Undergraduate Academic Board

Audio: 786-6755 | ID: 46450 | Agenda

September 18, 2015
2:00-5:00pm
LIB 302A

I. Roll

() Sandy Pence (FS)
() Utpal Dutta (FS)
() Cheryl Smith (FS)
() Alberta Harder (CAS)
( ) Barbara Harville (CAS)
( ) Vacant (CAS)
( ) Vacant (CBPP)
( ) Travis Hedwig (COH)
( ) Yvonne Chase (COH)
() Ginger Blackmon (COE)
() Carrie King (CTC, CHAIR)
() Jeff Hoffman (COENG)
() Robin Hanson (LIB)
() Rick Adams (KPC)
() Vacant (Mat-su)
() Kathrynn Hollis-Buchanan (Kod)
() Christina Stuive (ADV)

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

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

III. Approval of Meeting Summary (pg. 3-6)

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

V. Chair's Report
A. UAB Chair, Carrie King

B. GERC Chair, Sandy Pence

VI. Program/Course Action Request- Second Readings

Add	SOC A250	Guns in American Society (pg. 7-13)
Chg	GEOL A435	Stratigraphy and Sed Petrology (pg. 14-18)
Chg	GEOL A440	Hydrogeology (Stacked with GEOL A640)(pg. 19-29)
Chg		BS, Geological Sciences (pg. 30-38)

VII. Program/Course Action Request- First Readings

Add	AKNS A190	Selected Topics: Alaska Native Cultural Skills (pg. 39-42)
Chg	JUST A200	Introduction to Research Methods in Justice (pg. 43-48)
Chg	JUST A310	Introduction to Forensic Science (pg. 49-52)

Chg	JUST A366	Substance Use and Crime (pg. 53-56)
Chg	HIST A121	HIST A121: East Asian Civilization I (pg. 57-65)
Chg	HIST A122	HIST A122: East Asian Civilization II (pg. 66-74)
Chg	JPC A483	Motion Graphics and Animation (pg. 75-87)

VIII. Old Business

IX. New Business

a.

X. Informational Items and Adjournment:

i.

Undergraduate Academic Board

Audio: 786-6755 | ID: 46450 | Summary

August 28, 2015
2:00-5:00pm
ADM 204

I. Roll

(x) Sandy Pence (FS)
(x) Utpal Dutta (FS)
(x) Cheryl Smith (FS)
(x) Alberta Harder (CAS)
(x) Barbara Harville (CAS)
( ) Vacant (CAS)
( ) Vacant (CBPP)
(e) Travis Hedwig (COH)
(x) Yvonne Chase (COH)
(x) Ginger Blackmon (COE)
(x) Carrie King (CTC, CHAIR)
(x) Jeff Hoffman (COENG)
(x) Robin Hanson (LIB)
(x) Rick Adams (KPC)
() Vacant (Mat-su)
(x) Jared Griffin (Kod)
(x) Christina Stuive (ADV)

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

II. Approval of the Agenda (pg. 1-3)
Math courses are postponed until September 18th
Approved as amended

III. Approval of Meeting Summary (pg. 4-5)
Approved

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
Discussed the annual Academic Assessment Seminar being held September 11th in Library 307. The board will not be meeting this date to allow members the opportunity to attend.

B. University Registrar Lora Volden
CIM has been launched and trainings are scheduled over the next few months.

V. Chair's Report

A. UAB Chair, Carrie King

B. GERC Chair, Sandy Pence
Approved GEOL A431
Dan Kline presented on GER alignment

VI. Program/Course Action Request- Second Readings

VII. Program/Course Action Request- First Readings

Add AKNS A190 Selected Topics: Alaska Native Cultural Skills (pg. 6-9)
Postponed

Chg MATH A054 Prealgebra (pg. 10-13)
Chg MATH A054A Prealgebra A (pg. 14-16)

Chg MATH A054B Prealgebra B (pg. 17-19)
Chg MATH A054C Prealgebra C (pg. 20-22)
Chg MATH A055 Elementary Algebra (pg. 23-26)
Chg MATH A055A Elementary Algebra A (pg. 27-29)
Chg MATH A055B Elementary Algebra B (pg. 30-32)
Chg MATH A055C Elementary Algebra C (pg. 33-35)
Postponed until September 25th

Add SOC A250 Guns in American Society (pg. 36-41)
Accepted for first reading

Chg GEOL A321 Mineralogy (pg. 42-46)
Waive first reading, approve for second

Chg GEOL A360 Geochemistry (pg. 47-52)
Waive first reading, approve for second

Add GEOL A361 Earth Resources and Society (GER) (pg. 53-59)
Waive first reading, approve for second

Chg GEOL A43~~1~~5 Stratigraphy and Sed Petrology (pg. 60-64)
Accepted for first reading

Add GEOL A436 Survey of Petroleum Geology (Stacked w/ GEOL A636)(pg. 65-74)
Waive first reading, approve for second

Add GEOL A437 Dep Systems and Dynamic Strat (Stacked w/ GEOL A637)(pg. 75-86)
Waive first reading, approve for second

Add GEOL A438 Advanced Sed Petrology (Stacked with GEOL A638) (pg. 87-96)
Waive first reading, approve for second

Chg GEOL A440 Hydrogeology (Stacked with GEOL A640)(pg. 97-107)
Accept for first reading

Add GEOL A445 Geothermal Energy (Stacked with GEOL A645) (pg. 108-119)
Waive first reading, approve for second

Add GEOL A45~~7~~8 Geology of Alaska (Stacked with GEOL A657)(pg. 120-127)
Waive first reading, approve for second

Dlt Minor, Geological Sciences (pg. 128)
Waive first reading, approve for second

Chg BS, Geological Sciences (pg. 129-137)
Accepted for first reading

Chg MA A140 Healthcare Documentation (pg. 138-143)
Waive first reading, approve for second

Chg AAS, Medical Assisting (pg. 144-152)
Waive first reading, approve for second

Del HUMS A124 Introduction to the Physiology and Pharmacology of Substance Abuse (pg. 153)
Postponed until department can reconsider deleting
The department reconsidered and they are pulling the deletion from the curriculum process – received 9/9/2015

Del HUMS A226 Intervention Continuum in Substance Abuse Counseling (pg. 154)
Postponed until department can reconsider deleting
The department reconsidered and they are pulling the deletion from the curriculum process – received 9/9/2015

Del HUMS A424 Advanced Counseling for Human Service Professionals (pg. 155)
Waive first reading, approve for second

Del HUMS A434 Group Facilitation for Human Service Professionals (pg. 156)
Waive first reading, approve for second

Chg HUMS A495 Human Services Practicum III (pg. 157-162)
Waive first reading, approve for second

Chg OEC, Conflict Resolution (pg. 163-166)
Waive first reading, approve for second

Chg RADT A151 Radiographic Physics (pg. 167-171)
Waive first reading, approve for second

Chg RADT A161 Fundamentals of Medical Imaging I (pg. 172-176)
Waive first reading, approve for second

Chg RADT A171 Fundamentals of Medical Imaging II (pg. 177-181)
Waive first reading, approve for second

Chg RADT A251 Radiobiology and Protection (pg. 182-186)
Waive first reading, approve for second

Chg RADT A295A Radiography Practicum IV (pg. 187-190)
Waive first reading, approve for second

Chg RADT A295B Radiography Practicum V (pg. 191-194)
Waive first reading, approve for second

~~Chg AAS, Radiologic Technology (pg. 195-203)~~
This change is not necessary to bring through the curriculum process as course title changes will automatically be done when the course is approved.

VIII. Old Business

a. Prerequisites for PRPE A108 Memo (pg. 204)
Unanimously Approved

IX. New Business

a. WELD A190 Repeatable Status (pg. 205)
Unanimously Approved

b. Updates to Early Childhood Associate Program Catalog Copy (pg. 206-207)
Unanimously Approved

c. Update on GER Alignment Process – Dan Kline, GER Faculty Fellow
Provided an introduction on the GER alignment process as mandated by the Board of Regents. Provided a copy of the ENGL/DEVE-PRPE alignment report that was presented to the BOR in May.

d. UAB Goals for 2015-2016
Goals were updated and unanimously approved

X. Informational Items and Adjournment:

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
Soc	A 250	NA	3	(3+0)

6. Complete Course Title
Guns in American Society

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
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2016 To: /9999

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

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. NA		
2.		
3.		

Initiator Name (typed): John Riley Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 02/02/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 02/02/15

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

15. Course Description *(suggested length 20 to 50 words)*
Focuses on the use of firearms in recreation, self-defense, and crime with an introduction to relevant empirical research. Offers historical and comparative perspectives on U.S. firearms policies with an emphasis on the social context in which competing groups work to shape and balance concerns about civil rights and public safety.

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

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Recent research suggests that Alaska has one of the highest rates of firearms ownership in the United States and public policies regulating firearms are a matter of great concern for many Alaskans. UAA currently offers no instruction on this topic.

Initiator (faculty only) Date
John Riley
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chair Date

☐ Approved
☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
September 2015

School/College	College of Arts and Sciences
Course Subject	Sociology
Course Number	SOC A250
Number of Credits	3+0
Course Title	Guns in American Society
Grading Basis	A-F

Course Description: Focuses on the use of firearms in recreation, self-defense, and crime with an introduction to relevant empirical research. Offers historical and comparative perspectives on U.S. firearms policies with an emphasis on the social context in which competing groups work to shape and balance concerns about civil rights and public safety.

Course Level Justification: This course offers students a chance to focus on its particular subject matter in greater depth than Sociology 101 but does not require specific prior knowledge of the field.

Prerequisite(s)	None
Fees	None

Instructional Goals

The Instructor will:
1. Describe, compare, and contrast commonly available firearms types and introduce basic terminology and principles of firearms safety by presenting scenarios representing key ideas.
2. Use case studies to describe the social forces influencing the evolution of U.S. firearms laws and introduce students to basic differences between U.S. policies and regulatory regimes in other developed countries.
3. Use case studies that illustrate major perspectives on U.S. firearms laws and highlight efforts to balance concerns about civil rights and public safety.
4. Describe and explain key research issues, including current empirical work on the relationship between firearms availability and public safety and introduce students to sources of empirical information on firearms.

Student Learning Outcomes

The student will be able to	**Assessment Method**
1. Identify commonly available types of firearms and apply basic principles of firearms safety to specific firearms scenarios.	Writing assignments, discussion, class presentations.
2. Identify the major interest groups active in firearms policy debates and compare the major features of U.S. laws to those of other developed nations.	Exams, writing assignments, discussion, class presentations.

3. Describe, compare, and critique major perspectives on U.S. firearms laws with an emphasis on competing efforts to balance concerns about civil rights and public safety.	Exams, writing assignments, discussion, class presentations.
4. Distinguish empirical questions from other kinds of questions about firearms policy and identify available empirical data that may be used to address these questions.	Exams, writing assignments, discussion, class presentations.

Guidelines for Evaluation

Students will be evaluated on the basis of exams, written assignments, and class presentation and discussion.

