td>
<td>Explain the use of static budgets, flexible budgets, and variance analysis for planning and control.</td>
</tr>
<tr>
<td>6.</td>
<td>Explain the development and use of relevant cost and revenue information for short-term and pricing decisions.</td>
</tr>
<tr>
<td>7.</td>
<td>Discuss accounting methods used to accumulate and allocate costs.</td>
</tr>
<tr>
<td>8.</td>
<td>Discuss and illustrate the use of both discounted and non-discounted cash flow models in capital budgeting, including the effect of taxes on capital budgeting decisions.</td>
</tr>
</tbody>
</table>

### B. Student Learning Outcomes

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the role of cost accounting in the business information system.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain and calculate the assignment of costs to cost objects under various cost approaches.</td>
</tr>
<tr>
<td>3.</td>
<td>Define cost behavior for fixed, variable, and mixed costs, and apply cost-volume-profit analysis to different business problems.</td>
</tr>
<tr>
<td>4.</td>
<td>Describe and apply the concepts of multiple costing systems in a variety of business situations.</td>
</tr>
<tr>
<td>5.</td>
<td>Develop budgets and perform variance analysis for planning and control purposes.</td>
</tr>
<tr>
<td>6.</td>
<td>Describe and calculate relevant cost and revenue information for short-term and pricing decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>Explain proper accounting procedures for joint products and other types of cost allocations.</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrate knowledge of the capital budgeting process using both discounted and non-discounted cash flow models.</td>
</tr>
</tbody>
</table>
# Course Action Request
## University of Alaska Anchorage
### Proposal to Initiate, Add, Change, or Delete a Course

**1a. School or College**
CB CBPP

**1b. Division**
ADEP Division of Econ Public Pol

**1c. Department**
Economics

**2. Course Prefix**
ECON

**3. Course Number**
A211

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

**5a. Credits/CEUs**
3

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

**6. Complete Course Title**
The Economics of Fish

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

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

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

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

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

**11. Implementation Date**
From: Spring/2013  To: /9999

**12. Cross Listed with**
☐ Stacked with

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

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

**Initiator Name (typed):** Gunnar Knapp

**Initiator Signed Initials:** _________  Date:________________

**13b. Coordination Email**
Date: 04/20/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**
Date: 04/20/2012

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

**15. Course Description** (suggested length 20 to 50 words)
Introduces key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry. Intended for people working in any part of the seafood industry or studying fisheries, aquaculture, or other seafood-related fields.

**16a. Course Prerequisite(s) (list prefix and number)**
None

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

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

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

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

**17. ☑ Mark if course has fees** Standard CBPP computer lab fee

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

**19. Justification for Action**
The course is an important element in the ongoing University of Alaska Fisheries Seafood Maritime Initiative to expand offerings of the university relevant to the seafood industry. This course responds to broad interest in Alaska in fisheries and the seafood industry.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gunnar Knapp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated  
September 25, 2012

II. Course Information
College/School: College of Business and Public Policy  
Department: Economics  
Program: Economics  
Course Title: The Economics of Fish  
Course Number: ECON A211  
Credits: 3  
Contact Hours: 3 per week x 15 weeks = 45 hours  
0 lab hours  
6 to 9 hours outside of class per week x 15 weeks = 90 to 135 hours  
Grading Basis: A-F

Course Description: Introduces key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry. Intended for people working in any part of the seafood industry or studying fisheries, aquaculture, or other seafood-related fields.

Course Prerequisites: None

Registration Restrictions: N/A

Fees: Standard CBPP computer lab fee

III. Course Activities:
A. Reading assignments
B. Videos
C. Exam study questions

IV. Course Level Justification
This is intended as an introductory course without prerequisites. As such, a 200-level designation is appropriate.

V. Outline
A. Fish Facts
   1. Overview of major fish species
   2. Global, U.S., and Alaska seafood production and consumption
   3. Seafood distribution and value chains
   4. Fisheries management and aquaculture regulation

B. Fundamentals of Economics
C. Economics of Wild Fisheries
   1. Bioeconomics
   2. Objectives of fisheries management
   3. Inherent challenge of fisheries management
   4. Approaches to fisheries management and their economic implications

D. Economics of Aquaculture
E. Economics of Seafood Processing and Distribution
   1. Economics of industries in the seafood value chain
   2. Effects of fisheries management and aquaculture regulation on the seafood value chain

F. Seafood Markets and Prices
G. Seafood Marketing
H. Economic Impacts of the Seafood Industry

VI. Suggested Text
   Gunnar Knapp, *The Economics of Fish* (Publication anticipated Summer 2013)

VII. Bibliography


   *Classics
VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.

The instructor will:

1. Introduce key insights of economics related to fisheries, aquaculture, fish processing, the seafood distribution chain, fish prices, fish marketing, and economic impacts of the seafood industry through assignments of readings, videos, and other course materials.

2. Explain the application of economics to current fisheries and aquaculture policy issues

3. Give students experience in collecting primary information about the seafood industry, including prices and consumer preferences through research assignments

4. Encourage students to formulate and to discuss their own opinions on major current policy issues by posting these in a class discussion forum.

5. Promote sharing of information by students with each other derived from their collective knowledge of and experience in the seafood industry

6. Give students a basic background understanding of the world, U.S., and Alaska seafood industries.

B. Student Learning Outcomes.

Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply basic principles of economics to explain and to analyze key economic questions related to fisheries, aquaculture, and other parts of the seafood industry.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>2. Explain regional differences in and changes over time in the seafood industry.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>3. Project how different factors will affect fish prices and how prices are likely to change in the future.</td>
<td>Exams and homework</td>
</tr>
<tr>
<td>4. Formulate and defend opinions on current economic policy issues facing the seafood industry.</td>
<td>Exams, homework, and online course discussions</td>
</tr>
<tr>
<td>5. Collect and work with economic data.</td>
<td>Research assignments</td>
</tr>
</tbody>
</table>
GOAL 1: Update the Curriculum Handbook, as needed.

GOAL 2: Continue to work with the Office of Academic Affairs and the Office of the Registrar to review policies and procedures for their impacts on academics, to ensure that faculty input and review by UAB and GAB is automatic.

Re-examine policy on
- Secondary Student Registration
- Academic Calendar
- Compressibility
- Publication of program outcomes in the catalog
- Faculty titles in the program section of the catalog
- Independent Study Policy, including limits on Independent Study credits

Examine policy on
- Posthumous Degrees (jointly with GAB)

GOAL 3: Update the plan for curriculum updates together with the GAB Chair and Vice Provost for Curriculum and Assessment Bart Quimby.

GOAL 4: Continue communication/coordination with curriculum committee chairs, department chairs, and faculty initiators.
Date: 20 March 2012

To: Undergraduate Academic Board
Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)
T. Bart Quimby, Chair

RE: Proposed modification of Catalog language regarding course repeats.

The PAC has been approached about issues regarding the number of times a student can repeat a course. The PAC has identified UAB and GAB as the appropriate venue for the development of any policy in this area. To initiate this discussion, the PAC has drafted new catalog language to address this issue (see below).

In most cases students retake the course to achieve a passing grade, however there are cases of students trying to improve on an earned passing grade for purposes of increasing their GPA.

The problems with this practice seem to be:

- These students are often times taking up seats in oversubscribed courses,
- Students chances for success in the course are low (for example the student who took a course 15+ times in an attempt to pass) and they need advising to help them either be successful or find another educational alternative.

In discussion, it seems that the problem is primarily with specific courses which tend to be oversubscribed (the first bullet).

**Challenges**

Experience shows that it is difficult to enforce an enrollment requirement based on number of attempts unless the course is a specialty program requirement and the program is small and shares information about their students’ performance within the program. There is not a Banner option at the time of registration for checking number of times a student has enrolled.

It would be difficult to thoroughly enforce any such policy in a large general education course, or other high demand course with multiple sections and multiple instructors. Consequently any solution should make enforcement a faculty option instead of a hard requirement which would require extensive resources to enforce. This way the requirement could be enforced only where there is a significant problem.

There is some thought that programs could change their program catalog copy to restrict course with their prefix. The problem with this approach is that program catalog copy only applies to admitted majors.
Possible Solutions

It appears that there are two paths for addressing the problem.

- Modify the catalog section on Faculty Initiated Withdrawals to allow faculty to withdraw students who have taken the course at least twice. Faculty would have to do their own check on enrollment history in order to invoke this option.

- Modify the registration restrictions for each course with a statement that limits number of times a student may enroll in the course.

Both options could also be pursued. The language should probably capture students who withdrew from the course in addition to those who followed all the way through to a grade.

Action Sought

The PAC concluded that the first solution could be easily implemented with the second being offered to programs where there are specific course problems. The following suggested catalog copy would address the first bullet. It is requested that the two boards consider this action for inclusion in the Catalog. It would be nice to have in the next catalog, however there would be little harm done if left for the following catalog.

Proposed Catalog Copy

The highlighted text is the proposed new language.

Retaking Courses (currently p. 58)

Any course for which a student has received a transcripted grade may be retaken once at the student’s discretion, if the course is available and if permitted by the program offering the course. After a student has retaken a course once, faculty have discretion to initiate a drop or withdrawal of a student who registers for additional retakes. The student’s transcript will reflect all grades earned by the student in each semester in which the course is taken. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA calculation.

The credit/no credit grading option cannot be selected when courses are to be retaken for GPA improvement. Students may not retake a course through credit-by-examination, correspondence, or through work at another college or university for the purpose of raising their grade point average at UAA.

To determine eligibility for graduation with honors, all credits and grades from retaken courses are included in GPA calculation.

Faculty-Initiated Drop or Withdrawal (currently p. 66)

A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.
The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class. Faculty have discretion to initiate a drop or withdrawal of a student who has already received a transcripted grade for the course and has already retaken the course once. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus.

Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
**Course Action Request**

University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose one</td>
<td>choose one</td>
<td></td>
</tr>
</tbody>
</table>

2. Course Prefix

3. Course Number

4. Previous Course Prefix & Number

5a. Credits/CEUs

5b. Contact Hours (Lecture + Lab)

( + )

6. Complete Course Title

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

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

(please specify)

9. Repeat Status

- [ ] choose one

- [ ] # of Repeats

- [ ] Max Credits

10. Grading Basis

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

11. Implementation Date

- [ ] semester/year

- [ ] From:

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

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

Initiator Name (typed): ____________

Initiator Signed Initials: ____________

Date: ____________

13b. Coordination Email

Date: ____________

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

13c. Coordination with Library Liaison

Date: ____________

14. General Education Requirement

Mark appropriate box:

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

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

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

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

16c. Other Restriction(s)

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

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

17. [ ] Mark if course has fees

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

19. Justification for Action

Initiator (faculty only) (TYPE NAME)

Date

[ ] Approved

[ ] Disapproved

Dean/Director of School/College

Date

Initiator (TYPE NAME)

[ ] Approved

[ ] Disapproved

Department Chair

Date

[ ] Approved

[ ] Disapproved

Undergraduate/Graduate Academic Board Chair

Date

[ ] Approved

[ ] Disapproved

College/School Curriculum Committee Chair

Date

[ ] Approved

[ ] Disapproved

Provost or Designee

Date
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
    choose one

1b. Department

2. Complete Program Title/Prefix

3. Type of Program

Choose one from the appropriate drop down menu:
Undergraduate:   or   Graduate:  

CHOOSE ONE  CHOOSE ONE

This program is a Gainful Employment Program:   □ Yes   □ No

4. Type of Action:

PROGRAM
   □ Add
   □ Change
   □ Delete

PREFIX
   □ Add
   □ Change
   □ Inactivate

5. Implementation Date (semester/year)

From:   /     To:   /

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:

6c. Coordination with Library Liaison

Date:

6d. Completed Program Assessment Review with the Academic Assessment Committee (AAC)

Date:

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

8. Justification for Action

Initiator (faculty only)   Date

Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College

Approved
Disapproved
Undergraduate/Graduate Academic Board Chair

Approved
Disapproved
Provost or Designee

Department Chair   Date

College/School Curriculum Committee Chair   Date
The University of Alaska Anchorage Curriculum Handbook for Faculty

Revised June 2012
# Table of Contents

Acronym List ..............................................................................................................................................................iv

Section 1 - Introduction ............................................................................................................................................... 1
  1.1 Academic Boards of the Faculty Senate Principles of Operation ................................................................. 1
  Basis for Academic Board Review .......................................................................................................................... 1

Section 2 - Curriculum Screening Criteria ................................................................................................................ 3
  2.1 Issues in Curriculum Review ........................................................................................................................ 3
    2.1.1 Curriculum Review ..................................................................................................................................... 3
    2.1.2 Academic Considerations Addressed in Review ......................................................................................... 3
    2.1.3 Review of Program Proposals ................................................................................................................... 4
    2.1.4 Program Student Learning Outcomes ....................................................................................................... 4

Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes ......................................................... 5
  3.1 Curriculum Approval Process ...................................................................................................................... 5
  3.2 Approval for Minor Changes to Undergraduate Credit Courses ........................................................................ 7
    3.2.1 All Undergraduate Credit Courses Numbered 050 – 499 .................................................................... 7
    3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only ....................................... 7
  3.3 Approval of Minor Catalog Changes ........................................................................................................... 7
  3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses ................................................... 8
  3.5 Approval of 600-Level Courses ................................................................................................................... 8
  3.6 Approval of 500-Level Courses ................................................................................................................ 9

Section 4 - Prefixes ..................................................................................................................................................... 17
  4.1 Changes to or Replacement of a Prefix .......................................................................................................... 17
  4.2 Addition of a Prefix .................................................................................................................................... 17
  4.3 Inactivation of a Prefix ............................................................................................................................... 18

Section 5 - Courses ..................................................................................................................................................... 19
  5.1 Changes or Revisions to a Course ................................................................................................................ 19
  5.2 Adding a New Course .................................................................................................................................. 20
  5.3 Deleting a Course ..................................................................................................................................... 22

Section 6 - General Education Requirement (GER) ............................................................................................... 23
  6.1 General Education and General Course Requirements ............................................................................. 23
  6.2 Revision of or Request for GER Course ....................................................................................................... 23
  6.3 Deletion of a GER Course ........................................................................................................................... 24

Section 7 - Programs .................................................................................................................................................. 25
  7.1 Minor Revisions to Programs (includes new option within a program) ..................................................... 25
7.2 Programs which have MATH, ENGL, and COMM Requirements

7.2.1 Programs which have MATH program requirements

7.2.2 Programs which have ENGL A111 as a specific major requirement

7.2.3 Programs which have COMM A111, A235, A237, or A241 as a specific major requirement

7.3 New Programs and Major Changes to Programs

Section 8 - Policy Additions and Changes

Section 9 - Step-By-Step Instructions for the Course Content Guide

Section 10 - Step-By-Step Instructions for the Course Action Request

10.1 The CAR Form

10.2 Instructions for Completing the CAR

Box 1a. School or College

Box 1b. Division

Box 1c. Department

Box 2. Course Prefix

Box 3. Course Number

Box 4. Previous Course Prefix & Number

Box 5a. Credits/CEUs

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)

Box 6. Complete Course Title

Box 7. Type of Course

Box 8. Type of Action

Box 9. Repeat Status

Box 10. Grading Basis

Box 11. Implementation Date

Box 12. Cross-Listed or Stacked

Box 13a. Impacted Courses or Programs

Box 13b. Coordination Email Submitted to Faculty Listserv

Box 13c. Coordination with Library Liaison

Box 14. GERs

Box 15. Course Description

Box 16a. Course Prerequisite(s)

Box 16b. Test Scores

Box 16c. Corequisite(s)

Box 16d. Registration Restriction(s)

Box 16e. Other Restriction(s)

Box 17. Mark if Course Has Fees

Box 18. Mark if Course is a Selected Topic Course

Box 19. Justification for Action

Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

11.1 The PAR Form

11.2 Instructions for Completing the PAR

Box 1a. School/College

Box 1b. Division

Box 1c. Department

Box 2. Complete Program Title/Prefix

Box 3. Type of Program

Box 4. Type of Action

Box 5. Implementation Date

Box 6a. Coordination with Affected Units

Box 6b. Coordination Email Submitted to Faculty Listserv
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>CAR</td>
<td>Course Action Request</td>
</tr>
<tr>
<td>CCG</td>
<td>Course Content Guide</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Unit</td>
</tr>
<tr>
<td>GAB</td>
<td>Graduate Academic Board</td>
</tr>
<tr>
<td>GER</td>
<td>General Education Requirement</td>
</tr>
<tr>
<td>GERC</td>
<td>General Education Review Committee</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
</tr>
<tr>
<td>OAA</td>
<td>Office of Academic Affairs</td>
</tr>
<tr>
<td>PAR</td>
<td>Program/Prefix Action Request</td>
</tr>
<tr>
<td>SAC</td>
<td>Statewide Academic Council</td>
</tr>
<tr>
<td>UAA</td>
<td>University of Alaska Anchorage</td>
</tr>
<tr>
<td>UAB</td>
<td>Undergraduate Academic Board</td>
</tr>
<tr>
<td>US DoE</td>
<td>US Department of Education</td>
</tr>
<tr>
<td>USUAA</td>
<td>Union of Students at UAA</td>
</tr>
</tbody>
</table>
Section 1 - Introduction

1.1 Academic Boards of the Faculty Senate Principles of Operation

- Excellence in teaching, learning, and research is the indispensable core value of the University of Alaska Anchorage (UAA) mission, goals and activities. The Graduate Academic Board (GAB) and the Undergraduate Academic Board (UAB) of the Faculty Senate are the principal peer review committees charged to guide the University’s curricular processes.

- The university evaluates its achievements against appropriate regional, national, and international benchmarks. The academic boards devise evidence-based methods for the curriculum approval. The Curriculum Handbook is periodically revised to reflect policy and procedural changes.

- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical self-evaluation for all curriculum.

- The work of the academic boards is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

These Guidelines in the Curriculum Handbook describe the University of Alaska Anchorage’s process for approving all academic coursework developments. These guidelines should be used in conjunction with departmental requirements as appropriate.

Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses that will appear on the student’s transcript with academic credit.

2. New departmental programs such as:
   A. Undergraduate programs
      i. Occupational Endorsement Certificates
      ii. Undergraduate Certificates
      iii. Associate Degrees
      iv. Baccalaureate Degrees
      v. Minors
   
   B. Post-baccalaureate Certificates
   
   C. Graduate programs
      i. Graduate Certificates
      ii. Graduate Degrees

The maximum number of credits that may be required by a degree or certificate program will be for each level (BOR Policy and Regulation 10.04.030):

- Occupational Endorsement Certificates 29 credits
- Certificate 60 credits
- Associate Degree 75 credits
- Bachelor's Degree 132 credits
- Minors no maximum
- Master's Degree 45 credits
- Graduate Certificate 29 credits
3. New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs.