Topical Course Outline

I. Common Firearms, Basic Terminology, and Safety Issues

1. Muskets, Rifles, Pistols, Revolvers, and Shotguns, 1770-1870
2. Rifles, Pistols, Revolvers, and Shotguns, 1870-1970
3. Contemporary Firearms: Muzzle Energy, Bullet Construction, and Rate of Fire
4. Safe Handling of Firearms
5. Safe Storage of Firearms and Ammunition
6. Accidents, Crimes, and Suicides Involving Firearms
7. Constitutional Rights, Public Safety, and the Rule of Law

II. Firearms Regulation in the United States in Comparative Perspective

1. The Second Amendment and the Militia Acts: The Right to Keep and Bear Arms
2. State and Local Firearms Regulations in the 19th Century
3. The Sullivan Dangerous Weapons Act: New York, 1911
4. Model Legislation: The Uniform Firearms Act
5. Prohibition, Crime and the National Firearms Act of 1934
6. The Federal Firearms Act of 1938: Licensing Dealers, Restricting Felons
7. U.S. v. Miller, 1939 to the Gun Control Act of 1968
8. Regulatory Concerns Since 1968: Handgun Ownership, Concealed Carry, Armor-Piercing bullets, Saturday Night Specials and Assault Rifles
9. District of Columbia v. Heller and McDonald v. City of Chicago
10. Firearms Regulations in Canada, Europe, and Japan

III. Central Issues in Firearms Research

1. Victimization Rates and the Availability of Firearms: Accidents, Crimes, Suicides
2. Perspectives on Facilitation and Deterrence
3. Methodological Issues: Reverse Causality, Polling and Sampling Limitations, Heterogeneity, Problems with Time Series Data
4. Proxy Measures of Gun Ownership: Cook's Index, Firearms Suicides / Suicides (FS/S), Firearms Homicides / Homicides (FH/H), Hunting License Sales
5. Guns, Homicide, and Economic Development: The "American Anomaly"
6. Race, Class, Age and Gender as Predictors of Homicide by Firearms
7. Regional and International Variation in Homicide Rates and Gun Availability
8. Domestic Violence, Mental Illness, Suicide, and Mass Casualty Events
9. Public Opinion and Firearms Regulation
10. What Works? Evidence-Based Assessment of Efforts to Reduce Gun Violence

Suggested Texts

Beeghley, Leonard. 2003. *Homicide: A Sociological Explanation.* New York: Rowman and Littlefield. *

Hemenway, David. 2007. *Private Guns Public Health.* Ann Arbor: University of Michigan Press.

Lott, John R. 2010. *More Guns Less Crime: Understanding Crime and Gun Control Laws*, 3rd Edition. Chicago: University of Chicago Press.

Winkler, Adam. 2011. *Gunfight: the Battle over the Right to Bear Arms in America*. New York: W.W. Norton.

References

Baker, Jeanine and Samara. McPhedran. 2007. "Gun Laws and Sudden Death: Did the Australian Firearms Legislation of 1996 Make a Difference?" *British Journal of Criminology* 47:455-469.

Boyce, Jillian and Adam Cotter. 2013. "Homicide in Canada, 2012." Canadian Centre for Justice Statistics, Available at: http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11882-eng.htm?fpv=2693 Accessed on 11/30/2014.

Center for Disease Control. 2003. "First Reports Evaluating the Effectiveness of Strategies for Preventing Violence: Firearms Laws." *MMWR Recommendations and Reports* 52

(RR14); 11-12. Available at www.cdc.gov/mmwr/preview/mmwrhtml/rr5214a2.htm Accessed on 2/19/1014.*

Cook, Phillip J., 1981. "The Effect of gun Availability on Violent Crime Patterns," *Annals of the American Academy of Political and Social Science* 455:63-79.*

Cooper, Alexia and Erica L. Smith. 2011. "Homicide Trends in the United States, 1980-2008." Bureau of Justice Statistics. NCJ 236018. Available at: http://www.bjs.gov/content/pub/pdf/htus8008.pdf Retrieved on 11/30/2014.

Cotter, Adam. 2014. "Firearms and Violent Crime in Canada, 2012." *Canadian Centre for Justice Statistics.* Available at: http://www.statcan.gc.ca/pub/85-002-x/2014001/article/11925-eng.htm Retrieved on 11/30/2014.

Fleegler, Eric W. et al. 2013. "Firearms Legislation and Firearms-Related Fatalities in the United States." *Journal of the American Medical Association* 173: 732-740.

Hagan, J. 1991. *The Disreputable Pleasures: Crime and Deviance in Canada.* Toronto: McGraw Hill.*

Hoskins, Anthony. 2011. Household Gun Prevalence and Rates of Violent Crime: a Test of Competing Theories," *Criminal Justice Studies: A Critical Journal of Crime, Law, and Society* 24:125-136.

Kleck, Gary. 1997. *Targeting Guns: Firearms and Their Control.* New Brunswick, New Jersey: Aldine Transaction Publishing.*

---------2004. "Measures of Gun Ownership Levels for Macro Level Crime and Violence Research," *Journal of Research in Crime and Delinquency* 41:3-36. *

Krug, E.G., K.E. Powell, and L.L. Dahlberg. 1998. "Firearm-Related Deaths in the United States and 35 Other High- and Upper Middle- Income Countries." *International Journal of Epidemiology* 27: 214-221.*

Leff, Carol Skalnick and Mark Leff. 1981. "The Politics of Ineffectiveness: Federal Firearms Legislation, 1919-1938," *Annals of the American Academy of Political and Social Science 455:48-62.**

LeMaire, J. 2005. "The Costs of Firearms Deaths in the United States: Reduced Life Expectancies and Increased Insurance Costs." *The Journal of Risk and Insurance* 72: 359-374.

Lester, David. 2000. "Gun Availability and the Use of Guns for Suicide and Homicide in Canada," *Canadian Journal of Public Health* 91:186-187.*

Lipsett, Seymour Martin 1990. *Continental Divide: The Values and Institutions in the United States and Canada*. New York: Routledge.*

Ludwig, Jens and Phillip J Cook (Eds.) 2003. *Evaluating Gun Policy: Effects on Crime and Violence.* Washington D.C.: The Brookings Institution.*

Makarios, Matthew D. and Travis C. Pratt. 2012. "The Effectiveness of Policies and Programs that Attempt to Reduce Firearm Violence: A Meta-Analysis." *Crime and Delinquency* 58: 222-244.

Royal Canadian Mounted Police. 2014. Canadian Firearms Program: Facts and Figures. Available at http://www.rcmp-grc.gc.ca/cfp-pcaf/facts-faits/index-eng.htm Retrieved 11/12/14.

Van Kesteren, J. N. 2014. "Revisiting the Gun Ownership and Violence Link: A Multilevel Analysis of Victimization Survey Data," *British Journal of Criminology* 54: 53-72.

Vernick, Jon S., James G. Hodges, Jr., and Daniel Webster. 2007. "The Ethics of Restrictive Licensing for Handguns: Comparing the United States and Canadian Approaches to Handgun Regulation." *Journal of Law, Medicine and Ethics* 35:668-678.

Wright, James D., Peter H. Rossi, and Kathleen Daly. 1983. *Under the Gun: Weapons, Crime, and Violence in America.* New York: Aldine Publishing.*

Zimring, Franklin E. and Gordon Hawkins. 1997. *Crime is Not the Problem: Lethal Violence in America.* New York: Oxford University Press.*

**These works are widely regarded as important contributions to contemporary scholarship on firearms and public policy.*

Suggested Periodicals

American Sociological Review

British Journal of Criminology

Crime and Delinquency

Criminology

Law and Society Review

Social Problems

Homicide Studies

Internet Sources

Bureau of Justice Statistics. http://www.bjs.gov/

Centers for Disease Control and Prevention. http://www.cdc.gov/injury/wisqars/

Federal Bureau of Investigation, Crime Statistics. http://www.fbi.gov/stats-services/crimestats

Statistics Canada. http://www.statcan.gc.ca/pub/85-002-x/2013001/article/11854-eng.htm

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

1a. School or College	1b. Division	1c. Department
AS CAS	AMSC Division of Math Science	Geological Sciences

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
GEOL	A435	A435	3	(2+1)

6. Complete Course Title
Stratigraphy and Sedimentary Petrology
Stratigraphy and Sed Petrology
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
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other CCG (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Fall/2016 To: /9999

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Geological Sciences	3/1/2015	K. Crossen
2.		
3.		

Initiator Name (typed): Jennifer Aschoff 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)*
Introduction to stratigraphy of clastic and carbonate rocks including common environments of deposition, sedimentary rock classification, sedimentary rock fabric identification and interpretation, petrographic inspection and correlation techniques.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
GEOL A430 with score of C or higher
GEOL A 321with score of C or higher, or concurrent enrollment

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Adding basic sedimentary petrology course content to existing stratigraphy course in order to reduce required credits for Geology degree.

Jennifer Aschoff 9/10/15
Initiator (faculty only) Date

Jennifer Aschoff
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved Department Chair Date

☐ Approved
☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved Provost or Designee Date

Course Content Guide
University of Alaska Anchorage

GEOL A435
Stratigraphy and Sedimentary Petrology

I. Date of Initiation: Fall 2016

II. Course Information

A. College: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A435
D. Number of Credits: 3.0 (2+1)
E. Course Title: Stratigraphy and Sedimentary Petrology
F. Grading Basis: A-F
G. Course Description: Introduction to stratigraphy of clastic and carbonate rocks including common environments of deposition, sedimentary rock classification, sedimentary rock fabric identification and interpretation, petrographic inspection and correlation techniques.
H. Course Prerequisites: GEOL A430 with score of C or higher; GEOL A321 with score of C or higher, or concurrent enrollment
A. Fee: Yes

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Guide students through introductory material, collaborative in-class exercises and laboratory exercises on the topics listed in the course description and course outline.
   2. Incorporate real-world datasets in hands-on exercises that reflect typical tasks a geoscience professional would complete as part of their job.

B. Student Learning Outcomes and Evaluation. The students will:

Student Learning Outcomes	Evaluations
Describe and classify sedimentary rocks (sandstone, limestone and shale) using a range of widely accepted classification schemes in hand specimens and thin-sections.	In-class and Laboratory exercises
Analyze data to interpret depositional environments in clastic and carbonate systems, and synthesize observations to reconstruct past depositional systems.	Exercises and Exam(s)
Articulate stratigraphic observations and interpretations to peers.	Collaborative Exercises and Presentations

IV. Course Evaluations

Based on grades received on in-class exercises, laboratory exercises, exam(s) and presentations.

V. Course Level Justification

This course builds on Mineralogy (GEOL A321) and Sedimentology (GEOL A430) by providing additional opportunities for students to apply skills acquired in these courses, learn new skill in stratigraphy and sedimentary petrology, and synthesize concepts from sedimentology, mineralogy, stratigraphy and sedimentary petrology. Stratigraphy and introductory-level sedimentary petrology are typically taught at the 400 level.

VI. Topical Course Outline

A. Pre-test and Review Sedimentology Core Concepts

B. Survey of Clastic Depositional Environments
   1. Alluvial
   2. Eolian
   3. Shelf to Slope System
   4. Shelfal: Regressive Marginal Marine
   5. Shelfal: Transgressive Marginal Marine
   6. Slope to Basin-floor: Deep Marine
   7. Sedimentology and Formation of Mudrocks
   8. Application: Paleo-environmental Control on Porosity/Permeability in clastics

C. Survey of Carbonate Depositional Environments
   1. Platform Carbonates
   2. Ramp Carbonates
   3. Tidal Carbonate Systems
   4. Reef Carbonate Systems
   5. Carbonate Compensation Depth Concept
   6. Dolomitization
   7. Application: Paleo-environmental and Dolomite Crystal Size Control on Porosity/Permeability in carbonate rocks

D. Facies Concept

E. Survey of Ichnology

F. Introduction to Petrology of Sedimentary Rocks
   1. Clastic Rock Identification and Classification Schemes: Basic application using hand specimens, outcrop, core, cuttings, and thin-section
   2. Carbonate Rock Identification and Classification Schemes: Basic application using hand specimens, and thin-section
   3. Identification of Basic Clastic and Carbonate Grain-types and Fabrics in thin section

4. Interpretation of Sedimentary Rock Fabrics in Clastic Rocks: Basic application using hand specimens, outcrop, core, and thin-section
5. Interpretation of Sedimentary Rock Fabrics in Carbonate Rocks: Basic application using hand specimens, outcrop, core, and thin-section

G. Fundamental Laws of Stratigraphy
   1. Superposition
   2. Horizontality
   3. Walther's Law
   4. Steno's Law
   5. Unconformity vs. Diastem

H. Survey of Sedimentary Basin Types and Their Formation
   1. Thermal Basins and Passive Margins
   2. Flexural Basins
   3. Extensional Basins
   4. Dynamic (Mantle-controlled) Basins

I. Stratigraphic Correlation
   1. Lithostratigraphy Concept
   2. Biostratigraphy Concept
   3. Sequence Stratigraphy Concept
   4. Subsurface Data
   5. Basic Subsurface Sequence-stratigraphic Correlation

VIII. Required Text

Boggs, S., (2012). Principles of Sedimentology and Stratigraphy, Fifth Edition, Pearson Prentice Hall Press, Upper Saddle River, NJ, 585 pp.