4. Substantial revision to the academic content of a course including
   A. Additions, modifications or deletions of major subject areas
   B. Any course that has not been offered at least once during the past 4 years (i.e., Course on a purge list that the discipline informs the Board it intends to deliver. See section 5.3 for additional information).

5. Changes having an impact on the study options available to prospective students, including changes to
   A. Selection/admission procedures and standards
   B. Prerequisites, co-requisites, and registration restrictions.

6. Changes responding to the professions, employers, or the wider community.
Section 2 - Curriculum Screening Criteria

2.1 Issues in Curriculum Review

2.1.1 Curriculum Review
A request for a curriculum change should be reviewed for format, content, and the impact it has on the entire curriculum and general direction of the school or college in relation to the university. Curriculum review bodies are asked to review any change carefully with respect to the program initiating the change and to other academic programs.

At any time a curriculum change is brought before a review body, the program or course will be reviewed in total as outlined in this handbook.

If a Course Action Request (CAR) for a credit-bearing course, program, or policy is submitted for processing and that CAR has been disapproved at any level prior to UAB/GAB review, then that particular curricular action is placed on the agenda of UAB/GAB for review and recommendation.

Pertinent academic considerations:
A. Course or program is designed with the appropriate content and student learning outcomes, with learning experiences that enable students to achieve the stated learning outcomes, and with evaluation methods that enable faculty to assess student achievement of those learning outcomes.
B. Justification for the change
C. Effect on resources within the program
D. Frequency of course offerings for new programs. Note: Deans/Directors may require this information for new courses.
E. Impact on other affected UAA programs and courses
E.F. Implementation Dates must be in line with catalog and scheduling deadlines.

2.1.2 Academic Considerations Addressed in Review
The faculty member initiating the curriculum action should be prepared to address the following and any other appropriate issues that members of the curriculum review committees may ask when the curriculum action is presented to the appropriate boards/committees at each level of review.

A. Academic considerations for a new course proposal:
   i. School/college offering this course is the appropriate academic unit
   ii. Appropriate prerequisites for content and level
   iii. Availability of prerequisites for this course
   iv. Frequency of scheduling of course
   v. Justification for stacking or cross listing
   vi. Duplication with any other existing courses is explained
   vii. Documented coordination with the impacted/affected departments
   viii. Identifiable accreditation or nationally accepted practice standards
   ix. Rationale for requiring this course in a program
   x. If a new prefix is requested, the prefix must be approved prior to developing the curriculum

B. Courses that will become program electives/selectives:
   i. Effect of this course on other electives/selectives
   ii. Enhancement of a program by this course
   iii. Increase in options for specialization within the major
   iv. Effect on scheduling of other program electives

C. Courses that will become General Education Requirements (GERs):
i. Addresses GER student learning outcomes from the GER Preamble
ii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
iii. Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
iv. Provides rationale for adding this course to the GER menu

D. Resource implication considerations for new course proposals:
   i. Commitment from resource manager to support course offerings
   ii. Effects on other offerings within a program or school
   iii. Effect on offering other required courses
   iv. Effect on electives and selectives
   v. If the course was offered as a trial course, the number of times it was offered and the number of enrollments

2.1.3 Review of Program Proposals
   A. Program description adequately expresses the program characteristics, requirements and student learning outcomes.
   B. The proposing unit is clearly prepared to present the program based on available faculty numbers and expertise, support staff, fiscal resources, facilities and equipment.
   C. Needs analysis for the new program is attached.
   D. Coordination has occurred with appropriate departments, schools, and colleges and documentation is submitted to the Governance Office.
   E. Possible duplication of an existing program is addressed.
   F. All courses used in the creation or modification of a degree or certificate program have current Course Content Guides on file in the Office of the Registrar. These must contain all of the required elements described in Section 9 of this handbook. If courses are ill-defined or outdated they must be revised at the same time or before the program addition or modification is proposed.
   G. When proposing multiple certificates in a given discipline their requirements must differ by at least 6 credits. Otherwise the program should be proposed as a single certificate with emphasis areas.

2.1.4 Program Student Learning Outcomes
   A. Program student learning outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
   B. Program student learning outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the Academic Assessment Handbook (http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm).
   C. Program student learning outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
   D. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
   E. A complete and valid assessment plan must be presented to the Office of Academic Affairs (OAA) in accordance with the requirements of the Academic Assessment Handbook. Note: Academic boards do not evaluate the assessment plan or resource implications; however the plan must be complete when a new program is submitted to the academic boards.
   F. If this action requires BOR review, see Regents’ Policy and Regulation (www.alaska.edu/bor/policy-regulations/).
   G. If this action requires notifying the Commission on Colleges refer to their website at www.nwccu.org.
Section 3 - Curriculum Approval Process for Courses, Programs and Prefixes

Any new degree program, and/or new course required for a degree program, wherever initiated within UAA, requires approval by UAB/GAB. Programs include certificates and occupational endorsements; associate, baccalaureate, post-baccalaureate, and graduate degrees; Minors; and regional studies. Non-credit courses, CEU courses, and Workforce Credential programs are not reviewed or approved by UAB/GAB as indicated in the curriculum approval process below.

3.1 Curriculum Approval Process

1. Except as noted in sections 3.2 and 3.3, all courses, programs (with the exception of doctoral programs), and prefixes follow the approval process presented in this section. The approval process for doctoral programs is found in section 3.8.

2. Curriculum must be initiated by a faculty member, reviewed by the department’s curriculum committee/chair, the school/college curriculum committee, and finally the dean/director of the school/college.

3. The term “faculty initiator” will use the definition of faculty from the Faculty Senate Constitution (http://www.uaa.alaska.edu/governance/facultysenate/constitution.cfm) except in the special cases listed.

Special cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

New programs must be initiated by tenure-track or term faculty as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

4. All templates are available on the Governance website at www.uaa.alaska.edu/governance. Faculty initiators should ensure that documents are prepared using Microsoft Word. Course proposals must be submitted using the CAR, and program/prefix proposals must be submitted using the PAR.

5. Proposers of any curriculum action should refer initial questions to their discipline-specific curriculum committees. Further assistance may be sought from college curriculum committees, and in the last resort the Governance Office, to ensure the proposal is considered in a timely fashion.

6. Coordination should take place early in the curriculum process. Steps for coordination are found in sections 4, 5, 6, and 7 depending on the curriculum action under consideration.

7. The faculty initiator is responsible for the development of the required documents outlined in sections 4, 5, 6, and 7 and submission to the appropriate organizations. It is strongly recommended that the faculty initiator consult with Scheduling and Publications in the Registrar’s office when developing the CAR and PAR documents as outlined sections 10 and 11 of this handbook. Assistance with developing the CCG can be obtained from the school’s representatives on the academic boards, from the college curriculum committee, and section 9 of this handbook.

8. Curriculum proposals are reviewed by the college/school curriculum committee. The committee chair signs the CAR following the committee’s review.

9. A hard copy of the proposal is forwarded to the appropriate dean/director for review.

10. Following review, the dean/director signs the CAR and a hard copy of the curriculum proposal is forwarded to the Governance Office along with an electronic version in Microsoft Word format of the full proposal.
• The Governance Office forwards noncredit, continuing education unit (CEU), -93s, -94s, and 500-level courses to the Office of the Registrar to be entered into the system.

• The Governance Office forwards Workforce Credential proposals to OAA for review and approval.

• Courses and programs to be published in the catalog, and prefix requests, are sent to UAB/GAB for review.

11. Any items needing UAB/GAB review must be received in the Governance Office by 9 a.m. Monday in order to be on the agenda for the Friday meeting of the same week. Initiating faculty member or faculty representative must present courses, programs and prefixes to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in 2.1.2 or the proposal will be tabled. OAA will consult with initiating faculty during the review of Workforce Credentials.

12. After appropriate reviews are complete, the course, program or prefix appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved. Effective date of the action cannot precede the publication date of the first catalog or schedule in which it is to appear. See below for more information on implementation dates and deadlines for inclusion in the catalog. Note: meeting these deadlines does not guarantee all approvals can be obtained in time for inclusion in the next catalog.

13. New programs may have an implementation date of summer, fall, or spring. For new programs to be included in the catalog, first reading by the boards should be no later than the first meeting in January (See the UAA Curriculum and Catalog Production Calendar located on the Governance website [www.uaa.alaska.edu/governance] for current dates.

Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated with enough time to reach final approval prior to submission of catalog for printing (Recommend first reading no later than first meeting in March).

14. New courses may have an implementation date of summer, fall, or spring. Changes to existing courses may not be implemented for a term once registration has opened, implementation dates must be chosen for a future term. Note: course changes related to program changes must have an implementation date of fall, in order to have approval prior to fall registration opening, it is suggested that first reading take place no later than the first week in February.

15. After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of the corrected final documents and submission to the Governance Office before UAA Faculty Senate takes action.

16. The Governance Office prepares the UAB/GAB reports for the UAA Faculty Senate. The Senate then reviews and acts on the proposed courses and prefixes.

17. OAA reports decisions regarding Workforce Credential proposals to the Faculty Senate through the Governance Office and to the BOR through SAC.

18. The Vice Provost for Undergraduate Academic Affairs reviews and acts on undergraduate courses and undergraduate and post-baccalaureate programs. The Vice Provost for Research and Graduate Studies reviews and acts on graduate courses and programs. The two Vice Provosts collaborate on the approval of prefixes.

19. New programs and programs with major changes (with the exception of Minors, Occupational Endorsements and Workforce Credentials) require approval through the BOR. After approval by the Faculty Senate, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3).

20. After approval by the Faculty Senate, the Vice Provost for Undergraduate Academic Affairs works with faculty initiators for Minors, Occupational Endorsements and Workforce Credentials to obtain approval as required from OAA and the Chancellor’s office and to prepared documents notifying SAC of the curriculum actions.
20. All new programs and programs with major changes require approval through the NWCCU. After approval by the BOR, OAA works with the faculty initiator to prepare and submit the necessary documents (see section 7.3). The appropriate Vice Provost approves new programs and programs with major changes only after approval is received from the NWCCU.

21. After final approvals are obtained from the Chancellor, Regents, and/or the NWCCU, the appropriate Vice Provost approves the curriculum and returns the folders to the Governance Office. The Governance Office sends the approved courses, programs and prefixes to the Office of the Registrar.

22. New certificate programs may require an additional review and approval by the US Department of Education (US DoE) before admitted students are eligible for federal financial aid. This review is initiated by the UAA Director of Student Financial Aid after BOR approval of the program. US DoE approval usually occurs within 90 days of submission.

This approval process is depicted in Figures 3.1, 3.2, 3.3, and 3.4 for specific types of courses, programs, and prefixes.

### 3.2 Approval for Minor Changes to Undergraduate Credit Courses

#### 3.2.1 All Undergraduate Credit Courses Numbered 050 – 499

1. If a course title change is proposed by the prefix (initiating) department, and approved through the regular curriculum process, then the course title will be automatically changed wherever the course title appears in the catalog.

   The initiating department is required to coordinate with all impacted departments, using Box 13a of the CAR, and an additional spreadsheet, if necessary. e.g., ENGL A450 required in English for Speakers of Other Languages (ESOL) 7-12 Concentration (Graduate program in COE).

2. If prerequisites within the prefix department are changed in 050-499 courses, the initiating department must complete a CAR to be approved through the regular curriculum process. No Course Content Guide will be required so long as the course has been updated within the past 4 years.

   The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

3. If registration restrictions within the prefix department are changed in 050-499 courses, the initiating department must complete a Course Action Request (CAR) to be approved through the regular curriculum process. No Course Content Guide (CCG) will be required so long as the course has been updated within the past 4 years. The initiating department is required to coordinate with all impacted departments. The impacted departments must be listed in Box 13a of the CAR, with an additional spreadsheet, if necessary.

#### 3.2.2 Lower Division Undergraduate Credit Courses Numbered 050 – 299 Only

Minor changes that do not substantially affect the intent or content of lower division courses are handled by the school/college curriculum committee or community campus instructional council. These changes include the following that do not affect the quality of the curriculum:

1. Course number change at the same level
2. Grammatical change in course description
3. Co-requisite changes that only affect the prefix department
4. Fee change
5. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
6. Updating of the bibliography.

The school/college curriculum committee or community campus instructional council is responsible for ensuring that proper coordination has occurred. Upon final approval by the college dean or director, courses with the types of changes listed above are forwarded to the Governance Office for transmittal to the Office of the Registrar.

These course actions are placed on the UAB agenda as informational items. Any UAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda.

3.3 Approval of Minor Catalog Changes

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. These changes can be implemented by program faculty during the annual catalog copy review processes conducted by the Office of the Registrar.

Minor Changes:
1. Contact information, location, and web address
2. General Discipline information
   a. Degree or Certificate program
   b. Overview and career information
   c. Accreditation
   d. Research possibilities
3. Advising
4. Academic Progress Requirements

3.4 Approval for substantive changes to courses numbered 050 - 299, for all changes to courses numbered 300 - 499, and for additions or deletions of all academic credit courses.

Additions, deletions, or changes that have a substantive effect on the intent, content or student learning outcomes of any courses numbered 050 to 299 require approval through the established governance process and UAB action as shown at the beginning of this section.

Additions, deletions or changes to any 300- or 400-level course with a permanent number, wherever initiated within UAA, require approval through the established governance process and UAB action as shown at the beginning of this section.

The approval process for these courses is found in section 3.1 and is depicted in Figure 3.1.

3.5 Approval of 600-Level Courses

A new or revised 600-level course with a permanent number, wherever initiated within UAA, requires GAB action. School/college curriculum committee or community campus instructional council takes responsibility for the following changes that do not affect the intent and quality of the curriculum:

1. Title change
2. Course number change at the same level
3. Grammatical change in course description
4. Prerequisite change that involves only the prefix department
5. Fee change
6. Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
7. Updating of the bibliography

Upon final approval by the college dean or director, courses with the types of changes listed in 1-7 are forwarded to the Governance Office for transmittal to the Office of the Registrar. These course actions are placed on the GAB agenda as informational items. Any GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been approved by the GAB.

The community campus director will work with the appropriate school/college dean to obtain review and approval for offering of a graduate course.

The approval process for 600 level courses is found in section 3.1 and is depicted in Figure 3.1.

3.6 Approval of 500-Level Courses
These courses are offered for professional development credit only. The UAB is responsible for UAA policy associated with 500-level courses.

The appropriate dean/director or designee has authority for initial approval and offering of 500-level courses. Each college offering 500-level courses must have policies and procedures in place that guarantee appropriate faculty review and course quality.

Approved courses are forwarded through the Governance Office to the Office of the Registrar to be entered into the system and are listed in the curriculum log posted on the Governance website (www.uaa.alaska.edu/governance).

The approval process for 500-level courses is found in section 3.1 and is depicted in Figure 3.2.

3.7 Approval of Non Credit Courses Numbered AC000-AC049 or A000-A049 and changes to these courses
These courses are not offered for academic credit. Courses numbered AC000-AC049 earn Continuing Education Units (CEU) and may be used for Workforce Credentials. These courses are approved as indicated in the approval process outlined in section 3.1.

The approval process for non-credit and CEU courses is found in section 3.1 and is depicted in Figure 3.2.

3.8 Approval of Doctoral Programs
The program approval process in section 3.1 is not applicable to doctoral programs.

It is necessary for programs to consult with OAA before starting work on doctoral program proposals. The primary point of contact with OAA is the Vice Provost for Research and Graduate Studies.
The doctoral approval process consists of two stages: A Justification Proposal and a Full Proposal.

**Justification Proposal**

The Justification Proposal is a relatively brief document that addresses how the proposed doctoral program meets specific criteria important to the process for deciding if the program is viable and needed. This proposal requires that the basic structure of the program be well designed to meet standards that will ensure that the program is likely to be successful. At this stage, the curriculum pieces (PAR, CAR, and CCG) are not to be included. Section 3.8.1 is the Justification Proposal Outline and includes all the criteria for the proposal. The Justification Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies.

**Full Proposal**

The Full Proposal is an expansion on the Justification Proposal and includes the curriculum documents. The Full Proposal's main purpose is to demonstrate that the proposed program meets the standards of all applicable accreditation agencies. The program must identify all relevant accreditation standards and demonstrate how the program meets the standards. This document is essentially an accreditation self-study document. As a part of the Full Proposal package, the program will fill out a checklist where they will indicate that certain criteria important to the institution are addressed in the package. If a particular item on the checklist is not included in the accreditation analysis, then the program will be required to include an analysis of how the particular institutional requirement is met. Section 3.8.2 is the Full Proposal Outline and includes all the criteria for the proposal. The Full Proposal follows the normal curriculum approval process through the Provost and Chancellor with additional review by the Graduate Council and the Dean of Graduate Studies. Once approved at UAA the full proposal is forwarded to the UA Board of Regents and the NWCCU by the UAA Office of Academic Affairs.

### 3.8.1 Justification Proposal

The purpose of this document is to articulate to individuals and groups in the campus curriculum approval process the relevant details of the proposed program so that decisions can be made relative to the viability of the proposed program. The proposal must include the following sections and address the identified issues. Do not include curriculum (i.e., PAR, CARs, and CCGs) documents at this stage.

The justification proposal is be to reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, the Faculty Senate, and the Provost.

Prior to approval by the Provost an external review (which may include a site visit if determined to be needed at the justification level) shall be conducted. This review is to focus on need, demand, program quality, and physical resources. The review panel is to consist of three highly qualified individuals from the profession and/or peer institutions in the specific field/discipline of the proposed program. The unit proposing the doctorate recommends potential members of the review panel; however the members of the review panel are selected and appointed by the Provost.

1. **Brief Description of the Proposed Doctorate** (Maximum of one page, 1.5 spaced and 12 point font)
   (Name, degree initials, proposed by (person, department, college), brief description of the target group of students, brief description of the key characteristics of the degree; mission statement; Key objectives as expressed as learner outcomes-no more than six; mode of offering; relationship to, and impact on, existing programs and courses)

2. **Justification of the Proposal on the Basis of Need** (Maximum of two pages; include as appendices statements from professional associations etc.)
   (Typical headings include: needs in the profession, needs in the state, needs in terms of training high level leaders, relevance for higher education employment, employment demands)
3. **Justification of the Proposal on the Basis of Prospective Student Demand (Maximum of two pages; include as appendices the survey used)**
   (Typical headings include: General survey details, distribution list, response rate, responses by relevant demographics, 5-year enrollment projection table)

4. **Identify Several Peer Programs (Maximum of one page)**
   (Are there any similar programs at UA, other Alaska universities; describe, and provide web links for, peer programs and name of their universities)

5. **Brief Description of the Entry Requirements (Maximum of one page)**
   (Clearly articulate admissions requirements, such as Degree level, previous professional experience, or other prerequisite requirements. Describe the process for selecting students. Note that each doctoral program is required to have an admissions committee of at least three members.)

6. **Faculty Qualifications (Maximum one page; summarize in a table with 6 columns as below)**
   (Personnel; highest degree; top 5 refereed publications in the last five years; no more than 5 key presentations in the last 5 years; external competitive research grants won in the last 5 years; significant industrial/professional experience in that field in the last 5 years)

7. **Student Services (Maximum of one page)**
   (Indicate advising, office space, scholarships, graduate assistantships, student assistantships, conference attendance)

8. **Facilities and Resources (Maximum of two pages; to be signed by the Dean)**
   (Need for staffing, additional faculty, technicians, additional lab space, additional plant, equipment, technology, consumables, library resources network infrastructure, etc.)

9. **Budget and Cost Analysis (Maximum of one page)**
   (Specific budget proposal; revenue streams; sustainability; up-front costs; ongoing costs; external funding; UA funding)

10. **Identify Relevant Accreditation Agencies and Their Criteria (Maximum of two pages)**
    (NWCCU, State, National, and other professional organizations; provide links to the accreditation's web sites & criteria; How does the program meet basic eligibility and what are the biggest challenges in meeting the criteria.)

11. **Program Catalog Copy**
    (Proposed catalog copy; new course titles, numbers, and descriptions)

### 3.8.2 Full Proposal

This document is used to show how the proposed program meets institutional and accrediting body criteria. The full curriculum (i.e., PAR, CARs, and CCGs) for the program is also to be included. This document is, in essence, an abbreviated self-study showing how the program meets applicable accreditation standards.

The full proposal is to be reviewed and approved, with signatures, by the proposing department, the applicable college or school curriculum committee and Dean, the Graduate Council and Dean of the Graduate School, the Graduate Academic Board, and the Faculty Senate.

Prior to approval by the Provost, the external review panel used in the justification proposal shall do a review of the full proposal and provide comments to the program and Provost.

The Office of Academic Affairs will work with the program to develop a final submittal to SAC, the UA Board of Regents, and the Northwest Commission on Colleges and Universities (NWCCU).
Required Outline:

1. **Introduction and Program Overview**
   (Name, degree initials, proposed by (person, department, college), brief description of the key characteristics of the degree; mission statement; key objectives expressed as learner outcomes-no more than six)

2. **Program Accrediting Standards (if any)**
   (Identify accrediting agency with hyperlinks to their standards; an item by item list of the standards and how the program plans to meet them)

3. **NWCCU Accrediting Standards**
   (an item by item list of criteria and how the program plans to meet the criteria)

4. **Institutional Checklist.**
   (As a minimum, the Full Proposal must address the following items. It is probable that many of the items are addressed in prior sections of the full proposal, so the requirement of this section is to provide an index to the parts of the proposal that address the indicated concerns. In the event that a specific concern has not been addressed, please provide discussion about how the proposed program addresses the concern. See the Justification Proposal instructions for the type of information required.)
   - Justification on the Basis of Need: Found in section ___________________
   - Justification on the Basis of Prospective Student Demand: Found in section ___________________
   - Identify Several Peer Programs: Found in section ___________________
   - Entry Requirements: Found in section ___________________
   - Faculty Qualifications: Found in section ___________________
   - Student Services: Found in section ___________________
   - Facilities and Resources: Found in section ___________________
   - Budget and Cost Analysis: Found in section ___________________

5. **Curriculum Documents**
   (PAR, Catalog Copy, CARs, and CCGs)

6. **Program Assessment Plan**

7. **Board of Regents PAR and Executive Summary**
NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 5 for details.

Also see section 5 for required documents and instructions.
Figure 3.2: Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Approval Process

NOTE: Coordination with the faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before submittal to the Governance Office. See section 5 for details. Also see section 5 for required documents and instructions.
A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listserv (uas-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.

---

**Figure 3.3: Program Approval Process**

A major revision of an existing program or the development of a new program must be discussed with the Office of Academic Affairs at ayoa@uaa.alaska.edu or 907-786-1054 before the curriculum proposal is presented to UAB/GAB. It is best to meet with OAA at the start of program development.

NOTE: Coordination with affected units and faculty listserv (uas-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 7 for details.
Before the curriculum proposal is presented to the school/college committees and UAB/GAB, consult with the Office of the Registrar at aypublications@uaa.alaska.edu for a new prefix.

NOTE: Coordination with affected units and faculty listserv (uaa-faculty@lists.uaa.alaska.edu) must occur at least 10 working days before consideration by UAB or GAB. See section 4 for details.

Also see section 4 for required documents and instructions.

Figure 3.4: Prefix Approval Process
Section 4 - Prefixes

Responsibility for prefixes and their associated courses are assigned to academic departments. All proposals to add, change, inactivate or transfer a prefix must originate with the academic program currently assigned to the prefix.

4.1 Changes to or Replacement of a Prefix

The school/college must discuss the change or replacement of prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs or the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uua.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed Program/Prefix Action Request (PAR; www.uaa.alaska.edu/governance/coordination/index.cfm)

   If the change of prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website.
   (www.uaa.alaska.edu/governance).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the change of prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet (www.uaa.alaska.edu/governance/coordination/index.cfm) is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of changes to or replacement of a prefix follows the curriculum approval process outlined in Section 3.

4.2 Addition of a Prefix

The school/college must discuss the addition of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Provost (ayoaa@uua.alaska.edu, ph 907-786-1054).

A new prefix must be requested from the Office of the Registrar. Email address is aypublications@uua.alaska.edu

1. The following must be submitted to the Governance Office (aygov@uua.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
c. If the addition of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the new prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval of addition of a prefix follows the curriculum approval process outlined in Section 3.

4.3 Inactivation of a Prefix

The school/college must discuss the inactivation of a prefix with the OAA before the proposal is presented to the UAB/GAB for review. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs and the Assistant Vice Provost (ayoaa@uaa.alaska.edu, ph 907-786-1054).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. A cover memo summarizing the proposal.
   b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
      If the inactivation of the prefix affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance/).

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the inactivated prefix has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the addition or inactivation of the prefix. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. Approval to inactivate a prefix follows the curriculum approval process outlined in Section 3.
4.3 Transfer of a Prefix

A proposal to transfer responsibility for a prefix and its associated courses to an academic department other than the department currently assigned to the prefix requires approval from the Provost. The proposal consists of a memorandum of understanding between the departments stating the requested action and the reason for the action. The memorandum is to be signed by the department chairs of the two departments and the dean/director of each department. The memorandum of understanding is forwarded to OAA for consideration. Proposals approved by the Provost are forwarded to the Office of the Registrar to update relevant records.

Section 5 - Courses

5.1 Changes or Revisions to a Course

It is advisable to write the Course Content Guide (CCG) first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee. A faculty member may sign no more than two signature lines on the CAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Completed CCG.
   c. If the revised course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided. (See section 7)
   d. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

2. Coordination should take place early in the curriculum process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revised course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
   b. A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   c. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the course revision. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.

3. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians). It is suggested that this be done early in the curriculum process.
4. If the revised course is a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

5. A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

6. Changes or revisions to existing courses are approved through the curriculum approval process outlined in section 3.

5.2 Adding a New Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructional goals and student learning outcomes.

A course may not be scheduled nor registration for a course at UAA take place before the appropriate curriculum approval process has been completed and approved and the course has been entered into the system.

5.2.1 Permanent Credit Courses (050-499 and 600-699)

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline). Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and will consist of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.
      A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The coordination email must include contact information as well as:
      - school/college, department, course prefix, course number, course title: (as found in CAR boxes 1a, 1c, 2, 3)
      - course description (as found in CAR box 15)
      - add/change/delete and if change, a summary list of changes (as found in CAR box 8)
• justification for action (as found in CAR box 19)

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at UAB/GAB.

c. The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. If the new course is proposed as a GER, the appropriate guidelines must be followed (See Section 6). GER review templates are available at www.uaa.alaska.edu/governance/GER.

4. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.1

5.2.2 Non-Permanent (-93, -94) Credit Course, 500-Level Course, and Noncredit/CEU Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, department chair, college curriculum committee chair, and the dean or director or designee.
   b. Completed CCG.
   c. If the new course changes the requirements of the program in which the course is housed, a signed PAR and catalog copy in Word using the track changes function must be provided.
   d. Signed Resource Implication Form (one per discipline).
   e. Signed Fee Request Form (one per course) for courses with new or revised fees (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if the course does not have fees or an existing general program fee is to be applied.

2. Coordination should take place early in the curriculum process and consists of three steps:

   Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page of the current year catalog.

   The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before approval by OAA.

   The faculty initiator is required to send the CAR and CCG to the Library Liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

3. The curriculum approval process to be followed is found in section 3.1 and is depicted in Figure 3.2

____________________
5.3 Deleting a Course

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. CAR signed by the faculty initiator, the department chair, the college curriculum committee chair,
      and the dean or director or designee.
   b. Signed PAR, if needed. If the course deletion affects a degree or certificate, a separate signed PAR
      must be submitted for each program, together with revised catalog copy in Word using the track
      changes function.

2. Coordination should take place early in the curriculum process and consists of two steps:
   a. Coordination memo or email. Coordination is required when the deleted course has any impact on
      another course or program. The faculty initiator must contact the department chair/director of
      every affected program and provide documentation of the changes to the affected programs upon
      request. Proof of coordination must be provided to the Governance Office.

      A list of impacted courses, programs and catalog references can be found by an electronic search
      of the UAA catalog using keywords such as MATH A172. A spreadsheet
      (www.uaa.alaska.edu/governance/coordination/index.cfm)
      is required listing the reference, the
      impacted program/course/catalog copy, the impact (program requirements, electives, selectives,
      course prerequisite, corequisites), and the page on the current year catalog.

      Reference to a deleted course in impacted programs and courses will be struck from the catalog
      and from Banner.

   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu
      explaining the deletion. The email must include contact information, and must be sent at least 10
      working days before being presented at UAB/GAB.

3. Purge List
   A purge list is compiled annually for courses not offered successfully in the previous four academic years.
   If a course has not been successfully offered in the previous four academic years, then that course will be
   purged from the catalog unless the department responsible for the course provides a clear justification for
   retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

   Reference to a purged course in impacted programs and courses will be struck from the catalog and from
   Banner.

4. GER Course Purge List
   UAA policy states that a course may not remain on the GER list if it has not been offered successfully at
   least once during the past four semesters, excluding summer. The list of GER courses will be provided to
   UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in
   the spring semester.
Section 6 - General Education Requirement (GER)

6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the General Education Review Committee (GERC).

When an action involves a change in the GER, the faculty initiator must communicate with all affected faculty in school/colleges, community campuses (including Prince William Sound Community College), deans, and their assistants.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at www.uaa.alaska.edu/governance/GER.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

The GERC is a standing committee of the UAB reporting to the UAB.

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
2. UAB agenda (first reading)
3. GER Committee of UAB
4. UAB agenda (second reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

1. Additional Considerations:
   • The appropriate GER templates must be applied (www.uaa.alaska.edu/governance/)
• Addresses GER student learning outcomes from the GER Preamble (www.uaa.alaska.edu/records/catalogs/catalogs.cfm)
• Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
• Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) and this handbook
• Provides rationale for adding this course to the GER menu

Actions involving changes in GER are referred to the GERC after first reading at UAB. After GERC review and approval, the second reading takes place at UAB.

2. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. Signed CAR.
   b. Completed CCG.

   If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. (www.uaa.alaska.edu/governance/coordination/index.cfm). The Fee Request Form is not required if there are no changes to existing fees.

3. Coordination should be done early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

   A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, the impact (program requirements, electives, selectives, course prerequisite, corequisites), and the page on the current year catalog.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the revision or new course. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).

4. GER courses are approved through the curriculum approval process outlined in section 3.

5. GER changes should have an implementation date of fall. In order to ensure approval is received in time, it is recommended that first reading take place no later than first week in March.

6.3 Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer sessions. The list of GER courses will be provided to UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by UAB in the spring semester.
Section 7 - Programs

7.1 Minor Revisions to Programs

Minor Revisions to Programs are changes that do not ‘substantially alter the student learning outcomes of the program’

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/

Minor program revisions are approved through the standard curriculum review process at UAA as outlined in section 3. The final approval rests with the Provost. Reviews by t SAC, the BOR and NWCCU are not necessary.

The school/college must discuss the proposal to determine the magnitude of the change and the document requirements with the OAA.

OAA contact persons are Accreditation Liaison Officer and either the Vice Provost for Undergraduate Academic Affairs for undergraduate programs or the Vice Provost for Research and Graduate Studies for graduate programs (ayoqa@uaa.alaska.edu).

1. The following must be submitted to the Governance Office (aygov@uaa.alaska.edu):
   a. PAR signed by the faculty initiator, the department chair, the curriculum committee chair, and the dean or director or designee (www.uaa.alaska.edu/governance/coordination/index.cfm). A faculty member may sign no more than two signature lines on the PAR. Exceptions to this rule may be permissible with supporting documentation.
   b. Complete program catalog copy in Word using the track changes function including student learning outcomes for the program. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/records/catalogs/catalogs.cfm).
   c. All course CARs and CCGs for new and revised courses.
   d. Four-Year Course Offering Plan for the program.
   e. Signed Resource Implication Form.
   f. Signed Fee Request Form (for new, deleted or revised fees).
   g. Programs designated as Gainful Employment programs must also complete additional documentation for the Financial Aid office.

2. Coordination should take place early in the process and consists of three steps:
   a. Coordination memo or email. Coordination is required when the revision has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Examples are when courses are deleted/added to a program or when prerequisites/registration restrictions are changed. Proof of coordination must be provided to the Governance Office.
   b. The faculty initiator is also required to send an email to uaa-faculty@lists.uaa.alaska.edu explaining the new course. The email must include contact information, and must be sent at least 10 working days before being presented at UAB/GAB.
   c. The faculty initiator is required to send the CARs and CCGs to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians).
The program approval process is outlined in section 3.

7.2 Programs which have MATH, ENGL, and/or COMM requirements

7.2.1 Programs which have MATH program requirements:

It is recommended that programs with specific MATH requirements use the following language in specifying the requirement:

“MATH A or any MATH course for which MATH A is in the prerequisite chain.”

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

a. A course specifically required by the program (e.g., MATH A105) or
b. A higher-level mathematics course (e.g., MATH A200) that has the specifically –required course (e.g., MATH A105) in its pre-requisite chain.

Rationale: This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.2 Programs which have ENGL A111 as a specific major requirement:

It is recommended that programs with a specific ENGL requirements use the following language in specifying the requirement:

“ENGL A111 or ENGL A1W- Written Communication GER.”

Rationale: In programs with ENGL A111 as a specific major requirement, students can meet that requirement with either

a. ENGL A111 or
b. Transfer course which meets Written Communication GER

Rationale: This change will allow use of transfer course work which meets Written Communication GER standards without going through the petition process. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.2.3 Programs which have COMM A111, COMM A235, COMM A237, or COMM A241 as a specific major requirements:

It is recommended that programs with specific GER COMM requirement use the following language in specifying the requirement:

“Oral Communication Skills GER.”
Rationale: In programs which list Oral Communication Skills GER, students can meet those requirements with either

a. COMM A111, COMM A235, COMM A237, or COMM A241 or
b. Transfer course which meets Oral Communication GER

Rationale: Many programs currently have a specific requirement which mirrors that Oral Communication GER (Requires COMM A111, COMM A235, COMM A237, or COMM A241). Students who transfer in a communication class which meets GER but not specifically one of those courses must complete a petition. Rewriting the requirement as indicated will reduce the number of petitions students must submit.

7.3 New Non-Doctoral Programs and Major Changes to ALL Programs

The initiating department must discuss a proposal for a major revision of an existing program or the development of a new program with the appropriate dean and OAA before the curriculum proposal is presented to the college curriculum committee/UAB/GAB for review. Schools/colleges are encouraged to contact OAA early in the approval process. Proposals should include information listed in Section 4 of this handbook. OAA contact persons are the Vice Provost for Undergraduate Academic Affairs (ayoaa@uaa.alaska.edu) for assistance with undergraduate programs and the Vice Provost for Research and Graduate Studies for graduate programs.

This section applies to Workforce Credentials, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, Minors, Post-Baccalaureate Certificates, Graduate Certificates and Master’s Degrees except as noted.

Also refer to UA Regulation 10.04.02 www.alaska.edu/bor/policy-regulations/)

1. The OAA assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. Depending on the nature of the proposal, these forms address the following issues:

   a. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.
   b. Collaboration with other universities and community colleges within the UA system.
   c. History of the development of the proposed program or program changes.
   d. Demand for the program, relation to State of Alaska long-range development, relation to other programs in the University that might depend on or interact with the proposed program, including the GER.
   e. State needs met by the proposed program.
   f. Availability of appropriate student services for program participants. A schedule for implementation of the program.
   g. Student opportunities, student learning outcomes, and enrollment projections.
   h. Rationale for the new program and educational objectives, student learning outcomes, and plans for assessment.
   i. Opportunities for research and community engagement for admitted students.
   j. Faculty and staff workload implications.
   k. Fiscal Plan for the proposed program.
1. Library, equipment, and additional resource requirements, including availability, appropriateness and quality.

m. New facility or renovated space requirements.

n. Concurrence of appropriate advisory councils.

2. The following documents must be submitted to OAA before the program can be sent to SAC, BOR, and NWCCU for review and approval, as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.

a. Four-Year Course Offering Plan for the Program.

b. A budget worksheet.

c. Board of Regents Program Action Request Form

d. Board of Regents Prospectus and Executive Summary forms) which address all requirements and policies approved by SACand BOR.

e. Resource Implication Form and a signed Fee Request Form (if needed).

f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.

g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by the appropriate academic board for all new program proposals and proposals for major program changes (with the exception of Workforce Credentials) (aygov@uaa.alaska.edu):

a. A cover memo summarizing the proposal.

b. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).

c. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).

d. CARs and CCGs for all new and revised courses.

4. The approval process for new programs and programs with major changes is outlined in section 3.

5. Degree and certificate requirements are effective from fall through summer of each catalog publication.

7.4 New Doctoral Programs

The initiating department must discuss a proposal for a new doctoral program with the appropriate dean and Vice Provost for Research and Graduate Studies before the curriculum proposal is presented to the college curriculum committee/GAB for review. Schools/colleges are encouraged to contact the Vice Provost for Research and Graduate Studies early in the approval process. Proposals should include information listed in Section 3.8 of this handbook.

1. The Vice Provost for Research and Graduate Studies assists the faculty initiators in preparing the documents necessary for review and approval by the Board of Regents and NWCCU as needed. These documents are described in Section 3.8.
a. Justification Proposal. This proposal addresses criteria that are used to determine the viability and need for the program.

b. Full Proposal. This proposal consists of the suite of curriculum documents needed to see the program through the UAA curriculum process, SAC review, BOR approval, and NWCCU acceptance.