VIII. Bibliography (* Indicates a Classic Text)

*Allen, P.A. and Allen, P.A., 1990, Basin Analysis- Principles and Applications, Oxford-Blackwell Scientific Publications, 451 pp.

Boggs, S., 2012, Principles of Sedimentology and Stratigraphy, Fifth Edition, Pearson Prentice Hall Press, Upper Saddle River, NJ, 585 pp.

*Catuneanu, O., 2002, Sequence stratigraphy of clastic systems: concepts, merits, and pitfalls Journal of African Earth Sciences, v. 35, no. 1, p. 1-43.

Catuneanu, O., 2006, Principles of sequence stratigraphy, Elsevier New York, 375 p.

*Campbell C., 1967, Lamina, Laminaset, Bed and Bedset; Sedimentology, v. 8, p.7-26.

*Embry, A., 2002, Transgressive-Regressive (T-R) Sequence Stratigraphy, Gulf Coast Association of Geological Societies Transactions, v. 52, p. 151 – 172.

*Handford, C. R., and R. G. Loucks, 1993, Carbonate Depositional Sequences and Systems Tracts - Responses of Carbonate Platforms to Relative Sea-level Changes, *in* R. G. Loucks and J. F. Sarg, eds., Carbonate Sequence Stratigraphy: AAPG Memoir 57, p.3-42.

*Miall, A.D., 1999, In Defense of Facies Classifications and Models, Journal of Sedimentary Research: v. 69, no. 1, p. 2-5.

Schlager, W., 2005, Carbonate Sedimentology and Sequence Stratigraphy; SEPM Concepts in Sedimentology and Paleontology #8, 200 p.

*Sloss, L.L., 1963, Sequences in the Cratonic Interior of North America: GSA Bulletin, v. 74, p. 93-113.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AMSC Division of Math Science	Geological Sciences

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
GEOL	A440	A340	4	(3+3)

6. Complete Course Title
Hydrogeology

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
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other CCG (please specify)
- ☒ Course Number
- ☒ Contact Hours
- ☐ Repeat Status
- ☒ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2016 To: /9999

12. ☐ Cross Listed with _____
☒ Stacked with GEOL A640
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Geological Sciences, B.S.	4/3/15	K. Crossen
2. Environment and Society, B.S.	4/3/15	D. Van Dommelen
3. Biological Sciences, B.S./AEST - CoENG, B.S.	4/3/15	F. Rainey/A. Dobson

Initiator Name (typed): Donald M. Reeves Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 4/3/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 4/3/15

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)*
Comprehensive coverage of the fundamentals of Hydrogeology including physical and hydraulic properties of subsurface aquifers, Darcy's Law and the Ground Water Flow Equation, hydraulic head, storage and effective stress, regional ground water flow, aquifer hydraulics, and water well design and development. Laboratory time will be used to enhance data analysis, mathematical, and problem-solving skill sets.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
[CHEM A105, GEOL A221, MATH A251, PHYS A124] with min grade of C

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course focus is quantative in nature and more suitable at 400-level than 300-level. Addition of prerequisities to address student deficiences in math and physics. Laboratory is designed to improve students' data analysis, math, and problem-solving skills.

Initiator (faculty only)	Date	☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Donald M. Reeves 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

Course Content Guide
University of Alaska Anchorage

GEOL A440
Hydrogeology

I. Date of Initiation: Spring 2016

II. Course Information

A. College: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A440
D. Number of Credits: 4.0 (3+3)
E. Course Title: Hydrogeology
F. Grading Basis: A-F
G. Course Description: Comprehensive coverage of the fundamentals of Hydrogeology including physical and hydraulic properties of subsurface aquifers, Darcy's Law and the Ground Water Flow Equation, hydraulic head, storage and effective stress, regional ground water flow, aquifer hydraulics, and water well design and development. Laboratory time will be used as a recitation to enhance data analysis, mathematical, and problem-solving skill sets.
H. Course Prerequisites: CHEM A105, GEOL A221, MATH A251, PHYS A124 with min grade C
I. Fee: Yes

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Provide interactive lectures on the theoretical and applied foundation of Hydrogeology.
   2. Use laboratory time as a recitation to facilitate the development and enhancement of students' data analysis, mathematical, and problem-solving skill sets.
   3. Incorporate real-world hydrogeologic applications through an Anchorage hydrogeology field trip, incorporation of actual hydrogeologic data in problem sets, and discussion of selected book highlighting real-world problem(s).

B. Student Learning Outcomes and Evaluation. The students will:

Student Learning Outcomes	Evaluations
Acquire a comprehensive understanding of the fundamental processes and theory used in hydrogeology.	Problem sets and exams.
Demonstrate and articulate understanding of real-world hydrogeologic problems and applications.	Problem sets and selected text discussion.
Enhance existing data analysis, mathematical, and problem-solving skill sets.	Problem sets and exams.

IV. Course Evaluations

Based on grades received on problem sets, exams, and attendance during book discussion and field trip.

V. Course Level Justification

This course provides the necessary theoretical and applied foundations of hydrogeology, and is typically taught at the 400- and graduate-levels (often stacked) in the vast majority of Universities, both domestic and abroad.

VI. Topical Course Outline

A. Introduction to Hydrogeology
   1. Basic Concepts and Processes
   2. Worldwide Distribution of Water
   3. Highlighted Hydrogeology Applications

B. Properties of Aquifers
   1. Porosity and Porosity Computation
   2. Permeability
   3. Darcy's Law
   4. Permeability Estimation for Unconsolidated Materials
   5. Basic Aquifer Concepts

C. Principles of Ground Water Flow
   1. Fluid Energy and Hydraulic Head
   2. Bernoulli Equation and Hubbert Force Potential
   3. Fluid Density and Viscosity
   4. Specific Discharge and Ground Water Velocity
   5. Laminar and Turbulent Flow Regimes

D. Ground Water Flow Equations
   1. Homogeneity/Heterogeneity and Isotropy/Anisotropy
   2. Gradient Operator and Partial Derivatives
   3. Conservation of Fluid Mass Derivation of the Ground Water Flow Equation
   4. Overburden and Effective Stress
   5. Aquifer Storage and Compaction
   6. Solutions to the Groundwater Flow Equation for Confined and Unconfined Aquifers
   7. Capillarity

E. Regional Ground Water Flow Equations
   1. Zones of Recharge and Discharge
   2. Hubbert and Toth Models of Regional Flow
   3. Permeability Contrasts and Flow Barriers
   4. Ground Water – Surface Water Interaction

5. Field Water Balances
6. Hyporheic Zone Exchange

F. Geology and Ground Water Occurrence
   1. Unconsolidated Aquifers
   2. Consolidated Aquifers
   3. Tectonic Settings
   4. Coastal Aquifers and Tidal Influences

G. Water Wells
   1. Well Drilling
   2. Well Screens and Sediment Size Analysis
   3. Water Well Design
   4. Water Well Development
   5. Water Well Pumps

H. Estimation of Aquifer Parameters
   1. Stratigraphic Unit and Hydrostratigraphic Unit Designation
   2. Arithmetric, Geometric, and Harmonic Averaging and Averaging Rules
   3. Permeameters and Core Estimation of K
   4. Well Hydraulics: Pumping and Slug Tests
   5. Estimation of Hydraulic Properties from Pumping and Slug Tests
   6. Well Interference and Hydrogeologic Boundaries

I. Additional Reading (Either Ogalla Blue or Cadillac Desert)
   1. Highlight real-world problems identified in selected book and discuss potential solutions.
   2. Extrapolate real-world problems identified in book to other hydrogeologic settings.

VIII. Required Texts (* denotes classic text)

* Fetter, C.W., (2001). Applied Hydrogeology, 4th Ed., Prentice Hall, Upper Saddle River, New Jersey, 598 pp.

Selected Book on Real-World Hydrogeologic Problem, e.g., Cadillac Desert and Ogallala Blue in Bibliography (subject to change).

VIII. Bibliography (* denotes classic text)

* Ashworth, W. (2006). Ogallala Blue: Water and Life on the High Plains, Countrywide Press, Woodstock, NY, 330 pp.

* Batu, V. (1998). Aquifer Hydraulics: A Comprehensive Guide to Hydrogeologic Data Analysis, John Wiley and Sons, New York, NY, 727 pp.

* Bear, J. (1972). Dynamics of Fluids in Porous Media, Dover Publications, New York, NY, 764 pp.

* Freeze, J.A. and J.A. Cherry (1979). Groundwater, Prentice Hall, Englewood Cliffs, NJ, 603 pp.

* Hermance, J.F. (1999). A Mathematical Primer on Groundwater Flow, Prentice Hall, Upper Saddle River, NJ, 230j pp.

* Reisner, M., (1993). Cadillac Desert: The American West and Its Disappearing Water, Penguin Books, New York, NY, 582 pp.

Sterrett, R.G., (2007). Groundwater and Wells, 3rd Ed., Johnson Screens, New Brighton MN, 812 pp.

* Winter, T.C., J.W. Harvey, O.L. Franke, and W.M. Alley, (1998). Ground Water and Surface Water: A Single Resource, U.S. Geological Survey Circular 1139, Denver, CO, 79 pp.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AMSC Division of Math Science	Geological Sciences

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
GEOL	A640	N/A	4	(3+3)

6. Complete Course Title
Advanced Hydrogeology

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
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other CCG (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2016 To: /9999

12. ☐ Cross Listed with _____
☒ Stacked with GEOL A440
Signature Cross-Listed Coordination

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Biological Sciences, M.S.	4/3/15	F. Rainey
2. AEST - CoENG, M.S.	4/3/15	A. Dobson
3.		

Initiator Name (typed): Donald M. Reeves Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 4/3/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 4/3/15

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)*
Comprehensive coverage of the fundamentals of Hydrogeology including physical and hydraulic properties of subsurface aquifers, Darcy's Law and the Ground Water Flow Equation, hydraulic head, storage and effective stress, regional ground water flow, aquifer hydraulics, and water well design and development. Laboratory time will be used to enhance data analysis, mathematical, and problem-solving skill sets. Not available for credit if previously completed GEOL A440.

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

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Graduate level course to be stacked with GEOL A440.

Initiator (faculty only) Date

Donald M. Reeves
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide
University of Alaska Anchorage

GEOL A640
Advanced Hydrogeology

I. Date of Initiation: Spring 2016

II. Course Information

A. College: CAS
B. Course Subject: Geological Sciences
C. Course Number: GEOL A640
D. Number of Credits: 4.0 (3+3)
E. Course Title: Hydrogeology
F. Grading Basis: A-F
G. Course Description: Comprehensive coverage of the fundamentals of Hydrogeology including physical and hydraulic properties of subsurface aquifers, Darcy's Law and the Ground Water Flow Equation, hydraulic head, storage and effective stress, regional ground water flow, aquifer hydraulics, and water well design and development. Laboratory time will be used as a recitation to enhance data analysis, mathematical, and problem-solving skill sets. Not available for credit if previously completed GEOL A440.
H. Course Prerequisites:
I. Fee: Yes

III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Provide interactive lectures on the theoretical and applied foundation of Hydrogeology.
   2. Use laboratory time to facilitate the development and enhancement of students' data analysis, mathematical, and problem-solving skill sets.
   3. Incorporate real-world hydrogeologic applications through an Anchorage hydrogeology field trip, incorporation of actual hydrogeologic data in problem sets, and discussion of selected book highlighting real-world problem(s).
   4. An additional and more rigorous set of graduate-level problems will be provided for all graduate students. These problem sets are designed to provide the graduate students with a higher level of understanding in the course subject matter.