2. The following documents must be submitted to OAA before the program can be sent on the SAC, the BOR, and NWCCU as necessary. These documents will not be reviewed by the academic boards. Forms and templates for these submittals are obtained from OAA.

   a. Four-Year Course Offering Plan for the Program.
   b. A budget worksheet.
   c. Board of Regents Program Action Request Form
   d. Board of Regents Prospectus and Executive Summary forms (www.alaska.edu/bor/policy-regulations/) which addresses all requirements and policies approved by the Statewide Academic Council (SAC) (http://www.alaska.edu/research/sac/) and the Board of Regents.
   e. Resource Implication Form and a signed Fee Request Form (if needed).
   f. A student learning outcomes assessment plan for review by the Academic Assessment Committee.
   g. A risk management plan where required. This is developed in conjunction with the program’s Dean/Director, the Director of Risk Management, and legal counsel as needed.

3. In addition to the above documents, the following must be submitted to the Governance Office. These documents will be reviewed by GAB for all new doctoral program proposals (aygov@uaa.alaska.edu):

   a. A cover memo summarizing the proposal.
   b. The full proposal document outlined in section 3.8
   c. Signed PAR (www.uaa.alaska.edu/governance/coordination/index.cfm).
   d. Complete catalog copy in Word using the track changes function, including student learning outcomes for the program or a web address linked to the student learning outcomes. A Word copy of the current catalog is available on the Governance website (www.uaa.alaska.edu/governance).
   e. CARs and CCGs for all new and revised courses.

Section 8 - Policy Additions and Changes

New or revised academic policies are proposed to the UAB/GAB. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to the OAA, and finally to the Chancellor’s Office.

UAA Proposals should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised).

2. Documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).

3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.
Section 9 - Step-By-Step Instructions for the Course Content Guide

When developing a new course the CCG should be developed first. Considerations are: level, title, goals and student learning outcomes, content, and bibliography. This information is then transferred to the CAR. The Course Content Guide should provide a concise description of the course. Topical areas, instructional goals and student learning outcomes should be clearly related to each other. It is recommended that the CCG contain five or fewer pages.

While there is not a standard template for the CCG, current CARs and CCGs can be found at http://curric.uaa.alaska.edu/curric/courses/.

It is also recommended that the faculty initiator consult with the school/college curriculum committee.

The CCG for new courses and course changes must include the following which will be transferred to the CAR:

1. **The date on which the Course Content Guide was initiated or revised**

2. **Information directly also on the CAR**

   A. **College or School** – Choose from the following the school or college initiating action:

      - AA  Academic Affairs
      - AS  College of Arts and Sciences
      - CB  College of Business and Public Policy
      - CH  College of Health
      - CT  Community and Technical College
      - EA  College of Education
      - EN  School of Engineering
      - HC  University Honors College
      - KP  Kenai Peninsula College
      - KO  Kodiak College
      - MA  Matanuska-Susitna College

   B. **Course Prefix** – The prefix affected by the curriculum proposal. Approval of new prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix.

   C. **Course Number** (for a new course, contact the Office of the Registrar for a number)

      i. **Reuse of Course Number Rule**: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

      ii. **Types of Courses**

         a. **Academic Courses**: Courses with these numbers count toward undergraduate and graduate degrees and certificates as described. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.

         The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
UAA and UA Course Level Descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):

- **Lower division courses usually taken by freshmen and sophomores**
  - A100-A199: Freshman-level, lower division courses.
  - A200-A299: Sophomore-level, lower division courses

- **Upper division courses usually taken by juniors and seniors**
  - A300-A399: Junior-level, upper division courses
  - A400-A499: Senior-level, upper division courses

- **Graduate-level courses**
  - A600-A699: Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.

b. **Preparatory/Developmental Courses**
  - A050-A099: Preparatory/developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.

c. **Noncredit Courses**
  - A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

d. **Continuing Education Unit (CEU) courses**
  - AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

e. **Professional Development Courses**
  - A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

**NOTE:** All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or the Vice Provost for Research and Graduate Studies (for graduate courses).

iii. **Course Numbers: Second and Third Digits** – The second and third digits of course numbers in the -90 range are used for specific course types.

- **-90 Selected topics:** A generic “umbrella” course category identifying a defined field or subject area within a discipline. Topics can change from semester to semester within that field or subject area.

- **-92 Seminar or Workshops:**
  - **Seminar:** Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
  - **Workshop:** A formal higher education offering with intensive instruction and
information in a given field.

-93 **Special topics**: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

-94 **Trial** (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course. Coordination with the faculty listserv (uaa.faculty@lists.uaa.alaska.edu) for 094, 194, 294, 394, and 494 courses must occur at least 10 working days before submittal to the Governance Office.

-95 **Internship and Practicum**
   - **Internship**: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.
   - **Practicum**: A student work experience for which the academic department established the objectives and student learning outcomes.

-97 **Independent study**: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.

-98 **Individual research**: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

-99 **Thesis**: Involve writing and/or completion of a thesis by the student.

D. **Number of Credits/CEUs and Contact Hours** – Include the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.
i. Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>= 15 weeks (standard semester length)</td>
</tr>
<tr>
<td>One (1) Contact Hour</td>
<td>= 50 minutes per week (or 750 minutes for the course)</td>
</tr>
<tr>
<td>Outside Work</td>
<td>= Additional time typically outside of classroom or laboratory</td>
</tr>
<tr>
<td>One (1) credit</td>
<td>= 1 contact hour per week of lecture (15 contact hours of lecture for course) or 2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course) or 3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)</td>
</tr>
<tr>
<td>(Lecture + Laboratory)</td>
<td>= refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester</td>
</tr>
</tbody>
</table>

ii. Examples

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- **(0+9)** = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

iii. CEU – The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.
Examples:
0.1 CEU = 1 hour of instruction and no additional hours of work for the course.
1 CEU = 10 hours of instruction and no additional hours of work for course.
1.5 CEUs = 15 hours of instruction and no additional hours of work for course.
3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

iv. Minimum Course Length (Compressibility Policy) – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

E. Course Title – Insert full title of the course. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

F. Grading Basis – Identifies how performance in the course is to be graded (A-F or P/NP [pass/no pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

G. Implementation Date – Insert the semester and year that the addition, deletion or change will be implemented. See section 10.2, Box 11, for further clarification regarding implantation dates.

Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first read no later than first week of March.

Course additions or modifications must be made in conjunction with publication of the class schedule/listing. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at www.uaa.alaska.edu/governance. New courses offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to full registration opening.

H. Cross Listing (if applicable) – Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

i. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.

ii. Each cross-listed course must have a separate CCG and CAR for each prefix.

iii. Everything except the course prefix must be identical.
iv. Each department is responsible for preparing and providing the appropriate CCG, CAR, 
supporting documentation. These must be submitted at the same time for UAB/GAB 
review.

v. When courses are cross-listed, they must be offered and printed in UAA’s schedules and 
catalog under each prefix. For example, JPC/JUST A413 is listed both in Justice and in 
Journalism and Public Communications. Cross-listed classes must be offered at the same 
time in a semester. Each department is responsible for the scheduling and schedule 
maintenance of their prefix’s section, including additions, changes and deletions.

1. Stacking (if applicable)
   i. Stacked courses are courses from the same prefix but at different levels offered at the 
same time and location.
   ii. Existing and new courses may not be stacked unless approved as stacked courses by 
UAB/GAB.
   iii. Courses may not be stacked informally for scheduling purposes.
   iv. The course description and course content guide of a stacked course must clearly 
articulate the difference in experience, performance and evaluation of students at 
different levels, including graduate students vs. undergraduate students.
   v. Courses that are at the 500 level may not be stacked with any other course.
   vi. If stacking status is requested, rationale must be provided.
   vii. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 
400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact 
of stacking the course on the graduate student experience and how that affects the criteria for 600-
level courses. If a graduate-level course is stacked with a 400-level course, or if undergraduate 
students are taking the course as part of their baccalaureate degree, the justification must clearly 
describe how the quality of the graduate students’ experience will be maintained in a mixed-level 
classroom.

The following guidelines may assist in determining whether a course is suitable for stacking 
according to graduate criteria:

   i. Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level 
versions of the course? 
   It is difficult to justify stacked courses in which the graduates and undergraduates have a 
significantly different knowledge base relevant to the course material. If the knowledge 
is required for the course, the prerequisites must be comparable. If the knowledge is only 
required for extra coursework performed by the graduate students, this difference should 
be stated explicitly and addressed in the instructional goals, student learning outcomes 
and course activities sections of the CCG.

   ii. Is the course format predominantly discussion- or seminar-based? 
   This type of course is not likely to be suitable for stacking, as the discussion 
level/theoretical base can differ significantly between graduate and undergraduate 
students. In addition, the ratio between undergraduate and graduate students should be 
addressed. Courses that are evenly divided may provide a more balanced environment 
than a course in which only one or two graduate students are present.

   iii. Is the course format predominantly lecture-based? (Is the main intent of the course to 
provide a detailed knowledge set?)
a. Is the PRIMARY source of information/reading the primary research literature of the field?
   This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

b. Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?
   This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

i. Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations

ii. Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)

iii. Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student’s own thesis research

iv. Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data

v. Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Typical Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the ability to conduct a literature search on the course topic material</td>
<td>written critical reviews and/or oral presentation of literature reviews</td>
</tr>
<tr>
<td>Synthesize research fields</td>
<td>comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student</td>
</tr>
<tr>
<td>Integrate course material into experimental design</td>
<td>Written formal research grant proposals, oral or written presentation of how the course material informs the student’s own thesis research</td>
</tr>
<tr>
<td>Integrate and apply the course material at advanced levels</td>
<td>Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data</td>
</tr>
<tr>
<td>Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.</td>
<td>Observed teaching exercises, teaching evaluations, performance of their students on examinations</td>
</tr>
</tbody>
</table>

J. Course Description – Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.
**Special Notes** are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g., “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

K. **Course Attributes** (GER if applicable)

L. **Course Prerequisites**, **Test Scores**, **Corequisites**, **Registration Restrictions** – Identifies requirements which must be achieved prior to enrolling in a course. It is assumed that faculty may waive any of the requirements. **All prerequisite, corequisite, registration restriction, etc indicated on CAR will be automatically enforced through Banner.**

   i. **Course Prerequisite** – Identifies a course (by prefix and number) which must be successfully completed (D or better is understood, unless C or better is stated) prior to taking the course.

      A course prerequisite which **may** be taken concurrently must also be included in this area (this differs from a co-requisite which **must** be taken concurrently).

   ii. **Test Scores** – Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA approved placement tests, SAT, ACT, or others. Specific test scores are not required.

   iii. **Corequisites** – Identifies a course which **must** be taken concurrently and requires simultaneous enrollment and withdrawal.

   iv. **Registration Restrictions** – Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, college or school admission**, major**, class standing**, or level**). Must be enforced by the program/department/ instructor.

      a College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.

      b Major – identifies a major which a student must have declared in order to enroll in the course

      c Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

      d Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate).

   Responsibility for confirming prerequisites and registration restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

M. **Course Fee**: Yes or No – Indicates that there are student fees associated with the course.

   **Note: The sections of the CAR referenced above and the CCG must match word for word.**

3. **Course level justification** – Provide a justification for the level to which the course has been assigned.

   **Course Level Expectations for Academic Course Levels** – In general, advances in course level (lower, upper, and graduate) correlate with sophistication of academic work. It should be noted that some students find introductory courses more demanding than advanced, specialized courses. In such courses, a more comprehensive approach and the first exposure to new ways of thinking may be harder for some individuals than covering a smaller, more familiar area in much greater detail.

   The following definitions describe the expectations for the academic course levels:
A. **Lower Division Courses**

   A100-A199: Introduce a field of knowledge and/or develop basic skills. These are usually foundation or survey courses.

   A200-A299: Provide more depth than 100-level courses and/or build upon 100-level courses. These courses may connect foundation or survey courses with advanced work in a given field, require previous college experiences, or develop advanced skills.

B. **Upper Division Courses**

   Require a background in the discipline recognized through course prerequisites, junior/senior standing or competency requirements. These courses demand well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline.

   A300-A399: Build upon previous course work and require familiarity with the concepts, methods, and vocabulary of the discipline.

   A400-A499: Require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course materials to solving complex problems. These courses are generally supported by a substantial body of lower-level courses.

C. **Graduate-Level Courses**

   A600-A699 – Require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. Require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of studies. Student activities are often self-directed and aimed not only at the formation of supportable conclusions, but also at a clear understanding of the process used in those formations.

   For graduate-level coursework the justification must:

   i. Address descriptors of 600-699 courses from Chapter 7 of the UAA catalog.

   ii. Specify registration restrictions, e.g. “Admission to **** degree/certificate program” or “Graduate Status” where appropriate.

   iii. State the disciplinary background.

   iv. Specify prerequisites, e.g. “Graduate Status.”

   v. Describe how the course provides students with opportunities for independent critical thinking.

   vi. Describe how the course enables students to meet the following goals when they are appropriate to the field:

      a. Competence in a specialized field of knowledge
      b. Extensive experience with specialized client relationships
      c. Application of expert knowledge within a recognized professional practice
      d. Analysis and synthesis of primary scholarship or research
      e. Self-directed written research projects
      f. Mastery of theoretical knowledge
Course Level Expectations for Preparatory/Developmental Course Levels – The following definitions describe the expectations for the preparatory/developmental course levels (courses not applicable to transcripted certificates or associates, baccalaureate or graduate degrees):

A050-A099: Provide supplemental preparation for introductory college courses.

4. Instructional Goals and Student Learning Outcomes

A. **Instructional Goals**: Identifies what the instructor intends to accomplish in the course. Instructional goals should describe in broad terms what the instructor expects the student to learn from the course.

B. **Student Learning Outcomes**: Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome.

C. **Goals and Student Learning Outcomes**: Should be clearly related to the appropriate course level. See course level definitions below and in the discussion of CAR Box 3 in section 5 of this handbook. The verbs listed in Appendix C are gathered into categories designed to assist in the description of student outcomes.

5. Guidelines for Evaluation or Assessment Methods

A. Student learning outcomes for programs and their assessments are treated in detail in the program’s Academic Assessment Plan. This plan is evaluated for new and modified programs.

B. Student learning outcomes for courses are included in the CCG along with the means used to assess them. A tabular representation of student learning outcomes and typical assessment methods is preferred by GAB. UAB currently accepts tabular or bulleted versions. See examples below.

C. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and student learning outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.

Note: All academic programs at UAA are assessed. Student learning outcomes for courses should be compatible with program student learning outcomes and should be assessed in similar ways. For more detailed information about assessment, see Appendix E. For specific information about your program’s assessment procedures, see the college assessment coordinator.

**Example 1**

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>Students demonstrate the ability to distinguish between facts and opinions and determine the extent to which the facts provided support the arguments being made.</td>
</tr>
<tr>
<td>Students demonstrate the ability to troubleshoot and repair a microprocessor based instrument system according to manufacturers standards.</td>
</tr>
<tr>
<td>Students demonstrate skill in the use of various media in the artistic expression of human emotion.</td>
</tr>
<tr>
<td>Students demonstrate the ability to design an electro-mechanical system to accomplish a control function defined by the instructor, in accordance with applicable standards and codes.</td>
</tr>
</tbody>
</table>
Example 2

**Instructional Goals:**
This course is designed to fulfill the needs of general education requirements and to provide a foundation in general chemistry specifically for health science majors. It is intended to be a survey of general and organic chemistry with significant emphasis on health-related material. The periodic table, atomic and molecular structure, bonding, and chemical reactions, skills in measurements, balancing chemical equations and problem solving are emphasized.

The instructor will:
1. Present models of the periodic table, atomic and molecular structure, chemical bonding and reactions for development of observational skills and conceptual foundations in chemistry.
2. Present questions to initiate discussion, help students differentiate, link and integrate ideas and develop their own concepts, to articulate their thinking and explain models and solutions.
3. Provide multiple human health-related contexts for applying concepts and invite students to defend and verify their models and their solutions to problems.

**Student Learning Outcomes:**
After completing this course, the student will be able to:
1. Recognize and interpret chemical models of the periodic table, atomic and molecular structure, bonding and chemical reactions.
2. Apply science methodology with emphasis on exploring and verifying measurements and chemical equations in health-related problems rather than memorizing facts and answering "algorithmic" questions.
3. Demonstrate effective, efficient communication skills for discussing, chemistry concepts across multiple human-health related contexts including historical discoveries and technological advances.

**Assessment Measures:**
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, creative work, homework, and a comprehensive standardized exam.

6. **Topical course outline (not a syllabus)** – List the topics covered each time the course is taught (additional topics may be covered in the course). Topical areas, instructional goals and student learning outcomes should be clearly related to each other.

For selected topics courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.

7. **Suggested text(s)** – Provide current suggested texts or recommended readings in alphabetical order. Similar texts are expected to be used in the actual course. Texts should be current (published within the last ten years) unless they are classics in the discipline.

8. **Bibliography** – Provide a list of the literature, in alphabetical order, that forms a foundation for the ideas and/or skills to be taught in the course. The concise and selective bibliography indicates texts, papers and other resources that the students and the instructor will find particularly valuable in meeting the course student learning outcomes.

Suggested texts and bibliography should be presented in an acceptable style (e.g. APA, MLA, or Gregg). Be prepared to identify the style used.
Section 10 - Step-By-Step Instructions for the Course Action Request

Please visit the course search website (http://www.curric.uaa.alaska.edu/course_search.cfm) for assistance in filling out your Curriculum Action Request (CAR) form. This searchable website provides box-by-box information for active courses that can be easily transferred to the boxes on the CAR form.

10.1 The CAR Form

![Image of the CAR Form]

1. School or College: [Choose one]
2. Course Prefix: [Choose one]
3. Course Number: [Choose one]
4. Previous Course Prefix & Number: [Choose one]
5. Credits: [Choose one]
6. Course Title: [Choose one]
7. Type of Course: [Academic] [Professional Development]
8. Type of Action: [Add] [Change] [Delete]
9. Request: [Box-by-box Information]
10. Grading Basis: [A] [F] [P] [N] [N/D]
11. Implementation Date: [Choose one]
12. Course Listed with: [Choose one]
10.2 Instructions for Completing the CAR

Box 1a. School or College
Choose from the drop-down menu the school or college initiating action.
- AA  Academic Affairs
- AS  College of Arts and Sciences
- CB  College of Business and Public Policy
- CH  College of Health
- CT  Community and Technical College
- EA  College of Education
- EN  School of Engineering
- KP  Kenai Peninsula College
- KO  Kodiak College
- MA  Matanuska-Susitna College

Box 1b. Division
Using the drop-down box, insert the division initiating action. Note: Changing the name of a division or academic department requires Provost approval and memorandum to Governance as an informational item.

College of Arts and Sciences
- AFAR  Division of Performing and Fine Arts
- AHUM  Division of Humanities
- AMSC  Division of Mathematical and Natural Sciences
- ASSC  Division of Social Sciences

College of Business and Public Policy
- ADBP  Division of Business Programs
- ADEP  Division of Economics and Public Policy

Community and Technical College
- AAVI  Division of Aviation Technology
- ABCT  Division of Computer Networking and Office Technologies
- ACAH  Division of Culinary Arts and Hospitality
- ACDT  Division of Construction and Design Technology
- ADCE  Division of Community Education
- ADTP  Division of Transportation and Power
- ADVE  Division of Career and Technical Education
- APER  Division of Physical Education and Recreation
- APRS  Division of Preparatory Studies

College of Education
No Division Code

School of Engineering
No Division Code

College of Health
- AHLS  Division of Health and Safety
- ADHS  Division of Human Services and Health Sciences
- ADSN  Division of Nursing
- AJUS  Division of Justice
- ASWK  Division of Social Work
Box 1c. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a memorandum to Governance as an informational item.

Box 2. Course Prefix
Insert the course prefix affected by the curriculum proposal. Approval of new course prefixes must be obtained before the approval of related new/revised curriculum/program changes. See instruction on the PAR form regarding requesting a new prefix in Section 11.

Box 3. Course Number
Insert the course number. If a new number is indicated, then check with the Curriculum Specialist in the Office of the Registrar (aypublications@uaa.alaska.edu).

Reuse of Course Number Rule: When a permanent course number becomes inactive through deletion or purging, it will not be assigned to another course. However, a course can be reinstated using the same number.

1. Types of Courses
   A. Academic Credit Courses
      Courses numbered A100-A499 and A600-A699 count toward undergraduate and graduate degrees and certificates. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. One credit hour represents three hours of student work per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or three class-hours of laboratory) for a minimum of 750 minutes of total student engagement, which may include exam periods. Equivalencies to this standard may be approved by the chief academic officer of the university or community college. Academic credit courses are numbered as follows.
      
The numbering sequence signifies increasing sophistication in a student’s ability to extract, summarize, evaluate and apply relevant class material. Students are expected to demonstrate learning skills commensurate with the appropriate course level, and to meet, prior to registration, prerequisites for all courses as listed with the course descriptions.
      
UAA and UA course level descriptions (see also the UAA catalog, Chapter 7 and University Regulation R10.04.09):
   
i. Lower division courses usually taken by freshmen and sophomores
      A100-A199: Freshman-level, lower division courses.
      A200-A299: Sophomore-level, lower division courses
   
ii. Upper division courses usually taken by juniors and seniors
      A300-A399: Junior-level, upper division courses
      A400-A499: Senior-level, upper division courses
   
iii. Graduate-level courses
      A600-A699 – require a background in the discipline, and an ability to contribute to written and oral discourse on advanced topics in the field.
   
B. Preparatory/Developmental Courses
   Courses with these numbers (A050-A099) provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition.
C. Noncredit Courses
   A001-A049: Noncredit courses are offered as career development, continuing education, or community interest instruction. Not applicable to any degree or certificate requirements (even by petition).

D. Continuing Education Unit (CEU) courses
   AC001-AC049: CEU courses are awarded upon completion of a course of study that is intended for career development or personal enrichment. CEU courses may not be used in degree or certificate programs or be converted to academic credit.

E. Professional Development Courses
   A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

NOTE: All permanent numbered courses (A050-A499 and A600-A699) are included in the UAA catalog. If a discipline/department/school/college/community campus does not want a permanent numbered course to be included in the UAA catalog, that exclusion will need UAB/GAB recommendation and approval of the Vice Provost for Undergraduate Academic Affairs (for undergraduate courses) or Vice Provost for Research and Graduate Studies (for graduate courses).

1. Course Numbers: Second and Third Digits
   The second and third digits of course numbers in the -90 range are used for specific course types.

   -90 Selected topics: These are a generic “umbrella” course category identifying a defined field or subject area within a discipline. These courses allow departments to offer new topics in a discipline as demand warrants, and to keep the curriculum up to date. Subject matter of selected topics courses within a discipline is chosen to provide instruction not covered by regular catalog offerings. May be offered as a seminar, lecture, laboratory or workshop. There is no limit to the number of times a selected topic subtitle may be offered.

   -92 Seminar or Workshops
      Seminar: Specifically designed for student participation in exchanging ideas and academic experiences around a central core of subject matter.
      Workshop: A formal higher education offering with intensive instruction and information in a given field.

   -93 Special topics: Offered only once to meet short-term needs and are not intended to become part of the permanent catalog.

   -94 Trial (experimental): Trial indicates that the faculty wish to offer the course before making the course permanent. May be offered up to three times as a -94 course.

   -95 Internship and Practicum
      Internship: A student work experience in which the employer or agency is the student’s immediate supervisor, is active in planning the expected student learning outcomes, and is involved in the evaluation of the student’s achievements.
      Practicum: A student work experience for which the academic department established the objectives and student learning outcomes.

   -97 Independent study: Address topics or problems chosen by the student with appropriate approval. Topics must not duplicate and must differ significantly from catalog courses.
Individual research: Consist of individual research by the student, directly supervised by a faculty member or faculty committee.

Thesis: Involve writing and/or completion of a thesis by the student.

Box 4. Previous Course Prefix & Number
Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s, and what that number was. If the course was not offered previously, insert “N/A.” or if the prefix and the number has not changed, insert “N/A.”

Reinstatement of a course
When an inactive course is being reinstated with the same course prefix and number, place the word Reinstate in box 4. In box 8, Type of Action, select change.

Box 5a. Credits/CEUs
Insert the number of semester credits or CEUs for the course. If variable, indicate the minimum and maximum, e.g. 1-3 credits or CEUs. The number of credits/CEUs is in direct relation to the contact hours. If the course is noncredit, enter the appropriate range of contact hours.

Box 5b. Contact Hours (Lecture + Lab) per week (15-week semester)
Insert the number of lecture and laboratory (or practicum) hours each week for the course that is offered over a 15-week semester. One contact hour is equivalent to 50 minutes.

One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course [or 750 minutes of actual class time (50 minutes/contact hour x 15 contact hours = 750 minutes)].

One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1500 minutes) of supervised lab time.

One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits, is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.

For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total 3 contact hours/week in the laboratory will satisfy this requirement).

For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period. Additional description should be provided in Box 19 ("Justification for Action ") of the CAR and in the CCG to explain the actual course length and required hours per week. For noncredit CEU courses, the total number of lecture and laboratory contact hours for the course should be stated.

1. Summary

Semester = 15 weeks (standard semester length)

One (1) Contact Hour = 50 minutes per week (or 750 minutes for the course)

Outside Work = Additional time typically outside of classroom or laboratory

One (1) credit = 1 contact hour per week of lecture (15 contact hours of lecture for course)

or

2 contact hours per week of supervised laboratory (or practica) if
outside work is needed (30 contact hours for the course)

or

3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)

(Lecture + Laboratory) = refers to the number of contact hours for lecture and laboratory per week based on a 15-week semester

2. Examples

- (3+0) = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact lecture hours (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].

- (2+2) = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture per week plus 30 hours lab plus 15 hours outside lab).

- (3+2) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).

- (3+3) = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).

- (0+9) = A practicum or field work type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. The CEU

The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual’s participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

Examples:

- 0.1 CEU = 1 hour of instruction and no additional hours of work for the course
- 1 CEU = 10 hours of instruction and no additional hours of work for course
- 1.5 CEUs = 15 hours of instruction and no additional hours of work for course
- 3.5 CEUs = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course
- 2 CEUs = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work

4. Minimum Course Length (Compressibility Policy)

The Compressibility Policy states: “Courses scheduled for less than a full semester may not be offered for more than 1 credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Box 6. Complete Course Title

Insert full title of the course/program. If the title of the course is greater than 30 characters (including spaces), insert a title of 30 characters or less (including spaces) in the field underneath the full title. This abbreviated title will
appear on transcripts. Abbreviations used should be readily recognizable or accepted abbreviations within the discipline. Titles of existing courses in the data base cannot be used for new/revised courses, except for the following types of courses: dissertation, internship, practicum, project, research, selected topic, seminar, thesis.

Box 7. Type of Course
Identifies type of course offered.

1. Academic Courses (numbered 100-499 and 600-699)
   A. **Program Requirement** - A credit course specifically required by degree, certificate, or a Minor program.
   B. **Program Selective** - A credit course within a group of courses from which a student is required to select.
   C. **General Education Requirement** - A credit course that is approved to fulfill part of the general education distribution requirements of the University.
   D. **Elective** - A credit course selected by the student that is neither a degree program requirement nor a program selective, but which is applicable towards the minimum number of credits required for the degree or certificate.

2. Preparatory/Developmental Courses (050-099):
   Preparatory/Developmental courses with these numbers provide basic or supplemental preparation for introductory college courses. They are not applicable to transcripted certificates or associate, baccalaureate, or graduate degrees, even by petition. (See Box 3. Course Number, for further information).

3. Nondegree Courses
   A. **Noncredit Courses (000-049)** - These are noncredit and nondegree courses, programs, and/or activities that respond to relevant community education needs and interests and that typically do not have specifically defined student learning outcomes.
   B. **CEUs (denoted by “AC” rather than just “A” before course number)** - A course that provides further development of a trade, profession, or personal improvement.
   C. **Professional Development Courses (A500-A599)** - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Box 8. Type of Action
Identifies whether the CAR is for a course addition, change, or deletion. If the action is a course change, identify all the changes being made.

If the course change results in a program change, a separate PAR must be completed for each action and must identify the element(s) being changed.

If a permanent number is being requested after the course has run successfully as a -93 or -94, this is an addition, not a change, since the addition of a permanent course is being proposed.

Box 9. Repeat Status
Identifies the Repeat Status of the course.

- **Yes** means the course may be repeated for credit
- **No** means it cannot be repeated for credit

If repeat status is marked as **Yes**, the **Number of Repeats** and **Maximum Hours** must be indicated.
The Number of Repeats indicates the number of additional times the course may be taken for credit (does not include the original enrollment). The Maximum Hours indicates the total number of credits that may be applied towards a degree.

**Example**

HIST A390  3 credits
Repeat Status: Yes  Number of Repeats: 1  Max Credits: 6

**Box 10. Grading Basis**

Identifies how performance in the course is to be graded (A-F or P/NP [Pass/No Pass] for academic and professional development courses; NG [no grade] for CEUs and noncredit offerings).

**Box 11. Implementation Date**

Using the drop-down menus, insert the semester and year that the addition, deletion, or change will be implemented.

1. **Courses**

   The end semester is needed for nonpermanent courses only (-93s, -94s, bridge courses). For permanent courses, leave the semester field blank and 9999 for the end year. Careful consideration needs to be given to permanent courses affecting degrees and certificates. All permanent courses and degree/certificate changes must be submitted in fall semester for publication in the next catalog. Once approved, this date cannot be changed. New programs and courses may be added for any term; however changes to existing programs can only have a fall implementation date. Careful consideration needs to be given to ensure final approval can be made prior to printing of catalog. For this reason it is suggested that changes to programs be ready for first reading no later than first week of March.

   Course additions or modifications must be made in conjunction with publication of the class schedule. Since academic units are responsible for providing an adequate transition for students from one set of program requirements to another, units should consider the official implementation date of program changes when implementing the approved changes. The current production calendar can be found on the Governance website at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance). New course offerings have greater flexibility but implementation dates for course changes will not be allowed for a term in which registration has already begun. When a course change is required as part of a program change for fall semester, first readings for the course should take place no later than the first week in February. This is to ensure final approval prior to fall registration opening.

2. **Program or Academic Policy**

   The overall principles affecting the date for implementation of academic policy or program change include the following:

   A. **Students must receive adequate notice of a program change.**
   
   B. **Staff must have adequate time to implement the change effectively.**

   Generally this is interpreted to mean that program changes, including new programs, must be advertised in the university catalog.

   Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.
Box 12. Cross-Listed or Stacked

1. Cross-listed
   A. Cross-listed courses are courses approved under multiple prefixes and offered at the same time and location.
   B. Each cross-listed course must have a separate CAR for each prefix.
   C. Everything except the course prefix must be identical.
   D. The department chair of the coordinating department must signify approval of the cross-listing by signing Box 12 of the CAR.
   E. Each department is responsible for preparing the appropriate CAR and providing supporting documentation. These must be submitted at the same time for UAB/GAB review.
   F. When courses are cross-listed, they must be offered and printed in UAA’s schedules and catalog under each prefix. For example, ART/JPC A324 is listed both under Art and Journalism and Public Communications.

2. Stacked
   A. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
   B. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
   C. Courses may not be stacked informally for scheduling purposes.
   D. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance, and evaluation of students at different levels, including graduate students vs. undergraduate students.
   E. Courses at the 300 level may not be stacked with 600-level courses.
   F. A500-A599 level (professional development) courses may not be stacked with any other course
   G. If stacking status is requested, rationale must be provided.

   If the graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students’ experience will be maintained in a mixed-level classroom. (See Section 9 for guidance on the CCG.)

Box 13a. Impacted Courses or Programs

Do NOT complete Box 13a for new courses.

The intent of Box 13a is twofold:
1. To provide a list of all courses, programs, college requirements, and catalog copy that contain reference to the course under revision in the current UAA catalog. This includes the initiating department.
2. To document coordination* with impacted programs and departments.

If the course revision impacts the program catalog copy of the initiating department, a Program/Prefix Action Request must be completed and submitted with track-changed catalog copy.

The current catalog copy in Word is available on the Governance website (www.uaa.alaska.edu/governance)
In order to find courses and programs impacted by this revision, use the .pdf file provided on the Office of the Registrar’s website (http://uaa.alaska.edu/records/catalogs/catalogs.cfm). Open the link to the latest catalog and use the find function in Adobe to search for the course prefix and number. **You should fill out a line of the table for every program, (including type of degree, e.g. AA, AAS, BA, BS, MA, MS, Certificate), course, or college requirement that the revised course appears in.** Three or fewer lines (impacts) can be recorded directly into the table on the CAR. *More than three requires the creation of a separate coordination spreadsheet* is required listing the impacted programs or courses, the specific impact (e.g. program requirement, program selective**, credits required, prerequisite, corequisite, registration restriction), current catalog page, type and date of coordination, and the name of the department chair/coordinator contacted. An example of the Box13a spreadsheet can be found on the Governance website at http://uaa.alaska.edu/governance/coordination/index.cfm.

**Courtesy Coordination**
Sometimes coordination with a department or program must occur even though there is no impact in the catalog. The department initiating the proposal is responsible for coordinating with each impacted program chair/coordinator, even if the impact is not found in the catalog. The term *courtesy coordination* can be used to document this type of situation. Type *courtesy coordination* in the table in the catalog page number field.

**Items that are NOT entered into Box 13a.**
- Do not enter the page number for the revised course itself into the table (e.g., CIS A330 course details and description are listed on page 349 of the catalog. If you are changing CIS A330 you do not have to list this impact and page number).
- You do not have to list impacts to classes that the revised class is stacked or cross listed with if you have already completed Box 12.

* Coordination is the requirement that all faculty initiators of curriculum actions identify and notify all academic units that may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among affected department chairs/coordinators and deans in Anchorage, as well as directors of community campuses.

** program selective - A credit course within a group of courses from which a student is required to select.**

**Example of Box 13a (Coordination and Courtesy Coordination)**

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Logistics and Supply Chain Management, BBA</td>
<td>132</td>
<td>3/25/2011</td>
<td>Philip Price</td>
</tr>
<tr>
<td>CIS A360</td>
<td>350</td>
<td>3/25/2011</td>
<td>Minnie Yen</td>
</tr>
</tbody>
</table>
Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause difficulty with email delivery.

**Box 13b. Coordination Email Submitted to Faculty Listserv**
Enter the date of the email sent to the faculty listserv (uaa-faculty@lists.uaa.alaska.edu). Initiating faculty are required to send an email notification to faculty listserv giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

**Box 13c. Coordination with Library Liaison**
The faculty initiator is required to send the CAR and CCG to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office.

**Box 14. GERs**
Identifies whether the course is a GER and which type of GER it is. The department initiating the proposal is responsible for submitting supporting documentation for the change, addition, or deletion.

**Box 15. Course Description**
Identifies the intent of the course. For courses, a 20- to 50-word description is preferred.

*Special Notes* are also identified in this field. Special notes indicate certain requirements of the student or the course that are not identified in the course description (e.g. “May be repeated for credit with a change in subtitle,” or “Offered Spring Semesters”).

A program proposal must include new catalog copy with a copy of the old catalog copy if applicable. For program proposals type “see attached catalog copy” in the box.

**Box 16a. Course Prerequisite(s)**
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (listed with prefix and number in alpha-numerical order) must be successfully completed prior to taking the course. Course prerequisites should be grouped using parenthesis and brackets similar to how you would group mathematical expressions. See the examples below.

Unless a minimum grade is specified for a prerequisite class, any grade value (including I, F, and W) will mark the class as satisfying the prerequisite if prerequisite checking has been turned on. For instance, if a student withdrew from a class and received a W, that student would be identified by Banner as having fulfilled any prerequisite requirement for the class they withdrew from. It is always assumed that faculty may waive the prerequisite or the minimum grade requirement.
A course prerequisite which may be taken concurrently must also be included in this box using the additional language “or concurrent enrollment.” This differs from a corequisite which should be placed in Box 16c. See the section on Box 16c for detailed information about corequisites.

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples:

ECON A429 (Business Forecasting) [CIS A110, BA A273, and [BA A377 or ECON A321]] with minimum grade of C

EDFN A303 (Foundations of Teaching and Learning) [EDFN A301 or concurrent enrollment] and [EDSE A212 or PSY A245]

EE A324 (Electromagnetics II) [EE A314 or PHYS A314] and MATH A302

ENGL A311 (Advanced Composition) [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214] with minimum grade of C

FIRE A214 (Fire Protection Systems) FIRE A101 and FIRE A105 and FIRE A121 and [MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A201 or MATH A272]

SWK A342 (Human Behavior in the Social Environment) PSY A150 and [BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS A201]

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via www.uaa.alaska.edu/records/faculty_resurers/upload/Prerequisites_Form.pdf

Box 16b. Test Scores
Identifies test scores which must be successfully achieved prior to taking the course. This may include UAA Approved Placement Tests, SAT, ACT, or others. Specific test scores are not required. It is assumed that faculty may waive the requirement.

Box 16c. Corequisite(s)
Identifies a course (must be listed with prefix and number) which must be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Example for NURS A180
Corequisite: NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).

Box 16d. Other Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g., college or school admission, major, class standing, or level). The name of the college or school, major, class standing, or level required should be specified in Box 16e. When these boxes are checked, Banner will automatically enforce the restrictions. It is assumed that faculty may waive the requirement.

a College or school admission – identifies a college/school to which a student must be admitted to in order to enroll in the course.
b Major – identifies a major which a student must have declared in order to enroll in the course.
Class – identifies a class standing which a student must have attained in order to enroll in the course (0-29 credits = freshmen; 30-59 credits = sophomore; 60-89 = junior, 90+ = senior).