B. Student Learning Outcomes and Evaluation. The students will:

Student Learning Outcomes	Evaluations
Acquire a comprehensive understanding of the fundamental processes and theory used in hydrogeology.	Problem sets and exams.

Demonstrate and articulate understanding of real-world hydrogeologic problems and applications.	Problem sets and selected text discussion.
Enhance existing data analysis, mathematical, and problem-solving skill sets.	Problem sets and exams.
Demonstrate professional level understanding of hydrogeologic concepts.	Rigorous, professional-level problem sets and exams.

IV. Course Evaluations

Based on grades received on problem sets, exams, and attendance during book discussion and field trip. Graduate students enrolled in 640 will receive graduate-level problem sets that will incur an estimated 2-4 hours of additional work per problem set.

V. Course Level Justification

This course provides the necessary theoretical and applied foundations of hydrogeology, and is typically taught at the 400- and graduate-levels (often stacked) in the vast majority of Universities, both domestic and abroad.

The primary difference between A440 and A640 is that A640 students will receive graduate-level problem sets. These additional exercises will be significantly more difficult and challenging than the problem sets required by the A440 students. Exams will also differ between A440 and A640 students. This approach is commonly used to distinguish between undergraduate and graduate course loads for stacked courses.

VI. Topical Course Outline

A. Introduction to Hydrogeology
   1. Basic Concepts and Processes
   2. Worldwide Distribution of Water
   3. Highlighted Hydrogeology Applications

B. Properties of Aquifers
   1. Porosity and Porosity Computation
   2. Permeability
   3. Darcy's Law
   4. Permeability Estimation for Unconsolidated Materials
   5. Basic Aquifer Concepts

C. Principles of Ground Water Flow
   1. Fluid Energy and Hydraulic Head
   2. Bernoulli Equation and Hubbert Force Potential
   3. Fluid Density and Viscosity
   4. Specific Discharge and Ground Water Velocity
   5. Laminar and Turbulent Flow Regimes

D. Ground Water Flow Equations
    1. Homogeneity/Heterogeneity and Isotropy/Anisotropy
    2. Gradient Operator and Partial Derivatives
    3. Conservation of Fluid Mass Derivation of the Ground Water Flow Equation
    4. Overburden and Effective Stress
    5. Aquifer Storage and Compaction
    6. Solutions to the Groundwater Flow Equation for Confined and Unconfined Aquifers
    7. Capillarity

E. Regional Ground Water Flow Equations
    1. Zones of Recharge and Discharge
    2. Hubbert and Toth Models of Regional Flow
    3. Permeability Contrasts and Flow Barriers
    4. Ground Water – Surface Water Interaction
    5. Field Water Balances
    6. Hyporheic Zone Exchange

F. Geology and Ground Water Occurrence
    1. Unconsolidated Aquifers
    2. Consolidated Aquifers
    3. Tectonic Settings
    4. Coastal Aquifers and Tidal Influences

G. Water Wells
    1. Well Drilling
    2. Well Screens and Sediment Size Analysis
    3. Water Well Design
    4. Water Well Development
    5. Water Well Pumps

H. Estimation of Aquifer Parameters
    1. Stratigraphic Unit and Hydrostratigraphic Unit Designation
    2. Arithmetric, Geometric, and Harmonic Averaging and Averaging Rules
    3. Permeameters and Core Estimation of K
    4. Well Hydraulics: Pumping and Slug Tests
    5. Estimation of Hydraulic Properties from Pumping and Slug Tests
    6. Well Interference and Hydrogeologic Boundaries

I. Additional Reading (Either Ogalla Blue or Cadillac Desert)
    1. Highlight real-world problems identified in selected book and discuss potential solutions.
    2. Extrapolate real-world problems identified in book to other hydrogeologic settings.

VIII. Required Texts (* denotes classic text)

* Fetter, C.W., (2001). Applied Hydrogeology, 4th Ed., Prentice Hall, Upper Saddle River, New Jersey, 598 pp.

Selected Book on Real-World Hydrogeologic Problem, e.g., Cadillac Desert and Ogallala Blue in Bibliography (subject to change).

VIII. Bibliography (* denotes classic text)

* Ashworth, W. (2006). Ogallala Blue: Water and Life on the High Plains, Countrywide Press, Woodstock, NY, 330 pp.

* Batu, V. (1998). Aquifer Hydraulics: A Comprehensive Guide to Hydrogeologic Data Analysis, John Wiley and Sons, New York, NY, 727 pp.

* Bear, J. (1972). Dynamics of Fluids in Porous Media, Dover Publications, New York, NY, 764 pp.

* Freeze, J.A. and J.A. Cherry (1979). Groundwater, Prentice Hall, Englewood Cliffs, NJ, 603 pp.

* Hermance, J.F. (1999). A Mathematical Primer on Groundwater Flow, Prentice Hall, Upper Saddle River, NJ, 230j pp.

* Reisner, M., (1993). Cadillac Desert: The American West and Its Disappearing Water, Penguin Books, New York, NY, 582 pp.

Sterrett, R.G., (2007). Groundwater and Wells, 3rd Ed., Johnson Screens, New Brighton MN, 812 pp.

* Winter, T.C., J.W. Harvey, O.L. Franke, and W.M. Alley, (1998). Ground Water and Surface Water: A Single Resource, U.S. Geological Survey Circular 1139, Denver, CO, 79 pp.

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	1b. Department
AS CAS	Geological Sciences

2. Complete Program Title/Prefix
Geological Sciences - B.S./ GEOL

3. Type of Program

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

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

4. Type of Action:

PROGRAM	PREFIX
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: Sp /2016 To: /9999

6a. Coordination with Affected Units Department, School, or College: CAS

Initiator Name (typed): Kristine J Crossen Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 4/3/15

6c. Coordination with Library Liaison Date: 4/3/15

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

☐ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action

1. Change GEOL A321.
2. Change GEOL A360.
3. Add GEOL 361.
4. Change A435.
5. Stacking of new upper division and graduate courses (GEOL A436 and A636, GEOL A437 and A637, GEOL A438 and A638, GEOL A440 and A640, GEOL A445 and A645, GEOL A457 and A657.

Initiator (faculty only) Date

Kristine J Crossen
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Academic Progress Requirements

In order to graduate with a BS in Geological Sciences, all courses listed under major requirements for a BS in Geological Sciences must be completed with a grade of C or better. Students who audit a GEOL course or who are unable to earn a grade of C or better in the course may repeat the course. All prerequisites for GEOL courses must be completed with a grade of C or better.

Please consult the undergraduate academic advisor in the Department of Geological Sciences to obtain a student handbook for the geological sciences major.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the College of Arts and Sciences Requirements.
- Complete the major requirements below.

Major Requirements

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

Support Courses

CHEM A105	General Chemistry I	
& A105L	and General Chemistry I Laboratory	4
CHEM A106	General Chemistry II	
& A106L	and General Chemistry II Laboratory	4
MATH A251	Calculus I *	4
PHYS A123	Basic Physics I	
& A123L	and Basic Physics I Laboratory	4
PHYS A124	Basic Physics II	
& A124L	and Basic Physics II Laboratory	4
STAT A253	Applied Statistics for the Sciences	4
or STAT A307	Probability and Statistics	

Core Courses

GEOL A121	Physical Geology for Science and Engineering Majors	4
GEOL A221	Historical Geology	4
GEOL A310	Professional Practices in Geology	3
GEOL A321	Mineralogy	4
GEOL A322	Igneous and Metamorphic Petrology	4
GEOL A335	Structural Geology	4
GEOL A350	Geomorphology	4
GEOL A360	Geochemistry	3
GEOL A430	Sedimentology	3
GEOL A435	Stratigraphy and Sedimentary Petrology	3
Complete 6 credits of the following:		6
GEOL A480	Geologic Field Methods	
GEOL A481	Alaskan Field Investigations	
Geology field camp **		

Electives

Complete 13-14 credits of the following:		13-14
GEOL A320	Volcanology	
GEOL A325	Geology of Ore Deposits	
GEOL A361	Earth Resources and Society	
GEOL A380	Anchorage Field Studies	
GEOL A381	Kenai Peninsula Field Studies	
GEOL A382	Geologic Field Studies	
GEOL A436	Petroleum Geology	
GEOL A437	Depositional Systems and Dynamic Stratigraphy	
GEOL A438	Advanced Sedimentary Petrology and Diagenesis	
GEOL A440	Hydrogeology	
GEOL A445	Geothermal Energy	
GEOL A454	Glacial and Quaternary Geology	
GEOL A455	Permafrost	
GEOL A456	Geoarchaeology	
GEOL A457	Geology of Alaska	
GEOL A460	Environmental Geochemistry	
GEOL A475	Environmental Geophysics	

GEOL A480 Geologic Field Methods ***
GEOL A481 Alaskan Field Investigations ***
GEOL A482 Geologic Field Investigations
GEOL A490 Advanced Topics in Geology
GEOL A492 Geology Seminar
GEOL A495 Geology Internship
GEOL A498 Student Research
GEOL A499 Senior Thesis

* MATH A252 is highly recommended for students majoring in geological sciences.

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

*** GEOL A480 and GEOL A481 may be applied toward recommended electives if they are not being applied to satisfy core requirements.

Environmental Geological Track

Students wishing to receive a degree with an environmental geological sciences track should complete the above electives requirement with the following courses:

GEOL A440	Hydrogeology	4
Select 6 credits of the following:		6
GEOL A361	Earth Resources and Society	
GEOL A436	Petroleum Geology	
GEOL A445	Geothermal Energy	
GEOL A454	Glacial and Quaternary Geology	
GEOL A455	Permafrost	
GEOL A457	Geology of Alaska	
GEOL A460	Environmental Geochemistry	
GEOL A495	Geology Internship	
Complete at least 4 additional credits from the Electives Requirements list above.		4
Total Credits		13

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

Honors in Geological Sciences

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

1. Satisfy all requirements for a BS in Geological Sciences.
2. Maintain a cumulative GPA of 3.50.
3. Complete 6 credits of GEOL A499 or 3 credits of GEOL A498 and 3 credits of GEOL A499, with a grade of B or better.
4. Students intending to graduate with departmental honors must notify the Departmental Honors Committee, in writing, on or before the date they file their Application for Graduation with the Office of the Registrar.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Academic Progress Requirements

In order to graduate with a BS in Geological Sciences, all courses listed under major requirements for a BS in Geological Sciences must be completed with a grade of C or better. Students who audit a GEOL course or who are unable to earn a grade of C or better in the course may repeat the course. All prerequisites for GEOL courses must be completed with a grade of C or better.

Please consult the undergraduate academic advisor in the Department of Geological Sciences to obtain a student handbook for the geological sciences major.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the College of Arts and Sciences Requirements.
- Complete the major requirements below.