Level – identifies a level which a student must be at in order to enroll in the course (graduate or undergraduate). Checking the level box in 16d is mandatory for all graduate level 600 courses.

Box 16. Registration Restriction(s)
Identifies additional requirements that a student must have satisfied prior to registering for the course (e.g. instructor permission, departmental permission). Must be enforced by the program/department/ instructor. It is assumed that faculty may waive the requirement.

NOTE: Responsibility for confirming prerequisites, test scores, co-requisites, registration restrictions, and other restrictions lies with the department. It is assumed that the faculty may waive or enforce any of these requirements, subject to program, department and college policy.

Box 17. Mark if Course Has Fees
Using the drop-down menu, choose Yes or No. Indicates whether there is a student fee associated with the course. Do not include fee amount on CAR. This information is published under the course description in the catalog as “Special Fees,” and in the schedule with specific amounts. If the only action requested is a change in fees, no CAR is required.

New fees, changes in course fees, and deletions of course fees must be submitted on the Fee Request Form (www.uaa.alaska.edu/governance/coordination/index.cfm) and need the approval of the Provost. Refer to the Board of Regents Policy and Regulation Part V Chapter X for course fee information (www.alaska.edu/bor/policy-regulations/).

Box 18. Mark if Course is a Selected Topic Course
Check box to indicate that course is a selected topic course; that the subtitle or topic of the course changes. Most selected topics courses are repeatable with a change in subtitle, and this box will help ensure that scheduling is done properly, and that student transcripts will show subtitle changes ensuring repeat credit is received.

Box 19. Justification for Action
For an existing course, justification needs to be provided for each proposed change as indicated in Box 8. Each proposed change must be noted, e.g. updates to CCG, Goals and Student Learning Outcomes, etc. For a new course, justification needs to be provided such as student or community interest or how the proposed course or change strengthens existing offerings. The supporting data must be supplied if the course is required for certification or accreditation.
### Section 11 - Step-By-Step Instructions for the Program/Prefix Action Request (PAR)

#### 11.1 The PAR Form

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
</thead>
</table>

Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE

This program is a Gainful Employment Program: Yes or No

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

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
</table>

From: / To: /

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
</table>

Department, School, or College: 

Faculty Initiator Name (typed): 
Faculty Initiator Signed Initials: 
Date: 

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

Date: 

<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
</tr>
</thead>
</table>

Date: 

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
</table>

Initiator (faculty only) 
Date 

Initiator (TYPE NAME) 
Date 

[ ] Approved 
[ ] Disapproved

Dean/Director of School/College 
Date 

[ ] Approved 
[ ] Disapproved

Undergraduate/Graduate Academic Board Chair 
Date 

[ ] Approved 
[ ] Disapproved 

Provost or Designee 
Date 

[ ] Approved 
[ ] Disapproved

Department Chair 
Date 

[ ] Approved 
[ ] Disapproved

College/School Curriculum Committee Chair 
Date 

[ ] Approved 
[ ] Disapproved

[ ] Approved 
[ ] Disapproved
11.2 Instructions for Completing the PAR

Box 1a. School/College
Using the drop-down box, insert school or college initiating action.

AA  Academic Affairs
AS  College of Arts and Sciences
CB  College of Business and Public Policy
CH  College of Health
CT  Community and Technical College
EA  College of Education
EN  School of Engineering
HC  University Honors College
KP  Kenai Peninsula College
KO  Kodiak College
MA  Matanuska-Susitna College

Box 1b. Department
Insert department initiating action. Note: Changing the name of a division or academic department requires Provost approval and a PAR notifying Governance.

Box 2. Complete Program Title/Prefix
Insert full title of the proposed program or prefix.

Box 3. Type of Program
Insert Type of Program proposed. The maximum number of credits required by a degree program, per Board of Regents Policy (BOR Policy and Regulation 10.04.030), are noted below:

- Occupational Endorsement Certificate
- Undergraduate Certificate
- Associates (AA/AAS)
- Baccalaureate (BA/BS)
- Minor
- Post-Baccalaureate Certificate
- Graduate Certificate
- Graduate
- Doctoral
- Other

If the program is determined to be a Gainful Employment program, then check the “Yes” box; otherwise, check the “No” box. Meet with Associate Vice Chancellor for Enrollment Management to determine a program's status. Additional documentation is required for programs which are identified as Gainful Employment programs.

Box 4. Type of Action
Check if the PAR is for an addition, deletion, or change to a program. Alternatively, the type of action may indicate a request for a new prefix, change to a prefix, or inactivation of a prefix.

Box 5. Implementation Date
Insert the semester and year that the addition, deletion, or change will be implemented.

The overall principles affecting the date for implementation of academic policy or program change include the following:

- Students must receive adequate notice or a program/prefix change.
- Staff must have adequate time to implement the change effectively.

Generally this is interpreted to mean that program/prefix changes, including new programs, must be advertised in
the university catalog.

Based on the current schedule of catalog distribution in the spring or summer, most program changes should take effect in the fall semester following catalog distribution. Exception to this policy will be made only in exceptional circumstances. Permission of the OAA is required for implementation at an earlier date. Requests for an earlier date must detail the procedures the academic unit will use to notify affected students and facilitate the transition to the new requirements.

**Box 6a. Coordination with Affected Units**

Coordination is the requirement that all faculty initiators of program/prefix actions identify and notify all academic units who may be affected by the curriculum change of the precise nature of their proposal. Coordination is always expected between and among department chairs and deans in Anchorage, as well as directors of community campuses.

- The purpose of coordination is to:
  - A. Allow affected units who may have a legitimate interest in the program/prefix proposal, opportunities to review and comment on such proposals before they are considered by the college curriculum committees and the UAB/GAB.
  - B. Encourage collaboration among all academic units.
  - C. Maintain and improve quality of program offerings.

- An affected unit is defined as a department or academic unit whose curriculum will be affected by the proposed program action.

- Coordination with affected units is required in the following cases:
  - A. When the program, courses, or content proposed bridges material regularly included in other disciplines.
  - B. When the program includes or requires prerequisite courses from other degree programs, sites, or campuses.
  - C. When the proposed program can reasonably be expected to use courses offered by other disciplines.
  - D. When a subsequent allocation of resources resulting from the proposal will impact the unit’s ability to deliver academic courses required in other programs.

- Coordination should be initiated very early in the program development process – before finalization of the proposal.

- Coordination includes:
  - A. Sending proposal to department chairs of affected units
  - B. Actively seeking collaboration, comments and suggestions
  - C. Allowing 10 working days from the published date of notification of affected units before moving the proposal through the established levels of review.

- Evidence of coordination with affected units is required by inclusion of a copy of the email sent to the UAA listserv and to the department chairs of affected units. If necessary, affected units should communicate directly with the initiating department. Affected academic units are then encouraged to submit written support or objection to UAB/GAB and/or to speak to the proposal at the appropriate Board meeting. If no written comments are received by the UAB/GAB within 10 working days of the notification date, it is assumed that there are no objections to the proposal.
• After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the faculty initiator’s name; write in the faculty initiator’s initials and the date.

Box 6b. Coordination Email Submitted to Faculty Listserv
Initiating faculty are required to send an email notification to faculty listserv at: uaa-faculty@lists.uaa.alaska.edu giving a brief overview of the proposal including:

1. Description of the proposed action
2. Any other relevant information.

Do not send proposals as attachments when sending email notices to the faculty listserv since large files can cause problems.

Box 6c. Coordination with Library Liaison
Coordination with the library liaison should occur early in the curriculum process. The faculty initiator is required to send the PAR to the library liaison for that department (http://consortiumlibrary.org/find/subject_liaison_librarians), with a copy of the email sent to the Governance Office. Type in the date of coordination to indicate that the coordination has been done.

Box 6d. Program Assessment Review with Academic Assessment Committee (AAC)
The Academic Assessment Committee supports faculty in the design of assessable programmatic learning outcomes and assessment strategies, with a goal to enhance a culture of continuous improvement based on the measurable assessment of learning outcomes.

Program assessment review with the AAC should occur before the program and PAR is submitted to UAB/GAB for review. The faculty initiator is required to send their complete program assessment plan to the AAC at ayaac@uaa.alaska.edu. The AAC will then contact the initiator to schedule a review. Following their program’s review with the AAC, the initiator will receive a memo stating completion of the review. On the PAR form, please include the date noted on the memo from the AAC. Should a program already be accountable to an accreditation board in the design or review of their programmatic change, they may be eligible for an AAC exemption. If so, this would be reflected in the memo.

Further details on Program Student Learning Outcomes can be found in section 2.1.4 of the Curriculum Handbook and in the Academic Assessment Handbook http://www.uaa.alaska.edu/governance/academic_assessment_committee/handbook.cfm

Box 7. Title and Program Description
Include a description of the intent of the program in the form of an attached cover memo. A program proposal must also include catalog copy with text changes and a clean copy of how the new catalog text will appear.

Box 8. Justification for Action
Insert the need for and/or reasoning behind the proposed action, such as student or community interest or how the proposal strengthens existing offerings.
Section 12 - Catalog Copy Formatting

The following outlines the requirements for formatting all program catalog copy submitted to UAB or GAB. Included are two sample program catalog copy sections. Refer to the UAA catalog (www.uaa.alaska.edu/records/catalogs/catalogs.cfm) for more examples.

Catalog copy from the published catalog can be found in Word format on the Governance site at www.uaa.alaska.edu/governance/.

| Basic Format: |
| Department Name |
| Contact information, location, web address |
| 1. General discipline information |
| A. Degree or Certificate program name and description |
| B. Overview and career information |
| C. Student Learning Outcomes: Include Student Learning Outcomes for the program in the catalog copy. |
| D. Honors: Header in the catalog should read: “Honors in Discipline”, e.g., Honors in English. |
| E. Accreditation |
| F. Research possibilities |
| G. Gainful Employment statement (if needed) |
| 2. Admission Requirements |
| A. Preparation |
| B. Pre-major |
| C. Major |
| 3. Advising |
| 4. Academic Progress Requirements |
| 5. Graduation Requirements |
| A. General University |
| B. General Education Requirements (GERs) |
| C. College |
| D. Major degree requirements |
| E. Other graduation requirements |
| 6. Faculty |

Notes for creating and submitting catalog copy:

- **You must use the Word formatted catalog copy available at** www.uaa.alaska.edu/governance/.

- Courses must have their full titles and correct credit amounts and those must match what is currently in the catalog.

- Within a department or discipline, the order of undergraduate programs should be:
  1. Honors
  2. Occupational endorsement certificates
3. Undergraduate certificates
4. Associates degrees
5. Bachelor of Arts
6. Bachelor of Science
7. Minors

For graduate programs should be:
1. Graduate certificates
2. Masters degrees
3. Ph.D. programs

- Required credit amounts should be aligned to the right (see the following two examples). If a class has its credits aligned to the right it will be interpreted that this class is a requirement.

- Electives (or selectives) will have their credit amounts shown in parenthesis and will appear one space after the title of the course (see the following two examples). If a course has its credit amount in parenthesis after the title it will be interpreted as not required (i.e., a class a student can choose to take to fill a requirement).

- If, within a list of required classes, a student must take 3 credits, for example, but has a choice of two or more classes to fulfill that requirement, the required credit amount should be aligned to the right on the same line as the first elective. All of the electives should still have their credits in parentheses after the course title. Each course should be separated by a line on which an “or” appears (and nothing else). This is what it should look like:

<table>
<thead>
<tr>
<th>Upper Division Biology (choose one of the following)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A310  Principles of Physiology (3)</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>BIOL A415  Comparative Animal Physiology (4)</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>BIOL A461  Molecular Biology (3)</td>
</tr>
<tr>
<td>CHEM A105  General Chemistry I 3</td>
</tr>
<tr>
<td>CHEM A105L General Chemistry I Laboratory 1</td>
</tr>
<tr>
<td>CHEM A106  General Chemistry II 3</td>
</tr>
<tr>
<td>CHEM A106L General Chemistry II Laboratory 1</td>
</tr>
<tr>
<td>CHEM A253  Principles of Inorganic Chemistry 3</td>
</tr>
</tbody>
</table>

- The list of courses must appear in alphabetical order by prefix, and then in numerical order by course number.

- Faculty are listed in alphabetical order by instructor last name. Degrees or credential letters are not included (i.e., Ph.D., P.E., etc.). Faculty position title and email address are included.
EXAMPLE 1:

ELEMENTARY EDUCATION

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

Bachelor of Arts, Elementary Education (with Teacher Certification)

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

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

Student Learning Outcomes

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

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

Admission Requirements

Admission to the University of Alaska Anchorage: Elementary Education Major

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

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

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

1. Submit an application to the Department of Teaching and Learning.
2. Complete the Tier I Basic College-Level Skills General Education Requirements.
3. Have a cumulative GPA of 2.75.
4. Have a GPA of 3.00 in Major Requirements.
5. Successfully complete the Praxis I: Pre-Professional Skills Test (PPST). Contact the Department of Teaching and Learning for current passing scores.
6. Successfully complete the following courses with a grade of C or higher: EDEL A205 Becoming an Elementary Teacher and EDSE A212 Human Development and Learning.
7. Submit Interested Person Report.

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

Admission to Field Experiences

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

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

EDEL A495A, Elementary Practicum II and Internship

Admission Criteria

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

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

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

Graduation Requirements

Candidates must complete the following graduation requirements:

A. General University Requirements

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

B. General Education Requirements

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

C Background Check Requirements

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

D. Liberal Studies Area

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

<table>
<thead>
<tr>
<th>Sciences Core (15-24 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIS A102 Origins: Earth-Solar System-Life (5) 5-8</td>
<td></td>
</tr>
<tr>
<td>or GEOL A111 Physical Geology (4) and one of the following lecture/lab combinations:</td>
<td></td>
</tr>
<tr>
<td>ASTR A103 Solar System Astronomy (3)</td>
<td></td>
</tr>
<tr>
<td>or ASTR 103L Solar System Astronomy Laboratory (1)</td>
<td></td>
</tr>
<tr>
<td>or ASTR A104 Stars, Galaxies and Cosmology (3) and</td>
<td></td>
</tr>
<tr>
<td>ASTR A104L Stars, Galaxies and Cosmology Laboratory (1)</td>
<td></td>
</tr>
<tr>
<td>LSIS A201 Life on Earth (5) 5-8</td>
<td></td>
</tr>
<tr>
<td>or BIOL A102 Introductory Biology (3) and</td>
<td></td>
</tr>
<tr>
<td>BIOL A103 Introductory Biology Laboratory (1) and one of the following:</td>
<td></td>
</tr>
<tr>
<td>BIOL A115 Fundamentals of Biology I (4) or</td>
<td></td>
</tr>
<tr>
<td>BIOL A116 Fundamentals of Biology II (4)</td>
<td></td>
</tr>
<tr>
<td>LSIS A202 Concepts and Processes: Natural Sciences (5) 5-8</td>
<td></td>
</tr>
<tr>
<td>or CHEM A103 Survey of Chemistry (3) and</td>
<td></td>
</tr>
</tbody>
</table>

If you have subheadings for different types of courses, you can use italics, bold, underline, or tabs to set them apart. It is a good idea to include a total credit amount as well.

If a student has a choice between two electives to fill a required course, put the elective credit amounts in parentheses next to the course titles, as usual, but put the required credit amount aligned to the right on the same line as the first course.

Separate the two electives with an “or” on its own line.
CHEM A103L Survey of Chemistry Laboratory (1)
and one of the following lecture/lab combinations:

PHYS A115 Physical Science (3)
and
PHYS A115L Physical Science Laboratory (1)
or
PHYS A123 Basic Physics I (3)
and
PHYS A123L Basic Physics I Laboratory (1)

Social Sciences (SS) and Humanities (HUM) Core (36-39 credits)
Students must meet GERs for Baccalaureate Degrees including 6 credits of social sciences (SS) from two different disciplines and 6 credits of humanities (HUM).

ANTH A250 The Rise of Civilization (3) 3
or
HIST A390A Themes in World History (3)
HIST A131 History of United States I (3) 3
or
HIST A132 History of United States II (3)
or
HIST A355 Major Themes in US History (3)
EDSE A212 Human Development and Learning (3) 3
or
ENGL A121 Introduction to Literature (3) 3
or
ENGL A201 Masterpieces of World Literature I (3)
or
ENGL A202 Masterpieces of World Literature II (3)
HUM A211 Introduction to Humanities I (3) 3
or
HUM A212 Introduction to Humanities II (3)
or
HNRS A192 Honors Seminar: Enduring Books (3)
LSSS A111 Cultural Foundations of Human Behavior (3) 3
or
HNRS A292 Seminar in Social Science (3)
or
ANTH A202 Cultural Anthropology (3)
LSIC A231 Truth, Beauty, and Goodness (3) 3
or
PHIL A301 Ethics (3)
LSSS A311 People, Places, and Ecosystems 3
or
ENVI A211 Environmental Science: Systems and Processes (3)
LSIC A331 Power, Authority, and Governance (3) 3

Double-check all course titles. They must exactly match the full titles published in the catalog course name.
SOC/PS A351  Political Sociology (3)
LSSS A312  Individuals, Groups, and Institutions (3) 3
or
PSY A111  General Psychology (3)
and
SOC A101  Introduction to Sociology(3)
or
SOC A375  Social Psychology (3)
or
PSY A375  Social Psychology (3)
LSIC A332  Science, Technology and Culture (3) 3

Select one course from fine arts GERs 3

Mathematical Skills (9-13 credits)
MATH A205  Communicating Mathematical Ideas and
STAT A252  Elementary Statistics (3) 3-4
or
STAT A253  Applied Statistics for the Sciences (4) and
Select one additional course from quantitative skills GERs 3-6

Oral and Written Communication Skills (9 credits)
Select one course from oral communication GERs 3
Select two courses from written communication GERs 6

E. Major Requirements

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

1. Complete the following core courses (22 credits)
   EDEC A242  Family and Community Partnerships (3) 3
   or
   HNRS A310  Community Service: Theory and Practice (3)
   EDEL A205  Becoming an Elementary Teacher 2
   EDFN A206  Introduction to Assessment in Education 1
   EDFN A300  Philosophical and Social Context of American Education (3) 3
   or
   EDFN A304  Comparative Education (3)
   EDFN A301  Foundations of Literacy and Language Development 3
   EDFN A302  Foundations of Educational Technology 2
   EDEL A392  Elementary Education Seminar I: Culturally Responsive Teaching 2
2. Complete the following methods courses (18 credits)

EDEC A106  Creativity and the Arts in Early Childhood  3
EDEL A325  Teaching Literacy in Elementary Schools  6
EDEL A327  Teaching Social Studies in Elementary Schools  2
EDEL A426  Teaching Mathematics in Elementary Schools  3
EDEL A428  Teaching Science in Elementary Schools  2
PEP A345  Incorporating Health and Physical Activity into the Pre-K-6 Classroom  2

**Concurrent enrollment in multiple courses is required. See an advisor for details.**

3. Complete the following field experiences and internship (16-19 credits)

EDEL A395  Elementary Education Practicum I: Literacy and Social Studies  2
EDEL A492A  Elementary Education Seminar II: Learning Environment  2
EDEL A492B  Elementary Education Seminar III: Teaching Capstone  3
EDEL A495A  Elementary Education Practicum II: Learning Environment, Mathematics, Science  3
EDEL A495B  Elementary Education Internship  6-9

For Honors Option Senior Requirement:

HRNS A499  Thesis (3)
and

EDEL A495B  Elementary Education Internship (6)

4. A total of 125-141 credits is required for the degree, of which 42 credits must be upper division.

**BAEL and Honors College Option**

Take the following Honors College Core Program Courses (16 credits)

HNRS A192  Honors Seminar: Enduring Books  3
HNRS A292  Honors Seminar in Social Science  3
HNRS A310  Community Service: Theory and Practice  3
HNRS A392  Honors Thesis Seminar  1
HNRS A499  Honors Thesis  3

and taken concurrently with EDEL A495B Internship (6)  3

(three credits of Internship apply to the Senior Requirement)

*Important: See an advisor if considering the Honors Option.*
Institutional Recommendation,

Elementary Teacher Certification (K-6)

Following are the requirements for an institutional recommendation:

1. Major requirements completed with a grade of C or higher.
2. Cumulative GPA of 2.75.
3. Cumulative GPA of 3.00 in all Major Requirements, EDSE A212 and MATH A205.
4. Passing scores on the Praxis I (PPST) and Praxis II (0014) exams.
5. Internship satisfactorily completed.
6. BA in Elementary Education degree conferred.

EXAMPLE 2:

ARCTIC ENGINEERING

Engineering Building (ENGR), Room 201, (907) 786-1900
http://www.uaa.alaska.edu/schoolofengineering/programs/arctic/

The Arctic Engineering program is designed to provide graduate education for engineers who must deal with the unique challenge of design, construction and operations in the cold regions of the world. The special problems created by the climactic, geological and logistical conditions of the Arctic and sub-Arctic require knowledge and techniques not usually covered in the normal engineering courses. Development of petroleum and other natural resources has accentuated the demand for engineers trained in northern operations, both from private industries involved in development and government agencies planning or regulating these activities. Of primary importance is a thorough knowledge of heat transfer processes and properties of frozen ground and frozen water, which are basic to most engineering activities in the Arctic. The areas of hydraulics, hydrology, materials and utility operations are also uniquely affected by Arctic considerations.

Master of Science, Arctic Engineering

The Master of Science in Arctic Engineering requires completion of a set of core courses that will prepare an engineer to understand and adapt prior engineering knowledge and skills to problems of cold regions. The program also allows students to study advanced elective courses in a particular area of specialized interest. Research activities carried out by faculty of the UAA School of Engineering provide opportunities for project reports dealing with current Arctic knowledge. A graduate advisory committee of at least three members is appointed to guide each admitted student to degree completion. Two members must be UAA Engineering faculty members.

Student Learning Outcomes

On successful completion of the program, students will have gained sufficient knowledge to:

1. Recognize natural conditions and engineering challenges that are unique to cold regions;
2. Interpret associated specialized language and units of measure;
3. Locate, interpret, and apply public information about the physical conditions of cold regions;
4. Apply fundamental physical principles for solutions to common cold regions engineering problems;
5. Assess need for complex specialized Arctic engineering solutions;
6. Determine physical and thermal properties, evaluate frost heave rates, and estimate heat flow in soils, prevent foundation failure due to seasonally or perennially frozen ground by appropriate project site exploration and design of constructed features;
7. Determine mathematical and physical properties governing heat and mass transfer in cold climates;
8. Determine temperature profiles in structure walls, roofs, and foundations, predict moisture content and mass flow rates in structures;
9. Acquire, integrate, and interpret data from public archives regarding site conditions associated with planning and design of community utility systems and formulate field measurement programs to determine site conditions for planning and design;
10. Analyze properties of lake, river, and sea ice, predict behavior of ice under natural conditions, and predict ice forces on engineering structures; and
11. Apply the sum of specialized Arctic engineering knowledge and skills gained in the program toward solution of a practical engineering problem and report this to fellow specialists.

Admission Requirements

All students admitted to the Arctic Engineering program must have previously earned a baccalaureate degree in an engineering discipline with a cumulative undergraduate GPA of at least 3.00. Probationary admission may be granted by the Civil Engineering Department for students whose cumulative undergraduate GPA is between 2.50 and 3.00, but who have successfully completed graduate studies at the 3.00 level or better and have other evidence of their potential for success in graduate engineering studies. Probationary terms will typically call for successful completion of a pre-approved sequence of 9 credits of graduate engineering courses. Admitted students are also responsible for completion of prerequisites for Arctic engineering program courses, which may not have been included in their undergraduate education.

Graduation Requirements

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

Major Requirements

1. Candidates must complete the following core courses (9 credits):
   - CE A603 Arctic Engineering* 3
   - CE A681 Frozen Ground Engineering 3
   - ME A685 Arctic Heat and Mass Transfer 3

*Students who have completed CE A403 Arctic Engineering with a grade of C or better, or students who have passed the ES AC030 Fundamentals of Arctic Engineering or ES AC031 Introduction to Arctic Engineering before being admitted to the program must replace CE A603 with an elective, 3-credit course accepted by the student’s graduate advisory committee.

2. Candidates must also complete at least three additional courses from the following Arctic engineering program elective courses (9 credits):
   - CE A682 Ice Engineering (3)
   - CE A683 Arctic Hydrology and Hydraulic Engineering (3)
   - CE A684 Arctic Utility Distribution (3)
   - CE A689 Cold Regions Pavement Design (3)

3. Candidates must complete additional graduate electives (9 credits) in mathematical, science or engineering subjects related to or supportive of the student’s program of study, as approved by the student’s advisory committee to fulfill the minimum 30-credit degree requirement. One technical undergraduate elective course at the 400 level may be applicable with prior permission of the student’s advisory committee and provided a grade of B or better is achieved. All coursework applied toward degree requirements must be approved by the student’s advisory committee.

4. Each student must complete the following course (3 credits) after approval of a project proposal by the student’s advisory committee:
   - CE A686 Civil Engineering Project 3
The Arctic engineering project should have the following characteristics:

a. The Arctic engineering project must solve a practical engineering problem to the extent that original developments by the candidate are evident in the project report.

b. The project problem and solution must be presented in the context of the current state of the art by means of a thorough review of pertinent literature.

c. The project must include innovative components directly involving cold regions engineering.

d. The project must have sufficient scope to clearly demonstrate the candidate’s advanced technical expertise in cold regions engineering.

e. The project report must demonstrate command of knowledge and skills directly associated with the candidate’s graduate program of study.

f. The written project report, in the judgment of the candidate’s advisory committee, must be publishable in the proceedings of a cold regions engineering specialty conference.

g. The work must require a level of effort consistent with three semester hours of credit (approximately 45 to 60 hours per credit hour or 135 to 180 hours total effort).

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

FACULTY

T. Bart Quimby, Professor, AFTBQ@uaa.alaska.edu
Tom Ravens, Professor, AFTMR@uaa.alaska.edu
Orson Smith, Professor, AFOPS@uaa.alaska.edu
Zhaohui Yang, Associate Professor, AFZY@uaa.alaska.edu
Hannele Zubeck, Professor/Chair, AFHKZ@uaa.alaska.edu
Appendix A - Links to Templates

The following templates can be found at [www.uaa.alaska.edu/governance/coordination/index.cfm]:

- **Budget Worksheet** - Provides detailed budget information for a new program.

- **Coordination Spreadsheet Template** - Provides format for submission of coordination to the academic boards when a course affects more than three other courses or programs (box 13a of the CAR).

- **Fee Request Form** - Fee requests, associated with particular curriculum proposals, will be reviewed by the Office of Academic Affairs. The Provost’s approval is required before fees are implemented. See Board of Regents Policy and Regulations Part V Chapter X for course fee information [http://www.alaska.edu/bor/policy-regulations].

- **Four-Year Course Offering Plan** - Identifies the Four-Year Course Offering Plan for a new program.

- **Resource Implication Form** - Identifies fiscal impacts of a proposed action.

The following templates can be obtained from OAA:

- **Board of Regents** - Provides detailed information required by Statewide for new programs or major program changes.

The following template is available from the Academic Assessment Committee Website (http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm)

- **Academic Assessment Plan** - Identifies the outcomes and assessment strategies for a new program or a major or minor program change.
Appendix B - Links to Examples

Click on the link to see examples of the following:

- **Budget Worksheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Action Request (CAR):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Course Content Guide (CCG):**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Coordination Spreadsheet:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Faculty Matrix:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Program/Prefix Action Request (PAR):**
  http://www.uaa.alaska.edu/governance/curriculumexamples.cfm

- **Program Academic Assessment Plan:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Prospectus:**
  www.uaa.alaska.edu/governance/coordination/index.cfm

- **Risk Management Plan:**
  www.uaa.alaska.edu/governance/curriculumexamples.cfm
### Appendix C - Observable Verbs

#### Cognitive Domain Observable Verbs

The cognitive domain contains skills that deal with the intellect and attaining knowledge. These lists are provided for assistance, but their use is not required.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls information</td>
<td>Uses knowledge or generalizations in a new situation</td>
<td>Breaks down knowledge into parts and shows relationships among parts</td>
<td>Brings together parts of knowledge to forms a whole and builds relationships for new situations</td>
</tr>
<tr>
<td>Comprehends</td>
<td>Associates</td>
<td>Analyzes</td>
<td>Arranges</td>
</tr>
<tr>
<td>Arranges</td>
<td>Chooses</td>
<td>Appraises</td>
<td>Assembles</td>
</tr>
<tr>
<td>Counts</td>
<td>Compares</td>
<td>Calculates</td>
<td>Collects</td>
</tr>
<tr>
<td>Describes</td>
<td>Computes</td>
<td>Categorizes</td>
<td>Combines</td>
</tr>
<tr>
<td>Draws</td>
<td>Contrasts</td>
<td>Compares</td>
<td>Compiles</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Converts</td>
<td>Concludes</td>
<td>Composes</td>
</tr>
<tr>
<td>Identifies</td>
<td>Defends</td>
<td>Constructs</td>
<td>Constructs</td>
</tr>
<tr>
<td>Indicates</td>
<td>Differentiates</td>
<td>Contrasts</td>
<td>Creates</td>
</tr>
<tr>
<td>Labels</td>
<td>Discusses</td>
<td>Correlates</td>
<td>Designs</td>
</tr>
<tr>
<td>Lists</td>
<td>Distinguishes</td>
<td>Criticizes</td>
<td>Develops</td>
</tr>
<tr>
<td>Matches</td>
<td>Dramatizes</td>
<td>Debate s</td>
<td>Devises</td>
</tr>
<tr>
<td>Memorizes</td>
<td>Estimates</td>
<td>Deduces</td>
<td>Formulates</td>
</tr>
<tr>
<td>Names</td>
<td>Explains</td>
<td>Detects</td>
<td>Generalizes</td>
</tr>
<tr>
<td>Orders</td>
<td>Extends</td>
<td>Determines</td>
<td>Generates</td>
</tr>
<tr>
<td>Outlines</td>
<td>Extrapolates</td>
<td>Develops</td>
<td>Integrates</td>
</tr>
<tr>
<td>Points to</td>
<td>Generalizes</td>
<td>Diagnoses</td>
<td>Manages</td>
</tr>
<tr>
<td>Produces</td>
<td>Gives Examples</td>
<td>Differentiates</td>
<td>Organizes</td>
</tr>
<tr>
<td>Quotes</td>
<td>Infers</td>
<td>Discriminates</td>
<td>Plans</td>
</tr>
<tr>
<td>Reads</td>
<td>Interprets</td>
<td>Distinguishes</td>
<td>Prescribes</td>
</tr>
<tr>
<td>Recalls</td>
<td>Picks</td>
<td>Estimates</td>
<td>Prepares</td>
</tr>
<tr>
<td>Recites</td>
<td>Reports</td>
<td>Evaluates</td>
<td>Produces</td>
</tr>
<tr>
<td>Recognizes</td>
<td>Restates</td>
<td>Examines</td>
<td>Proposes</td>
</tr>
<tr>
<td>Records</td>
<td>Reviews</td>
<td>Experiments</td>
<td>Predicts</td>
</tr>
<tr>
<td>Relates</td>
<td>Rewrites</td>
<td>Generalizes</td>
<td>Rearranges</td>
</tr>
<tr>
<td>Repeats</td>
<td>Schedules</td>
<td>Identifies</td>
<td>Reorganizes</td>
</tr>
<tr>
<td>Reproduces</td>
<td>Sketches</td>
<td>Infers</td>
<td>Revises</td>
</tr>
<tr>
<td>Selects</td>
<td>Summarizes</td>
<td>Inspects</td>
<td>Sets up</td>
</tr>
<tr>
<td>Tabulates</td>
<td>Translates</td>
<td>Initiates</td>
<td>Specifies</td>
</tr>
<tr>
<td>Traces</td>
<td></td>
<td>Inventories</td>
<td>Synthesizes</td>
</tr>
<tr>
<td>Writes</td>
<td></td>
<td>Predicts</td>
<td>Systematizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questions</td>
<td>Writes</td>
</tr>
<tr>
<td>Comprehension – Interpret information in one’s own words</td>
<td>Evaluation – Make judgments on basis of given criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td>Appraises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classify</td>
<td>Argues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cite examples of</td>
<td>Assesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compares</td>
<td>Attacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrasts</td>
<td>Chooses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converts</td>
<td>Compares</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defends</td>
<td>Concludes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes</td>
<td>Critiques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines</td>
<td>Defends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiates</td>
<td>Determines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses</td>
<td>Estimates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishes</td>
<td>Evaluates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimates</td>
<td>Grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains</td>
<td>Judges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses</td>
<td>Justifies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extends</td>
<td>Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrapolates</td>
<td>Predicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generalizes</td>
<td>Ranks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives examples</td>
<td>Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies</td>
<td>Revises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicates</td>
<td>Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infers</td>
<td>Selects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interprets</td>
<td>Supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpolates</td>
<td>Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates</td>
<td>Validates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices</td>
<td>Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewrites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Affective Domain Observable Verbs

The affective domain contains skills that deal with emotions, feelings, and values. You will notice that these verbs span differently than cognitive verbs as pertains to level.

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organization</th>
<th>Internalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to attend to a particular stimuli</td>
<td>Active participation when attending to stimuli</td>
<td>Worth or value student attaches to something</td>
<td>Bringing together different values, resolving conflicts between them</td>
<td>Value system controls behavior to develop a characteristic behavior that is pervasive, consistent, and predictable.</td>
</tr>
<tr>
<td>Asks</td>
<td>Accepts</td>
<td>Associates with</td>
<td>Adheres to</td>
<td>Acts</td>
</tr>
<tr>
<td>Chooses</td>
<td>responsibility</td>
<td>assumes</td>
<td>Alters</td>
<td>Changes behavior</td>
</tr>
<tr>
<td>Follows</td>
<td>Answers</td>
<td>responsibility</td>
<td>Arranges</td>
<td>Develops a code of behavior</td>
</tr>
<tr>
<td>Gives</td>
<td>Assists</td>
<td>believes in</td>
<td>Classifies</td>
<td>Develops a philosophy of life</td>
</tr>
<tr>
<td>Holds</td>
<td>Be willing to</td>
<td>be convinced</td>
<td>Combines</td>
<td>Influences</td>
</tr>
<tr>
<td>Selects</td>
<td>Complies</td>
<td>describes</td>
<td>Defends</td>
<td>Judges</td>
</tr>
<tr>
<td>Shows interest</td>
<td>Conforms</td>
<td>differentiates</td>
<td>Establishes</td>
<td>problems/issues</td>
</tr>
<tr>
<td></td>
<td>Enjoy</td>
<td>has faith in</td>
<td>Forms judgments</td>
<td>Listens</td>
</tr>
<tr>
<td></td>
<td>Greets</td>
<td>initiates</td>
<td>identifies with</td>
<td>Performs</td>
</tr>
<tr>
<td></td>
<td>Helps</td>
<td>invites</td>
<td>Integrates</td>
<td>Practices</td>
</tr>
<tr>
<td></td>
<td>Obeys</td>
<td>joins</td>
<td>Organizes</td>
<td>Qualifies</td>
</tr>
<tr>
<td></td>
<td>Performs</td>
<td>justifies</td>
<td>Weighs alternatives</td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td>Practices</td>
<td>participates</td>
<td></td>
<td>Serves</td>
</tr>
<tr>
<td></td>
<td>Presents</td>
<td>proposes</td>
<td></td>
<td>Shows mature attitude</td>
</tr>
<tr>
<td></td>
<td>Reports</td>
<td>selects</td>
<td></td>
<td>Solves</td>
</tr>
<tr>
<td></td>
<td>Selects</td>
<td>shares</td>
<td></td>
<td>Verifies</td>
</tr>
<tr>
<td></td>
<td>Tells</td>
<td>subscribes to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>works</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Psychomotor Domain Observable Verbs

The psychomotor domain contains skills that deal with one's physical development and well being.

<table>
<thead>
<tr>
<th><strong>Imitating</strong></th>
<th><strong>Manipulating</strong></th>
<th><strong>Perfecting</strong></th>
<th><strong>Articulating</strong></th>
<th><strong>Naturalizing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes a skill and attempts to repeat it, or see a finished product and attempts to replicate it while attending to an exemplar.</td>
<td>Performs the skill or produces the product in a recognizable fashion by following general instructions.</td>
<td>Independently performs the skill or produces the product, with apparent ease, at an expert level.</td>
<td>Modifies the skill or produces the product to fit new situations while maintaining nearly flawless perfection and showing great ease of execution.</td>
<td>Automatically, flawlessly and effortlessly perform the skill or produces the product tailored to the situation.</td>
</tr>
<tr>
<td>Attempts</td>
<td>Completes</td>
<td>Achieves</td>
<td>Adapts</td>
<td>Naturally</td>
</tr>
<tr>
<td>Copies</td>
<td>Does</td>
<td>Automatically</td>
<td>Advances</td>
<td>Perfectly</td>
</tr>
<tr>
<td>Duplicates</td>
<td>Follows</td>
<td>Exceals</td>
<td>Alterns</td>
<td></td>
</tr>
<tr>
<td>Initiates</td>
<td>Manipulates</td>
<td>Expertly</td>
<td>Customizes</td>
<td></td>
</tr>
<tr>
<td>Mimics</td>
<td>Plays</td>
<td>Masterfully with</td>
<td>Originates</td>
<td></td>
</tr>
<tr>
<td>Reproduces</td>
<td>Performs</td>
<td>Improvements</td>
<td>With fundamental</td>
<td></td>
</tr>
<tr>
<td>Responds</td>
<td>Produces</td>
<td>with</td>
<td>revisions</td>
<td></td>
</tr>
<tr>
<td>Starts</td>
<td></td>
<td>Refines</td>
<td>With great</td>
<td></td>
</tr>
<tr>
<td>Tries to</td>
<td></td>
<td></td>
<td>skill</td>
<td></td>
</tr>
<tr>
<td>Using a model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attempts
Copies
Duplicates
Imitates
Mimics
Reproduces
Responds
Starts
Tries to
Using a model

Attempts
Copies
Duplicates
Imitates
Mimics
Reproduces
Responds
Starts
Tries to
Using a model
Appendix D - The Undergraduate & Graduate Academic Boards

The Undergraduate and Graduate Academic Boards review and approve academic policies. They also review and approve new or revised courses/programs/prefixes initiated by faculty and undertake other tasks assigned by the UAA Faculty Senate (Reference: UAA Faculty Senate Bylaws of the Constitution Article V Section 3[a-d]).