Major Requirements

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

Support Courses

CHEM A105	General Chemistry I	
& A105L	and General Chemistry I Laboratory	4
CHEM A106	General Chemistry II	
& A106L	and General Chemistry II Laboratory	4
MATH A251	Calculus I *	4
PHYS A123	Basic Physics I	
& A123L	and Basic Physics I Laboratory	4
PHYS A124	Basic Physics II	
& A124L	and Basic Physics II Laboratory	4
STAT A253	Applied Statistics for the Sciences	4
or STAT A307	Probability and Statistics	

Core Courses

GEOL A121	Physical Geology for Science and Engineering Majors	4
GEOL A221	Historical Geology	4
GEOL A310	Professional Practices in Geology	3
GEOL A321	Mineralogy	4
GEOL A322	Igneous and Metamorphic Petrology	4
GEOL A335	Structural Geology	4
GEOL A350	Geomorphology	4
GEOL A360	Geochemistry	3
GEOL A430	Sedimentology	3
GEOL A43~~1~~5	Stratigraphy and Sedimentary Petrology	3
~~GEOL A432~~	~~Sedimentary Petrology Laboratory~~	~~1~~
Complete 6 credits of the following:		6
GEOL A480	Geologic Field Methods	
GEOL A481	Alaskan Field Investigations	
Geology field camp **		

Electives

Complete 13-14 credits of the following:		13-14
GEOL A320	Volcanology	
GEOL A325	Geology of Ore Deposits	
~~GEOL A340~~	~~Hydrogeology~~	
GEOL A361	Earth Resources and Society	
GEOL A380	Anchorage Field Studies	
GEOL A381	Kenai Peninsula Field Studies	
GEOL A382	Geologic Field Studies	
GEOL A436	Petroleum Geology	
GEOL A437	Depositional Systems and Dynamic Stratigraphy	
GEOL A438	Advanced Sedimentary Petrology and Diagenesis	
GEOL A440	Hydrogeology	
GEOL A445	Geothermal Energy	
GEOL A454	Glacial and Quaternary Geology	
GEOL A455	Permafrost	
GEOL A456	Geoarchaeology	
GEOL A457	Geology of Alaska	

GEOL A460	Environmental Geochemistry
GEOL A475	Environmental Geophysics
GEOL A480	Geologic Field Methods ***
GEOL A481	Alaskan Field Investigations ***
GEOL A482	Geologic Field Investigations
GEOL A490	Advanced Topics in Geology
GEOL A492	Geology Seminar
GEOL A495	Geology Internship
GEOL A498	Student Research
GEOL A499	Senior Thesis

* MATH A252 is highly recommended for students majoring in geological sciences.

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

*** GEOL A480 and GEOL A481 may be applied toward recommended electives if they are not being applied to satisfy core requirements.

Environmental Geological Track

Students wishing to receive a degree with an environmental geological sciences track should complete the above electives requirement with the following courses:

GEOL A~~3~~440	Hydrogeology	~~3~~4

Select 6 credits of the following: 6

GEOL A361	Earth Resources and Society
GEOL A436	Petroleum Geology
GEOL A445	Geothermal Energy
GEOL A454	Glacial and Quaternary Geology
GEOL A455	Permafrost
GEOL A457	Geology of Alaska
GEOL A460	Environmental Geochemistry
~~GEOL A475~~	~~Environmental Geophysics~~
GEOL A495	Geology Internship

Complete at least 4 additional credits from the Electives Requirements list above. 4

Total Credits	13

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

Honors in Geological Sciences

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

1. Satisfy all requirements for a BS in Geological Sciences.
2. Maintain a cumulative GPA of 3.50.
3. Complete 6 credits of GEOL A499 or 3 credits of GEOL A498 and 3 credits of GEOL A499, with a grade of B or better.
4. Students intending to graduate with departmental honors must notify the Departmental Honors Committee, in writing, on or before the date they file their Application for Graduation with the Office of the Registrar.

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

1a. School or College	1b. Division	1c. Department
AS CAS	AHUM Division of Humanities	AKNS

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
AKNS	190		1-3	(1-3+0)

6. Complete Course Title
Selected Topics: Alaska Native Cultural Skills
AK Native Cult. Skills
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
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status Yes # of Repeats Max Credits 9

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/2015 To: /

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. AKNS Minor	10/2/14	Maria Williams
2.		
3.		

Initiator Name (typed): April Counceller Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 12/18/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 12/18/2014

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

15. Course Description *(suggested length 20 to 50 words)*
Selected topics course. Focuses on an applied traditional Alaska Native skill. Covers historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated for up to 9 credits with different subtitles.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
none

16b. Co-requisite(s) *(concurrent enrollment required)*
none

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

16d. Registration Restriction(s) *(non-codable)*
none

17. ☒ Mark if course has fees varies

18. ☒ Mark if course is a selected topic course

19. Justification for Action
Provides opportunity for specific study of traditional Alaska Native skills and techniques.

Initiator (faculty only) Date
April G.L. Counceller
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chair Date

☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage – Kodiak College
Alaska Native Studies: AKNS A190: Selected Topics: Alaska Native Cultural Skills

I. **Initiation Date** Summer 2015

II. **Course Information**

A. College:	College of Arts and Sciences
B. Course Title:	Selected Topics: Alaska Native Cultural Skills
C. Course Subject/Number:	AKNS A190
D. Credit Hours:	1.0-3.0 Credits
E. Contact Time:	1+0 Contact Time per credit
F. Grading Information:	P/NP
G. Course Description:	Selected topics course. Focuses on an applied traditional Alaska Native skill. Covers historical and modern practices, as well as traditional knowledge and mentorship learning of Alaska Native practices, such as arts, technologies, or culinary techniques. Special Note: Subtitle varies. May be repeated for up to 9 credits with different subtitles.
H. Course Fees:	None.
I. Coordination:	Faculty List Serve, Deans and Directors, Anchorage and extended campuses.
J. Registration Restrictions:	None.

III. **Course Activities**

This class incorporates small-group demonstrations, lectures, and hands-on activities.

IV. **Course Evaluation**

Grading basis is Pass/No Pass. Grades will be based on these criteria:

A. Attendance and participation in class
B. Individual or group projects
C. Class discussions

V. **Course Level Justification**

This class is appropriate at the 100-level because it provides an introductory-level orientation to a specific topic area.

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

A. Instructional Goals. **The instructor will:**
1. Engage students through presentation, demonstration, and activity formats, bringing the subject matter to a level within their comprehension.
2. Empower students to participate in class activities, modifying content delivery to various learning preferences as needed.
3. Guide students through hands-on activities, ensuring adequate practice in applying course concepts.
4. Provide interaction with guest presenters and culture bearers with expertise in traditional Alaska Native skills and traditions,

B. Student Learning Outcomes. **Students will be able to:**	**Graded Assessment Method**
1. Describe and compare techniques and methods used in the past and today for traditional skills, including means of passing down traditional knowledge.	In-class discussions, activities, class project(s).
2. Apply course content to an individual or group project, exhibiting proficiency in the special topic area.	Individual, class project(s).
3. List materials or ingredients, tools, and other items needed for performing the traditional skill.	Class discussions, project(s)

VII. **Possible Course Topics (*not a limited list*)**

1. Mask Making: Ethnographic and Modern
2. Alaska Native Headdress Design and Construction
3. Traditional Plant Medicines
4. Trapping & Trap Making
5. Skin Sewing
6. Native Foods Preservation and Preparation
7. Bow making
8. Storytelling
9. Basket making: from collecting to completion
10. Weather lore and outdoor survival

VIII. **Sample Course Outline**: Alaska Native Traditional Plant Medicines

1. Information about medicinal plant use prehistorically, in the historic past, and today among Alaska Native groups;
2. Summary of available information resources (print, online, human);

3. Identification methods and local plant identification training;
4. Ethical/responsible plant collecting;
5. Plant drying and preservation for varied uses;
6. Applied project(s): developing medicinal products from local plants;
7. Traditional plant knowledge: comparing traditional mentorship and academic resources.

IX. Suggested Texts

*Garibaldi, A. (1999). *Medicinal Flora of the Alaska Natives*. Anchorage, AK: University of Alaska Anchorage Alaska Natural Heritage Program.

Jones, A. (2010). *Plants That We Eat: Nauriat Niginaqutat*. Fairbanks, AK: University of Alaska Press.

Russell, P. (2011). *Nanwalek and Port Graham Alutiiq Plantlore*. Fairbanks, AK: University of Alaska Fairbanks Center for Cross-Cultural Studies.

X. Bibliography

*Campbell, D., Charles, W., & Ramoth-Sampson, R. (2002). *What the Elders Have Taught Us: Alaska Native Ways*. Portland, OR: Alaska Northwest Books.

Crowell, A., Worl, R., Ongtooguk, P., & Biddison, D. (Eds.). (2010). *Living our Cultures, Sharing our Heritage: The First Peoples of Alaska*. Washington, DC: Smithsonian Books.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	AJUS Division of Justice	Justice Center

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
JUST	A200	N/A	3	(3+0)

6. Complete Course Title
Introduction to Research Methods in Justice
Intro to Rsrch Methods in Just
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
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☒ Other Update CCG (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2016 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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. see table	4/20/15	Andre Rosay
2.		
3.		

Initiator Name (typed): Marny Rivera Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 4/20/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 4/20/2015

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

15. Course Description *(suggested length 20 to 50 words)*
Introduces social science research methods used in justice studies, including explication of the scientific method, experimental and quasi-experimental designs, sampling, data collection methods, and analytical strategies.

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

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Include an explicit emphasis on information literacy in this foundation course.

Initiator (faculty only) Date
Marny Rivera
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Being Changed:	**JUST A200**	**(Ordinary Differential Equations)**
Impacted Program or Course	***Date of Notification***	***Chair/Coordinator Contacted*** (not listerve)
Bachelor of Arts, Justice	4/20/15	Andre Rosay
JUST A320	4/20/15	Andre Rosay
JUST A332	4/20/15	Andre Rosay
JUST A334	4/20/15	Andre Rosay
JUST A360	4/20/15	Andre Rosay
JUST A398	4/20/15	Andre Rosay
JUST A434	4/20/15	Andre Rosay
JUST A460	4/20/15	Andre Rosay
JUST A463	4/20/15	Andre Rosay
JUST A484	4/20/15	Andre Rosay
JUST A488	4/20/15	Andre Rosay

University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: **April 2015**

II. Curriculum Action Request

A. School:	College of Health
B. Course Subject:	JUST
C. Course Number:	A200
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Program:	Bachelor of Arts, Justice
G. Course Title:	Introduction to Research Methods in Justice
H. Grading Basis:	A-F
I. Implementation Date:	Spring/2016
J. Cross-listed/Stacked:	N/A
K. Course Description:	Introduces social science research methods used in justice studies, including explication of the scientific method, experimental and quasi-experimental designs, sampling, data collection methods, and analytical strategies.
L. Course Prerequisites:	N/A
M. Course Co-requisites:	N/A
N. Other Restrictions:	N/A
O. Registration Restrictions:	N/A
P. Course Fees:	No
Q. Course Attributes:	N/A

III. Instructional Goals and Student Learning Outcomes

A. The instructor will:
1. Explicate the scientific method and describe how the scientific method is used in justice research.
2. Introduce students to ethical guidelines that protect human research participants.
3. Review probability and non-probability sampling methods for collection of justice data.
4. Examine various data collection methods (surveys, experiments, qualitative research, and evaluations).
5. Provide examples of sampling and data collection methods from justice research.
6. Describe when various analytic strategies are appropriate for categorical and continuous data.
7. Provide assignments where students practice basic research skills (i.e. reviewing scholarly justice literature, sampling, data analysis, etc.).

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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	**Assessment Measures**
1. Describe how the scientific method is a vehicle for "knowing" and differentiate the scientific method from other epistemologies.	Examinations
2. Discuss principles of ethical research practices involving human participants.	Examinations
3. Demonstrate how conceptualization and operationalization are used in the measurement of social, economic, and behaviorial phenomena.	Examinations
4. Explain how research studies using surveys, experiments, evaluations, and qualitative research methods are designed to achieve valid and reliable results.	Examinations, out of class exercises
5. Describe the quantitative analytic strategies available to researchers depending on the level of measurement employed.	Examinations, out of class exercises
6. Implement effectively designed search strategies to find appropriate scholarly resources; critically evaluate resources; integrate and credit scholarly authorities in their writing.	Research paper, oral presentation

IV. Course Level Justification

This course is designed to develop skills and abilities that will be required in upper division justice courses.

V. Topical Course Outline

1. Contrast use of the scientific method as a means of knowing with other epistemologies (authority, intuition, and logic)
2. Measurement
   2.1. Conceptualization
   2.2. Reliability and validity
   2.3. Levels of measurement
3. Research ethics
   3.1. Importance of ethics in protecting human research participants
   3.2. Code of ethics
   3.3. Enforcing ethical standards
4. Research methods and designs commonly used in justice research

4.1. Surveys
4.2. Experiments
4.3. Qualitative research
4.4. Evaluation

5. Introduction to sampling
   5.1. Purpose of sampling
   5.2. Types of probability and non-probability sampling methods
   5.3. Inferring from samples to the population
6. Survey research method
   6.1. Constructing questionnaires
   6.2. Strengths and weaknesses of survey administration methods (mail, group, in-person, telephone, and internet)
7. Experimental research designs in social settings
   7.1. Elements of causality
   7.2. Experimental and quasi-experimental designs
   7.3. Threats to internal validity
8. Qualitative research methods
   8.1. Participant observation
   8.2. Intensive interviews
   8.3. Focus groups
9. Evaluation research
   9.1. Needs assessment
   9.2. Process evaluation
   9.3. Impact analysis
   9.4. Efficiency analysis
10. Measuring crime
    10.1. Uniform Crime Reports (UCR)
    10.2. National Crime Victimization Survey (NCVS)
11. Analytical strategies
    11.1. Univariate statistics
    11.2. Bivariate statistics
    11.3. Inferential statistics

VI. Suggested Texts

Bachman, R., & Schutt, R. K. (2012). *Fundamentals of research in criminology and criminal justice* (2nd ed.). Los Angeles, CA: Sage.

Chambliss, D. F., & Schutt, R. K. (2010). *Making sense of the social world* (3rd ed.). Los Angeles, CA: Pine Forge Press.

Maxfield, M. G., & Babbie, E. R. (2012). *Basics of research methods* (3rd ed.). Belmont, CA: Wadsworth.

VII. Bibliography

Dantzker, M. L., & Hunter, R. D. (2012). *Research methods for criminology and criminal justice* (3rd ed.). Sudbury, NJ: Jones & Bartlett.

*Hagan, F. E. (2005). *Essentials of research methods in criminal justice and criminology*. Boston, MA: Pearson.

Ireland, C., Berg, B. L., & Mutchnick, R. J. (2010). *Research methods for criminal justice and the social sciences: Practice and applications*. Boston, MA: Prentice-Hall.

Kraska, P. B., & Neuman, W. L. (2011). *Essential criminal justice and criminology research methods.* Upper Saddle River, NJ: Pearson.

Newman, W. L. (2011). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston, MA: Pearson.

*denotes classic/seminal text

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

1a. School or College	1b. Division	1c. Department
CH College of Health	AJUS Division of Justice	Justice Center

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
JUST	A310	N/A	3	(3+0)

6. Complete Course Title
Introduction to Forensic Science
Intro to Forensic Science
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☒ Automatic Restrictions
  - ☒ Class ☐ Level ☐ College ☐ Major
- ☒ Other Update CCG (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2016 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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Bachelor of Arts, Justice	4/20/2015	Andre Rosay
2.		
3.		

Initiator Name (typed): Marny Rivera Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 4/20/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 4/20/2015

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 overview of forensic science and its relationship within the justice system. Focuses on the various areas of criminalistics, which typically involve the analysis done in government crime labs on physical evidence gathered in the course of a criminal investigation.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
(JUST A110 or LEGL A101) with a minimum grade of D.

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CAR and course content guide.

Initiator (faculty only) Date
Marny Rivera
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chair Date

☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved Provost or Designee Date

University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: **April 2015**

II. Curriculum Action Request

A. School:	College of Health
B. Course Subject:	JUST
C. Course Number:	A310
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Program:	Bachelor of Arts, Justice
G. Course Title:	Introduction to Forensic Science
H. Grading Basis:	A-F
I. Implementation Date:	Spring/2016
J. Cross-listed/Stacked:	N/A
K. Course Description:	Provides an overview of forensic science and its relationship within the justice system. Focuses on the various areas of criminalistics, which typically involve the analysis done in government crime labs on physical evidence gathered in the course of a criminal investigation.
L. Course Prerequisites:	(JUST A110 or LEGL A101) with a minimum grade of D.
M. Course Co-requisites:	N/A
N. Other Restrictions:	Class
O. Registration Restrictions:	Junior Standing
P. Course Fees:	No
Q. Course Attributes:	N/A

III. Instructional Goals and Student Learning Outcomes

A. The instructor will:
1. Provide an in-depth overview of Forensic Science and its role in the criminal justice system.
2. Discuss the various disciplines within Forensic Science.
3. Demonstrate the importance of physical evidence in resolving legal issues.
4. Discuss the different types of physical evidence encountered in criminal and civil investigations.
5. Identify the different scientific techniques and instrumental analyses used to analyze physical evidence.
6. Illustrate the importance of understanding the probative value of different types of physical evidence in order to evaluate what to collect at crime scenes.
7. Provide assignments in which the students investigate the use and limitations of Forensic Science.

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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	**Assessment Measures**
1. Demonstrate an in-depth understanding of Forensic Science and its role in the judicial system.	Written assignments, examinations
2. Discriminate the basis of comparative analysis used to characterize the main types of physical evidence encountered at crime scenes.	Written assignments, examinations
3. Demonstrate an understanding (by naming instruments and techniques and describing how they work) of the analytical techniques used to examine the basic physical and chemical properties of physical evidence.	Written assignments, examinations
4. Evaluate what types of evidence provide the greatest probative value in resolving legal issues in a given case.	Written assignments, examinations
5. Assess the scientific and legal limitations of different types of physical evidence.	Written assignments, examinations

V. Course Level Justification

The course builds upon criminal justice concepts and processes of the law and legal system introduced in Justice A110 and Legal Studies A101.

VI. Topical Course Outline

1. Introduction to forensic science
2. The crime scene
   - 2.1 Physical evidence
   - 2.2 Physical properties: characterizing, identifying and comparing physical evidence
3. The crime lab
   - 3.1 Organic analysis
   - 3.2 Inorganic analysis
   - 3.3 The microscope
4. The evidence
   - 4.1 Trace evidence: hairs, fibers, and paint
   - 4.2 Drugs
   - 4.3 Forensic toxicology
   - 4.4 Shoeprint and tire impression evidence
   - 4.5 Firearms, tool marks
   - 4.6 Fingerprints
   - 4.7 Forensic aspects of arson and explosion investigations
   - 4.8 Biological evidence
   - 4.9 DNA typing
   - 4.10 Questioned documents

4.11 Computer forensics
5. Forensic science in the courts
6. The future of forensic science
7. Limitations of physical evidence
   7.1 Scientific
   7.2 Legal
8. Questioned documents
9. Computer forensics

VI. Suggested Texts

Saferstein, R. (2013). *Forensic science: From the crime scene to the crime lab* (2nd ed.). New York, NY: Pearson.

VII. Bibliography

Bertino, A. J. (2016). *Forensic science: Fundamentals and investigations* (2nd ed.). Belmont, CA: Cengage Learning.

Bodziak, W. J. (2008). *Tire tread and tire track evidence: Recovery and forensic examination*. Boca Raton, FL: CRC Press.

Easttom, C., & Taylor, J. (2011). *Computer crime, investigation, and the law*. Belmont, CA: Cengage Learning.

Gaensslen, R. E., Harris, H. A., & Lee, H. (2007). *Introduction to forensic science & criminalistics*. New York, NY: McGraw Hill.

Girard, J. E. (2011). *Criminalistics: Forensic science, crime, and terrorism* (3rd ed.). Burlington, MA: Jones & Bartlett Learning.

*Inman, K., & Rudin, N. (2000). P*rinciples and practice of criminalistics: The profession of forensic science*. Boca Raton, FL: CRC Press.

Lee, H. C., Taft, G. M., Taylor, K. A., & Hencken, J. (2009). *Forensic science today* (2nd ed.). Tucson, AZ: Lawyers & Judges.

Saferstein, R. (2015). *Criminalistics: An introduction to forensic science*. Upper Saddle River, NJ: Pearson.

Strom, K. J., & Hickman, M. J. (2014). *Forensic science and the administration of justice*. Los Angeles, CA: Sage.

* denotes a classic text

Additional course material will be drawn from the following sources:

- *Journal of Forensic Sciences*, American Academy of Forensic Science
- *Journal of Forensic Identification*, International Association of Identification
- *Forensic Science International*, International Association of Forensic Science
- *Science and Justice*, Society of Forensic Sciences
- *Research in Brief*, a series from the National Institute of Justice that summarizes findings from NIJ grant supported research.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	AJUS Division of Justice	Justice Center

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
JUST	A366	N/A	3	(3+0)

6. Complete Course Title
Substance Use and Crime

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
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement
- ☒ Other update CCG (please specify)

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Spring/2016 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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Bachelor of Arts, Justice	4/20/2015	Andre Rosay
2.		
3.		

Initiator Name (typed): Marny Rivera Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 4/20/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 4/20/2015

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

15. Course Description *(suggested length 20 to 50 words)*
Introduces the psychopharmacology, physiological effects, and schedule classification for substances of abuse. Reviews data estimating extent of use, abuse and related consequences. Provides a critical analysis of the connection between crime and substance use. Differentiates between policy responses to substance use and abuse including prevention, treatment, enforcement, and harm reduction.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
JUST A110 with a minimum grade of D.

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Modifying the title and content of the course to include other commonly used intoxicating substances than alcohol. Provides more comprehensive coverage of this important subject matter.

Initiator (faculty only) Date
Marny Rivera
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: **April 2015**

II. Curriculum Action Request

A. School:	College of Health
B. Course Subject:	JUST
C. Course Number:	A366
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Program:	Bachelor of Arts, Justice
G. Course Title:	Substance Use and Crime
H. Grading Basis:	A-F
I. Implementation Date:	Spring/2016
J. Cross-listed/Stacked:	N/A
K. Course Description:	Introduces the psychopharmacology, physiological effects, and schedule classification for substances of abuse. Reviews data estimating extent of use, abuse and related consequences. Provides a critical analysis of the connection between crime and substance use. Differentiates between policy responses to substance use and abuse including prevention, treatment, enforcement, and harm reduction.
L. Course Prerequisites:	JUST A110 with a minimum grade of D.
M. Course Co-requisites:	N/A
N. Other Restrictions:	Class
O. Registration Restrictions:	Junior Standing
P. Course Fees:	No
Q. Course Attributes:	N/A

III. Instructional Goals and Student Learning Outcomes

A. The instructor will:
1. Present data describing the extent of substance use, abuse, and related consequences nationally and in Alaska.
2. Describe the pharmacology, physiological effects, medical uses, impact on behavior, and likelihood of dependence for commonly used intoxicating substances.
3. Introduce students to risk and protective factors associated with substance use and abuse.
4. Differentiate between preventive, treatment-oriented, and enforcement-oriented approaches for dealing with substance use and abuse.
5. Examine the strengths and weaknesses of various approaches to reducing substance use related harm.

6. Help students gain an appreciation of public health approaches for responding to substance use and abuse.

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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	**Assessment Measures**
1. Differentiate between the methodological approaches and data sources for measuring substance use, abuse, and related consequences.	Reading comprehension assignments, essay
2. Contrast the following for commonly used substances of abuse: pharmacological effects, likelihood of dependence, medical uses, impact on behavior, tolerance, withdrawal, and connection to crime.	Reading comprehension assignments, essay
3. Appraise the theoretical explanations for and risk and protective factors associated with substance use and abuse.	Reading comprehension assignments
4. Analyze preventive, treatment-oriented, enforcement-oriented, and harm reduction approaches for controlling substance use.	Reading comprehension assignments, essays, research presentation

IV. Course Level Justification

The class builds upon and requires familiarity with criminal justice concepts and processes presented in Introduction to Justice (JUST A110) and demands well-developed writing, research, and critical thinking skills.