Membership

Voting Members

Undergraduate Academic Board (UAB)

Each academic unit elects its UAB representative(s) according to Section 3.a. of the Bylaws of the UAA Faculty Senate Constitution. This includes one non-Senate faculty representative from each of the schools and colleges (except the College of Arts and Sciences, which has two), one adjunct faculty member, one library faculty representative, one faculty member from each community campus, and one faculty member from Student Affairs. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one undergraduate-degree-seeking or certificate-seeking student to voting membership on the UAB. It is the responsibility of the Union of Students at UAA (USUAA) to select this representative.

Graduate Academic Board (GAB)

Each academic unit elects its GAB representative according to Section 3.c. of the Bylaws of the UAA Faculty Senate Constitution. Members of the board must be faculty involved in graduate programs. This includes non-Senate faculty representative(s) from each degree granting school/college and the library as elected by the faculty within their respective units. Members serve two-year terms with one half of the members elected each year. In addition, the Senate chooses four senators to serve on the board as follows:

- Arts and Sciences (1)
- At-large members (3)

Students may appoint one graduate-degree-seeking student to voting membership on the GAB. It is the responsibility of the USUAA to select this representative.

Nonvoting Members

One representative from the Office of Academic Affairs, appointed by the Provost, one representative from the Office of the Registrar, and one representative from Enrollment Management, Publications and Scheduling, shall be ex-officio and nonvoting members of the Undergraduate and Graduate Academic Boards.

Responsibilities

Membership

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member’s department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.
Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

Meeting Schedule

Regular Meetings

Undergraduate Academic Board

During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.

Graduate Academic Board

During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

Summer Meetings

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

Meeting Notification

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

Agenda and Summary

Structure

Date, Time, and Location

The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

I. Roll
II. Approval of the Agenda
III. Approval of Meeting Summary
IV. Administrative Report
V. Chair’s Report
VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
VII. CAR or PAR-First Reading
VIII. Old Business
IX. New Business
X. Informational Items
XI. Adjournment

Definitions

Meeting Summary
The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

First Reading
- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

CARs and PARs
- CARs and PARs initiated by faculty are required to request curriculum actions. For more information, see the chapters on CARs and PARs.
- Academic Policy: A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.

Second Reading
- Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
- UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.

Informational Items
- The Board may discuss these items and/or request that the items be placed on a future agenda for
Meeting Procedure

UAB/GAB meetings are governed by Robert's Rules of Order.
A quorum is a majority of the voting members present. Voting is done by a show of hands or yes/no if audio-conferenced. Votes are recorded as For, Against, Abstain, or Unanimous. A simple majority carries the vote. In the event of a tie, the chair casts the deciding vote.

Note: Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at www.uaa.alaska.edu/governance. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.
Appendix E - Guidelines on Student Learning Outcomes for Courses and Programs

From Council on Higher Education Accreditation – Statement on Shared Responsibilities

Student Learning Outcomes should:
- Communicate what students will be able to do after they successfully complete the program/course
- Be representative of the program/course performance, defining for students the accomplishments expected from program/course participation
- Be verifiable through replication by third-party inspection
- Be relevant to the curriculum

Measurements may be direct and/or indirect. Examples of each are below:
- Direct measurements: exams, graded assignments related to outcomes, professionally judged demonstrations or performances, portfolios
- Indirect measurements: student self-perceptions, employer surveys or job placement, focus groups

Assessment of student learning outcomes should use properties of good evidence:
- Comprehensiveness – measures a full range of outcomes
- Multiple judgment – uses several sources
- Multiple dimensions – indicates different facets of student performance related to student learning outcomes to show strengths and weaknesses
- Directness – involves direct scrutiny of student performance
Appendix F - Guidelines for UAA Distance Education Courses

Please follow the link below to the Distance Education Handbook:

Index

A
Academic Board Review, 1
Academic Boards, 1
   Agenda and Summary, 69
   Meeting Procedure, 71
   Meeting Schedule, 69
Academic Considerations, 3
   Academic Courses, 24, 37, 41
   Academic Policy, 42, 70
Additions, 41
   Course, 7, 11
   New Course, 11
   Policy, 23
   Prefix, 8, 9
   Programs, 19
Administrative Support, 71
Affected Units, 44, 50, 51
Affective Domain Observable Verbs, 66
Approval Process
   500-Level Course, 14
Approval Process
   Non-Permanent Course, 14
Approval Process
   Noncredit/CEU, 14
Assessment, 33
Assessment Methods, 32
Associate Degrees, 1
   Associate Vice Provost for Undergraduate Academic Aff airs, 5, 8, 9, 18, 19, 38
   Associates, 1
   Associates Degrees, 1, 50

B
Baccalaureate Degrees, 1, 50
   Bachelor's Degree, 1
Bibliography, 6, 7, 34
   Board of Regents, 4, 17, 18, 19, 21, 46, 62, 63, 69
   BOR. See Board of Regents
   Budget Worksheet, 62, 63

C
CAR. See Course Action Request
Catalog Copy, 8, 9, 11, 12, 15, 17, 18, 20, 23, 45, 52, 53

Formatting, 53
   Notes, 53
   CCG. See Course Content Guide
   CEU Courses. See Continuing Education Unit Courses
   CEUs. See Continuing Education Unit
   Change, 41
   Course, 11, 41
   Fees, 46
   Policy, 23, 50, 69
   Prefix, 8, 50
   Program, 18, 19, 41, 42, 50
Class, 31
   Cognitive Domain Observable Verbs, 64
   College or School, 24
   College or School Admission, 30, 46
   Community Campus, 7, 38, 43, 50, 68
   Compressibility Policy, 28, 40
   Contact Hours, 26, 39
   Continuing Education Unit, 27, 38, 39, 40, 41
   Continuing Education Unit Courses, 25
   Coordinate with Library
   Course, 45
   Program/Prefix, 51
   Coordination, 8, 43, 45, 51
   Course - Addition, 12
   Course - Change, 11
   Course - Deletion, 15
   Email Notification, 44
   GER - Request For Or Revision, 17
   Prefix - Addition, 9
   Prefix - Change Or Replacement, 8
   Prefix - Inactivation, 9
   Program/Prefix, 50, 51
   Programs - Major Revisions, 20
   Programs - Minor Revisions, 18
   Programs - New, 20
   With Affected Units, 44
   with Library Liaison, 51
   Coordination Spreadsheet
   Example, 63
   Template, 62
   Coordination with Affected Units, 50
   Coordination with the Library Liaison, 51
   Corequisites, 8, 9, 11, 12, 15, 17, 30, 46
   Course, 5
   Attributes, 30
   Changes, 11
Minor, 50
Minor Changes to Undergraduate Credit Courses, 6
Minor Revisions to Programs, 18

N
New Programs, 19
NG, 28, 42
No Grade, 28, 42
Noncredit Courses, 25, 38, 41
Nondegree Courses, 41
Northwest Commission on Colleges and Universities, 21
Number of Credits, 26
Number of Repeats, 41, 42

O
OAA. See Office of Academic Affairs
Observable Verbs, 64
Occupational Endorsement Certificates, 1, 50
OEC. See Occupational Endorsement Certificates
Office of Academic Affairs, 4, 8, 9, 17, 18, 19, 22, 42, 50, 62, 68
Office of the Registrar, 4, 5, 6, 7, 8, 10, 18, 21, 24, 37, 68
Other Restrictions(s), 46
Outcomes, 3, 4, 33
Outcomes and Assessment Measures, 33
Outcomes Assessment Plan, 62

P
P/NP, 28, 42
PAR. See Program/Prefix Action Request
pass/no pass, 42
Pass/No Pass, 28
Permanent Course Approval Process, 13
Permanent Numbered Courses, 38
Policy Additions and Changes, 23
Post-Baccalaureate Certificates, 1, 50
Practicum, 26, 38
Prefix, 5, 6
Addition, 8
Approval Process, 10
Course, 24, 37, 39
Inactivation, 8, 9, 50
Program, 50
Replacement, 8
Preparatory/Developmental Courses, 25, 37, 41
prerequisite checking, 45
Prerequisites, 8, 9, 11, 12, 15, 17, 30, 31, 44, 45, 51
Previous Course Prefix & Number, 39
Principles of Operation, 1
Professional Development Courses, 25, 38, 41
Professional Development Credit, 7
Program, 5, 18
Addition, 19
Approval Process, 5, 22
Change, 41, 42
Changes, 50
Coordination, 50, 51
Description, 52
Elective, 3
Graduate, 1, 54
Guidelines on Student Outcomes, 72
Impacted, 43
Major Changes, 19
Minor Revisions, 18
Outcomes, 4, 33
Outcomes Assessment Plan, 32
Policy, 42
Proposal, 4, 18
Requirement, 8, 41
Selective, 3, 41
Title/Prefix, 50
Types, 50
Undergraduate, 1, 53
Program Outcomes Assessment Plan, 63
Program/Prefix Action Request, 5, 8, 15, 17, 41, 48, 63, 70
Program/Prefix Action Request (PAR) Form, 48
Prospectus, 63
Psychomotor Domain Observable Verbs, 67
Purge List, 2, 15
GER, 15

R
Registration Restrictions, 30, 31, 32, 46
Reinstated, Course, 37
Reinstatement of a course, 39
Repeat Status, 41
Replacement of a Prefix, 8
Resource Implication Form, 12, 19, 62
Resource Implications, 4
Reuse of Course Number Rule, 24, 37
Review of Program Proposals, 4
Risk Management Plan, 63

S
SAC. See System-wide Academic Council
School or College, 36, 49
Second Reading, 70
Selected Topics, 25, 38, 46
Selectives, 3, 4, 8, 9, 11, 12, 15, 17, 54
Seminar, 25, 38
Special Notes, 30, 45
Special Topics, 26, 38
Stacked Courses, 43
Stacking, 29
Outcomes/Assessments, 30
Prerequisites, 29
Student Outcomes, 32
GER, Assessable, 16
Guidelines, 72
Suggested text(s), 34
Supervised Laboratory Course, 26, 39
System-wide Academic Council, 20

T
Templates, 62
Test Scores, 30, 46
Thesis, 26, 39
Title Change, 7
Topical course outline, 33
Trial Course, 26, 38
Type of Action, 41
Program/Prefix, 50
Type of Program, 50
Types of Courses, 24, 41

U
UAA General Education Requirements. See General Education Requirements
UAB. See Undergraduate Academic Board

Undergraduate
   Certificates, 1, 50
   Programs, 1
Undergraduate Academic Board, 1, 16, 68
Undergraduate Credit Courses, 6
Undergraduate Certificates, 1
Unsupervised Laboratory Course, 26, 39
Upper Division Courses, 25, 31, 37

W
Workshop, 25, 38
**Faculty Initiated**
Addition/Change/Deletion of Program

Consult With Office of Academic Affairs

Department Curriculum Committee/Chair

College/School Curriculum Committee

College School Dean/Director

Governance Office

Undergraduate Academic Board (UAB)

Faculty Senate

Graduate Academic Board (GAB)

OAA/Provost Approval

Program Name Changes

Chancellor

Northwest Commission on Colleges and Universities Notification

OAA

Office of the Registrar

**Faculty, Dean, or Director**
Initiated Suspension of Program

Program Suspensions

Chancellor

Northwest Commission on Colleges and Universities Notification

OAA

Board of Regents**

Statewide Academic Council Notification

UA President

**Consult with Academic Affairs for determining whether proposed changes meet the criteria for major program changes.**

**Requires 60-day advance notice to have items placed on the agenda.**

Draft Revision to include program deletional/suspensions and workforce credentials August 2012
Date: August 8, 2012

To: Undergraduate Academic Board
   Graduate Academic Board

From: Academic Policy Advisory Committee (PAC)

RE: Proposed modification of Catalog language regarding catalog year and course prerequisites

This request is to clarify catalog language regarding enforcement of course prerequisites. This was the subject of two recent student appeals. In one case, the student maintained that only the prerequisites found in the catalog for his catalog year could be enforced. The faculty understanding was that the student needed to meet the current prerequisite for the course. In AY12 Interim Vice Provost Bart Quimby discussed the issue with faculty leaders, and the consensus was that students must meet the course prerequisites in place at the time they take the course.

It is proposed that the language be clarified as shown below.

2011-2012 Catalog, pg 62
Catalog Year

Certificates and Associate Degrees
Each student's program catalog year is established when the student is first admitted into a certificate or degree program as a major or pre-major. A student's program catalog year is adjusted if the student formally postpones admission (see Postponed Admission in this chapter) or executes a change of major (See Change of Major or Degree in this chapter). Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a certificate or associate degree program or the catalog in effect at the time of graduation.
If the requirements for a certificate or associate degree as specified in the entry-level catalog are not met within five years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation.

Baccalaureate Degrees
Students may elect to graduate under the program requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular General Education Requirement (GER) in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.
If the requirements for a baccalaureate degree as specified in the entry-level catalog are not met within seven years of formal acceptance into the program, admission expires and the
student must reapply for admission and meet the current admission and graduation requirements in effect at the time of readmission or graduation

Course Requirements
Students must meet the enrollment requirements in effect for courses at the time they enroll in each course.

2011-2012 Catalog, pg 66

Faculty-Initiated Drop or Withdrawal
A faculty member may initiate a drop or withdrawal from a class of a student who fails to meet published individual course requirements (see next paragraph). A student who fails to attend class within the first seven calendar days of the semester is also eligible for this action. The deadlines for faculty-initiated drop or withdrawal are the same as for student-initiated drop or withdrawal.

The requirements which a student must meet include all catalog pre- or co-requisites for the course, as well as other registration restrictions, and attendance requirements established for the class at the time the course is taken. Faculty may initiate a withdrawal for a student in audit status for a class according to criteria for audit status distributed in the class syllabus. Faculty are not obligated to initiate drops or withdrawal for any reason. Students who need to be excused from first-week attendance must contact the faculty member and receive permission before the first class meeting of the semester.
AWARD OF POSTHUMOUS DEGREES

University of Alaska Anchorage may confer posthumous degrees and certificates upon students who are deceased prior to but nearing formal completion of all degree/certificate requirements of the programs being pursued. Students who are not considered “nearing completion” as outlined below may still be considered for a Certificate of Attendance*.

A. Eligibility

To be eligible for the award of a University of Alaska Anchorage degree posthumously the student generally must have met the following conditions:

1. At the time of death, the student was nearing completion of work required for award of the degree. “Nearing completion” is defined as being registered in the final coursework required for degree. For graduate students in thesis programs, significant coursework should have been completed and the student should have commenced the research process. Graduate students in non-thesis programs should have completed a substantial portion of the required coursework.

2. The student was in good academic standing and was successfully progressing toward completion of requirements for the degree to be awarded. Put another way it is reasonable to assume that they would have graduated at the end of the semester.

3. Recommendation for award of the degree was made by faculty in the student’s major department, and approved by the department head, school or college dean and Provost, and, in the case of graduate students, the Dean of the Graduate School.

Final approval for awarding of posthumous degrees shall rest with the Provost.

B. Approval Process

The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:

1. The Vice Chancellor for Student Affairs, Provost, or the Dean of the Graduate School, upon learning of the death of a University of Alaska Anchorage student, shall ascertain the relative academic standing of the student, as specified in paragraphs 1 and 2 of Section A above.

2. If the deceased student is determined to be eligible as a candidate for posthumous award of the degree being pursued, the Vice Chancellor for
Student Affairs, of the Dean of the Graduate School, will so certify to the Provost.

3. Upon learning that the deceased student is eligible for consideration for the award of a posthumous degree, the Provost will communicate this information to the appropriate school or college dean.

4. The departmental faculty, department head and dean will determine if the student’s overall record merits further consideration and recommendation that the posthumous award be granted; such information will be communicated to the Provost.

5. The Provost will weigh all information relating to each case independently. The Provost’s will communicate a decision to posthumously confer a degree to the deceased student’s family and to the University Registrar.

C. **Awarding of Posthumous Degrees**

Upon approval by the Provost the following procedure will be followed:

1. The Provost will notify the family of the deceased student.

2. The degree will be conferred at the next regularly scheduled commencement exercise.

3. The University Registrar will note the posthumous nature of the award on the diploma, the student’s permanent record and in the commencement program.

D. **Extraordinary Circumstances**

Cases that do not meet the above specified criteria may be considered when extraordinary circumstances prevail. In such cases, the appropriate faculty, department head, dean, and the Registrar will be consulted prior to a recommendation being prepared for the Provost’s consideration.

---

**CERTIFICATE OF ATTENDANCE**

University of Alaska Anchorage may present a certificate of attendance upon students who are deceased who have attended the university but were unable to complete degree/certificate requirements of the program(s) being pursued.
To: UAB/GAB Governance Boards  
From: Lora Volden, University Registrar  
Re: Summer Add/Drop Deadlines  

Issue  
Add/drop deadlines for summer were historically established by the Office of the Registrar and have never been approved by faculty. With the removal of the 50% refund and the increasing numbers of “miscellaneous” part of term courses these dates are frequently called into question.

Considerations  
- Having multiple deadlines is confusing for students, faculty, and staff and is difficult to enforce.  
- There is strong belief that students should be able to attend one class period before being financially accountable for course.  
- Banner cannot produce different add/drop dates for every scenario.

Proposal  
Add/Drop Deadline for any summer course will be one week after the published start date. (i.e. class begins June 12, students may drop through 5 p.m. June 19th and get full refund. Students may also add through June 19th assuming faculty approval).

Faculty approval will be required for all classes after the first class meeting. Even if space is available, faculty will need to approve a student adding the class.

Withdrawal deadline will be the 3rd Friday of first and second five week term. All courses with a start date prior to June 10th will be held to the first withdrawal deadline, all other summer courses will be held to the second.