V. Topical Course Outline

1. Defining and measuring substance use and its consequences
   - 1.1. National and state survey data
     - 1.1.1. National Survey on Drug Use and Health (NSDUH)
     - 1.1.2. Behavioral Risk Factor Surveillance System (BRFSS)
   - 1.2. Surveys of students
     - 1.2.1. Monitoring the Future (MTF)
     - 1.2.2. Youth Risk Behavior Survey (YRBS)
   - 1.3. Survey of arrestees: Arrestee Drug Abuse Monitoring (ADAM)
   - 1.4. Emergency department data: Drug Abuse Warning Network (DAWN)
   - 1.5. Extent of admissions for substance abuse treatment: Treatment Episode Data Set (TEDS)
   - 1.6. Cost of substance use, abuse, and control efforts
     - 1.6.1. Nationwide
     - 1.6.2. In Alaska
   - 1.7. Substance use and crime
   - 1.8. Substance dependence as a brain disease
2. Biology of substance use and abuse
   - 2.1. Effects examined
     - 2.1.1. Pharmacological effects produced by neurotransmitters

2.1.2. Medical uses
2.1.3. Intoxicating effects and impact on behavior
2.1.4. Potential for tolerance and withdrawal
2.1.5. Likelihood of abuse
2.1.6. Schedule of controlled substances
2.2. Substance categories
2.2.1. Depressants
2.2.2. Stimulants
2.2.3. Other: Hallucinogens, marijuana, inhalants, and club drugs
3. Explanations for substance use and abuse
3.1. Risk and protective factors
3.2. Psychological explanations
3.3. Sociological explanations
4. Policies and approaches for controlling substance use and abuse
4.1. History of drug control legislation
4.2. Prevention
4.3. Treatment
4.4. Law enforcement and the war on drugs
4.5. Harm reduction

VI. Suggested Texts

Abadinsky, H. (2014). *Drug use and abuse: A comprehensive introduction* (8th ed.). Belmont, CA: Cengage.

VII. Bibliography

Goldberg, R. (Ed.). (2012). *Taking sides: Clashing views in drugs and society* (10th ed.). New York, NY: McGraw Hill.

Goode, E. (2011). *Drugs in American society* (8th ed.). New York, NY: McGraw Hill.

Inciardi, J. A. (2008). *The war on drugs IV: The continuing saga of the mysteries and miseries of intoxication, addiction, crime, and public policy* (4th ed.). Boston, MA: Pearson.

Julien, R. M. (2014). *A primer of drug action* (13th ed.). New York, NY: Macmillan.

Levinthal, C. F. (2011). *Drugs, society, and criminal justice* (3rd ed.). Boston, MA: Pearson.

Maisto, S. A., Galizio, M., & Connors, G. J. (2011). *Drug use and abuse* (7th ed.). Belmont, CA: Cengage.

Robinson, M. B., & Scherlen, R. G. (2014). *Lies, damned lies, and drug war statistics: A critical analysis of claims made by the Office of National Drug Control Policy* (2nd ed.). Albany, NY: State University of New York Press.

Zilney, A. A. (2011). *Drugs: Policy, social costs, crime, and justice*. Boston, MA: Pearson.

Course Inventory Change Request

Date Submitted: Thu, 20 Aug 2015 17:44:14 GMT

Viewing: HIST A121 : East Asian Civilization I

Changes proposed by: pedunscomb

Are you making a change to fees only? No

Justification for proposal

This course is being proposed/updated for accreditation purposes
The proposed changes are part of a routine curriculum update

Other Justification

Implementation Date: Fall 2016

Status: Active

Course Prefix: HIST Course Number: A121

Department: History

School or College: (AS) UAA Coll of Arts & Sciences

Complete Course Title: East Asian Civilization I

Abbreviated Title For Transcript: *East Asian Civilization I

Credits/CEUs: 3 Contact Hours Lecture: 3 Lab: 0

Repeatable? No

How many times may course be taken? - OR - Max Credits

Default Grading Basis: A - F

Cross Listed With

Stacked with

Justification for stacked course

Course Description (Suggested limit of 50 words): Provides a broad understanding of the historical, cultural ~~cultural,~~ and social development of Chinese, Japanese ~~Japanese,~~ and Korean civilization from their prehistoric origins through approximately 1600 (the decline of the Ming Dynasty in China, the successful unification of Japan under the Tokugawa ~~Tokugawa,~~ and the end of the Japanese ~~Japanese~~ invasions of Korea).

Special Note

In Workflow

1. HIST Head
2. AS Curriculum Committee Chair
3. AS Dean's Office
4. Registrar
5. pedunscomb
6. Undergraduate Curriculum Committee Chair
7. Faculty Senate Chair
8. UOAA_Curriculum
9. OAA
10. Registrar
11. Banner

Approval Path

1. Wed, 02 Sep 2015 23:24:26 GMT
   Paul Dunscomb (pedunscomb): Approved for HIST Head
2. Wed, 09 Sep 2015 19:49:03 GMT
   Karl Pfeiffer (ktpfeiffer): Approved for AS Curriculum Committee Chair
3. Wed, 09 Sep 2015 23:28:45 GMT

Restrictions

Registration Restrictions

Class: No

College: No

Major/Pre-major	No
Prerequisites Text Area (List prefix and number or test code and score)	
Co-requisites (concurrent enrollment required)	
Is this a Selected Topics course?	No
Does course have fees?	No
Attach Course Fee Form	

Course Content Guide

Instructional Goals. The instructor will:

2. Use the study of China, Korea and Japan to develop the student's ability to think historically, that is,

-- place ideas, events, objects and texts in proper historical context;

-- examine causation and consequences (e.g., Imperial bureaucracy, examination system, Neo-Confucianism, rise of the Gentry class).

-- analyze patterns of change and continuity (e.g., the evolution of Chinese Confucianism, its spread to Korea and Japan, evolution of Buddhism, evolution of political institutions)

-- assess possibilities of contingency (e.g., Why the Song conquest, rise of Korean factionalism, paradox of Tokugawa peace)

--recognize and evaluate the complexity of the historical process.

3. Develop the student's ability to read, think and write critically through the examination and analysis of (translated) primary and secondary sources (in English) on Chinese, Korean and Japanese history.

4. Develop the student's ability to communicate effectively orally and in writing at an advanced undergraduate level.

General Education Requirement: Humanities

Oral Communication Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Understand the dynamic nature of the communication process.	Please describe other assessment method:undefined
Implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages, analyze audiences, and adapt to a variety of communication settings.	Please describe other assessment method:undefined

Quantitative Skills Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)

Develop their algebraic, analytic and numerics kills; use them to solve applied problems; and correctly explain their mathematical reasoning.	Please describe other assessment method:undefined

Written Communication Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.	Please describe other assessment method:undefined
Demonstrate their ability to communicate effectively by selecting form and content that fits the situation.	Please describe other assessment method:undefined
Demonstrate ability to adhere to genre conventions.	Please describe other assessment method:undefined
Demonstrate ability to adapt voice and tone and level of formality to the writing situation.	Please describe other assessment method:undefined
Demonstrate ability to control stylistic features such as sentence variety, syntax, grammar, usage, punctuation,and spelling.	Please describe other assessment method:undefined

Fine Arts Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.	Please describe other assessment method:undefined
Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.	Please describe other assessment method:undefined

Humanities Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Identify texts or objects and place them in the historical context of the discipline.	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies.	Please describe other assessment method:undefined
Use a formal technique to determine the validity of simple deductive arguments.	Please describe other assessment method:undefined
Evaluate the adequacy of evidence according to	

appropriate inductive standards.	Please describe other assessment method:undefined
Demonstrate proficiency in listening, speaking, reading, and writing in the target language (ASL: proficiency in receptive and expressive skills) at the appropriate elementary or intermediate level.	Please describe other assessment method:undefined
Demonstrate cultural knowledge of topics addressed.	Please describe other assessment method:undefined

Natural Sciences w/Lab Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.	Please describe other assessment method:undefined
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Please describe other assessment method:undefined
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Please describe other assessment method:undefined
Demonstrate the ability to work with the tools and in settings of the discipline.	Please describe other assessment method:undefined
Critically observe events or processes and accurately record and analyze observations.	Please describe other assessment method:undefined

Natural Sciences Lecture Only Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.	Please describe other assessment method:undefined
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Please describe other assessment method:undefined
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Please describe other assessment method:undefined

Natural Sciences Lab Only Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Demonstrate the ability to work with the tools and in settings of the discipline.	Please describe other assessment method:undefined
Critically observe events or processes and accurately record and analyze observations.	Please describe other assessment method:undefined

Social Sciences Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Describe the discipline she or he has studied and discuss the key principles or themes that unify it.	Please describe other assessment method:undefined

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.	Please describe other assessment method:undefined
Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.	Please describe other assessment method:undefined
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 insetting evidence-based social policy.	Please describe other assessment method:undefined
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.	Please describe other assessment method:undefined

Integrative Capstone Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	Outcome Included in Course	How will this outcome be assessed? (check all that apply)
Communicate effectively in a variety of contexts and formats. (Required for Oral Communication, Written Communication, Humanities-Languages)	Yes	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions. (Required for Quantitative Skills)	No	Please describe other assessment method:undefined
Relate knowledge to the historical context in which it developed and the human problems it addresses.	Yes	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined

(Required for Humanities-Logic, Humanities-Content Oriented)		
Interpret different systems of aesthetic representation and understand their historical and cultural contexts. (Required for Fine Arts)	No	Please describe other assessment method:undefined
Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics. (Required for Social Sciences)	Yes	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Identify ways in which science has advanced the understanding of important natural processes. (Required for Natural Sciences)	No	Please describe other assessment method:undefined
Locate and use relevant information to make appropriate personal and professional decisions.	No	Please describe other assessment method:undefined
Adopt critical perspectives for understanding the forces of globalization and diversity. (Required for Integrative Capstone)	No	Please describe other assessment method:undefined

Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner. (Required for Integrative Capstone)	Please describe other assessment method: undefined	

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
1. Describe the key political, social, philosophical, economic and cultural developments in China, Korea and Japan from origins to c. 1650. 2. Identify, place in proper historical context and evaluate for historical significance primary documents and texts relating to China, Korea and Japan. 3. Discuss and analyze the causes and consequences of key historical developments in the history of China, Korea and Japan. 4. Recognize and analyze patterns of change and continuity across the region and time in China, Korea and Japan. 5. Recognize and assess the role of complexity and contingency in East Asian history during the period through study and analysis of specific historical events and processes (for example, rise of Imperial bureaucracy, quest for truth/knowledge and inquiry, “b arbarian” conquests). 6. Communicate effectively orally and in writing at an advanced undergraduate level.	1. Content exams, quizzes, and analytical essays 2. Analytical essays and/or textual analysis papers 3. Analytical essays and exams, and/or analytical papers, oral presentations and discussion 4. Analytical essays and exams, and/or analytical papers 5. Analytical essays and exams, and/or analytical papers 6. Analytical essays and exams, and/or analytical papers, oral presentations and discussion

If course is offered in a format other than the traditional face-to-face method, how will credit hour requirements be met?

Course Level Justification

100 Level: Introduces a field of knowledge and/or develops basic skills. Foundation or survey course.

Topical Course Outline

1. Themes in Chinese history, geography, Ancient China
2. Warring States period and key belief systems (Confucianism, Legalism, Daoism)
3. Political disunity vs. cultural solidarity, rise of Buddhism
4. Sui and Tang Dynasties, Examination system, Confucian revival
5. Song Dynasty, rise of Gentry society, Neo-Confucianism, Mongol conquest
6. Ming Dynasty, arrival of the West, China's inward turn and the origins of stagnation
7. Themes in Korean and Japanese history, geography, prehistoric Korea and Japan
8. Korea and Japan as a common cultural sphere (300 BCE-700 CE) transmission of Chinese culture and its effects
9. Korean and Japanese post-contact parallel development (Goryo and Heian), divergent experience of Mongol invasions
10. Flowering and stagnation of Jeoson Korea, role of Neo-Confucianism
11. Japan's Warring States, unification, invasion of Korea, Tokugawa peace

Suggested Texts

Author	Title	Publisher	Edition/Date
Patricia Ebrey, Anne Walthall.	East Asia: A Cultural, Social and Political History	Wadsworth Cengage Learning	3rd ed., 2014
Jonathan D. Spence	The Death of Woman Wang	Penguin	1979
Ivan Morris	World of the Shining Prince	Kodansha	1994

Bibliography

Author	Title	Publisher	Edition/Date
Fairbank, John K. and Merle Goldman	China: A New History	Harvard University Press	2nd. 2006
Friday, Karl, ed.	Japan Emerging: Premodern History to 1850	Westview Press	2012
Hall, John W., et al, eds.	The Cambridge History of Japan	Cambridge University Press	1988-1993
Hansen, Valerie	The Open Empire: A History of China to 1800	W. W. Norton & Co.	2nd. 2015
Holcombe, Charles	The Genesis of East Asia, 221 B.C.-A.D. 907	Association for Asian Studies and University of Hawai'i Press	2001
Holcombe, Charles	A History of East Asia: From Origins of Civilization to the Twenty-First Century	Cambridge University Press	2011
Jansen, Marius B	China in the Tokugawa World	Harvard University Press	1992
Jansen, Marius B.	The Making of Modern Japan	Harvard University Press	2000
Littlejohn, Ronnie	Confucianism: An Introduction	I. B. Tauris	2011
Maas, Jeffery P. ed.	The Origins of Japan's Medieval World: Courtiers, Clerics, Warriors, and Peasants in the Fourteenth Century	Stanford University Press	1997
Mote, F. W.	Imperial China, 900-1800	Harvard University Press	1999
Pratt, Keith	Everlasting Flower: A History of Korea	Reaktion Books	2006
Seth, Michael	A Concise History of Korea: From the Neolithic Period through the	Rowman and Littlefield	2006

	Nineteenth Century		
Totman, Conrad	Early Modern Japan	University of California Press	1993
Totman, Conrad	A History of Japan	Blackwell Publishers	2000
Twitchett, Denis and John K. Fairbank, general editors	The Cambridge History of China	Cambridge University Press	1978-1998

Resource Implications

Faculty (Check all that apply)

Please Explain:

Facilities (Check all that apply)

Please Explain:

Justification for this request

Course Reviewer Comments

Key: 3602

Course Inventory Change Request

Date Submitted: Thu, 20 Aug 2015 18:09:56 GMT

Viewing: HIST A122 : East Asian Civilization II

Changes proposed by: pedunscomb

Are you making a change to fees only?

Justification for proposal

This course is being proposed/updated for accreditation purposes
The proposed changes are part of a routine curriculum update

Other Justification

Implementation Date: Fall 2016

Status: Active

Course Prefix: HIST Course Number: A122

Department: History

School or College: (AS) UAA Coll of Arts & Sciences

Complete Course Title: East Asian Civilization II

Abbreviated Title For Transcript: *East Asian Civilization II

Credits/CEUs: 3 Contact Hours Lecture: 3 Lab: 0

Repeatable? No

How many times may course be taken? - OR - Max Credits

Default Grading Basis: A - F

Cross Listed With

Stacked with

Justification for stacked course

Course Description (Suggested limit of 50 words): Provides a broad understanding of the historical, cultural ~~cultural,~~ and social development of East Asian civilization from approximately 1600 (the rise of the Qing Dynasty in China, the successful unification of Japan under the Tokugawa ~~Tokugawa,~~ and the revival of the Yi Dynasty in Korea) through the 20th ~~twentieth~~ century.

Special Note

In Workflow

1. HIST Head
2. AS Curriculum Committee Chair
3. AS Dean's Office
4. Registrar
5. pedunscomb
6. Undergraduate Curriculum Committee Chair
7. Faculty Senate Chair
8. UOAA_Curriculum
9. OAA
10. Registrar
11. Banner

Approval Path

1. Wed, 02 Sep 2015 23:24:31 GMT
   Paul Dunscomb (pedunscomb): Approved for HIST Head
2. Wed, 09 Sep 2015 19:54:14 GMT
   Karl Pfeiffer (ktpfeiffer): Approved for AS Curriculum Committee Chair
3. Wed, 09 Sep 2015 23:31:23 GMT

Restrictions

Registration Restrictions

Class: No

College: No

Major/Pre-major	No
Prerequisites Text Area (List prefix and number or test code and score)	
Co-requisites (concurrent enrollment required)	
Is this a Selected Topics course?	No
Does course have fees?	No
Attach Course Fee Form	

Course Content Guide

Instructional Goals. The instructor will:

1.Present and examine the key political, social, economic, religious, intellectual, and cultural developments in China, Korea and Japan through the start of the 21st century.

2. Use the study of China, Korea and Japan to develop the student's ability to think historically, that is,

-- place ideas, events, objects and texts in proper historical context;

-- examine causation and consequences (e.g., foreign v. domestic challenges to authority, response to imperialism).

-- analyze patterns of change and continuity (modernization v. Westernization, evolution of indigenous modern culture and institutions)

-- assess possibilities of contingency (e.g., Why Japan modernized first, Why CCP victory in China, How Korea was divided?)

-- recognize and evaluate the complexity of the historical process.

3. Develop the student's ability to read, think and write critically through the examination and analysis of (translated) primary and secondary sources (in English) on Chinese, Korean and Japanese history.

General Education Requirement: Humanities

Oral Communication Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Understand the dynamic nature of the communication process.	Please describe other assessment method:undefined
Implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages, analyze audiences, and adapt to a variety of communication settings.	Please describe other assessment method:undefined

Quantitative Skills Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)

Develop their algebraic, analytic and numerics kills; use them to solve applied problems; and correctly explain their mathematical reasoning.	Please describe other assessment method:undefined

Written Communication Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.	Please describe other assessment method:undefined
Demonstrate their ability to communicate effectively by selecting form and content that fits the situation.	Please describe other assessment method:undefined
Demonstrate ability to adhere to genre conventions.	Please describe other assessment method:undefined
Demonstrate ability to adapt voice and tone and level of formality to the writing situation.	Please describe other assessment method:undefined
Demonstrate ability to control stylistic features such as sentence variety, syntax, grammar, usage, punctuation,and spelling.	Please describe other assessment method:undefined

Fine Arts Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.	Please describe other assessment method:undefined
Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.	Please describe other assessment method:undefined

Humanities Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Identify texts or objects and place them in the historical context of the discipline.	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies.	Please describe other assessment method:undefined
Use a formal technique to determine the validity of simple deductive arguments.	Please describe other assessment method:undefined
Evaluate the adequacy of evidence according to	

appropriate inductive standards.	Please describe other assessment method:undefined
Demonstrate proficiency in listening, speaking, reading, and writing in the target language (ASL: proficiency in receptive and expressive skills) at the appropriate elementary or intermediate level.	Please describe other assessment method:undefined
Demonstrate cultural knowledge of topics addressed.	Please describe other assessment method:undefined

Natural Sciences w/Lab Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.	Please describe other assessment method:undefined
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Please describe other assessment method:undefined
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Please describe other assessment method:undefined
Demonstrate the ability to work with the tools and in settings of the discipline.	Please describe other assessment method:undefined
Critically observe events or processes and accurately record and analyze observations.	Please describe other assessment method:undefined

Natural Sciences Lecture Only Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.	Please describe other assessment method:undefined
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Please describe other assessment method:undefined
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Please describe other assessment method:undefined

Natural Sciences Lab Only Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Demonstrate the ability to work with the tools and in settings of the discipline.	Please describe other assessment method:undefined
Critically observe events or processes and accurately record and analyze observations.	Please describe other assessment method:undefined

Social Sciences Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Describe the discipline she or he has studied and discuss the key principles or themes that unify it.	Please describe other assessment method:undefined

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.	Please describe other assessment method:undefined
Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.	Please describe other assessment method:undefined
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 insetting evidence-based social policy.	Please describe other assessment method:undefined
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.	Please describe other assessment method:undefined

Integrative Capstone Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	Outcome Included in Course	How will this outcome be assessed? (check all that apply)
Communicate effectively in a variety of contexts and formats. (Required for Oral Communication, Written Communication, Humanities-Languages)	Yes	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions. (Required for Quantitative Skills)	No	Please describe other assessment method:undefined
Relate knowledge to the historical context in which it developed and the human problems it addresses.	Yes	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined

(Required for Humanities-Logic, Humanities-Content Oriented)		
Interpret different systems of aesthetic representation and understand their historical and cultural contexts. (Required for Fine Arts)	No	Please describe other assessment method:undefined
Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics. (Required for Social Sciences)	Yes	Discussions- Exams- Written Assignments- Please describe other assessment method:undefined
Identify ways in which science has advanced the understanding of important natural processes. (Required for Natural Sciences)	No	Please describe other assessment method:undefined
Locate and use relevant information to make appropriate personal and professional decisions.	No	Please describe other assessment method:undefined
Adopt critical perspectives for understanding the forces of globalization and diversity. (Required for Integrative Capstone)	No	Please describe other assessment method:undefined

Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner. (Required for Integrative Capstone)	Please describe other assessment method: undefined

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
Describe the key political, social, philosophical, economic and cultural developments in China, Korea and Japan from c. 1600 to the early 21st century.	Content exams, quizzes, and analytical essays
Identify, place in proper historical context and evaluate for historical significance primary documents and texts relating to China, Korea and Japan.	Analytical essays and/or textual analysis papers
Discuss and analyze the causes and consequences of key historical developments in the history of China, Korea and Japan.	Analytical essays and exams, and/or analytical papers, oral presentations and discussion
Recognize and analyze patterns of change and continuity across the region and time in China, Korea and Japan.	Analytical essays and exams, and/or analytical papers
Recognize and assess the role of complexity and contingency in East Asian history during the period through study and analysis of specific historical events and processes (for example, responses to imperialism, responses to modernization, the role of globalization).	Analytical essays and exams, and/or analytical papers
Communicate effectively orally and in writing at an advanced undergraduate level.	Communicate effectively orally and in writing at an advanced undergraduate level.

If course is offered in a format other than the traditional face-to-face method, how will credit hour requirements be met?

Course Level Justification

100 Level: Introduces a field of knowledge and/or develops basic skills. Foundation or survey course.

Topical Course Outline

1. Themes in Chinese history, geography, China during the Ming Dynasty
2. Manchu conquest, change and continuity in traditional China
3. China's 19th century: domestic rebellion, foreign invasion, the leadership challenge
4. Themes in Korean and Japanese history, geography, Jeoson Korea and Tokugawa Japan
5. Japan's Meiji Revolution, Japan as object and agent of Imperialism, Korea as object of imperialism.
6. The rise and fall of the Japanese Empire and its effects on China and Korea
7. Chinese revolution: Nationalists v. Communists, Korea as colony
8. Japan's defeat and occupation, CCP victory in China's Civil War, Korean War divides the peninsula
9. China under Mao, Japan's "economic miracle," development of North and South Korea
10. China's "reform and opening up," Japan's bubble economy, South Korea's quest for democracy, North Korea under the Kim dynasty
11. East Asia as engine of global economic power and growth, political tensions

Suggested Texts

Author	Title	Publisher	Edition/Date
Patricia Ebrey, Anne Walthall	East Asia: A Cultural, Social and Political History	Wadsworth Cengage Learning	3rd. 2014
Ida Pruitt	A Daughter of Han: The Autobiography of a Chinese Working Woman	Stanford University Press	1967
Katsu Kokichi	Musui's Story: The Autobiography of a Tokugawa Samurai	University of Arizona Press	1988
Richard Kim	Lost Names: Scenes from a Korean Boyhood	University of California Press	1988

Bibliography

Author	Title	Publisher	Edition/Date
Cummings, Bruce.	Korea's Place in the Sun	W. W. Norton	2005
Demick, Barbara	Nothing to Envy: Ordinary Lives in North Korea	Spiegal and Grau	2010
Dunscomb, Paul E.	Japan Since 1945	Association for Asian Studies	2014
Duus, Peter	The abacus and the sword: the Japanese penetration of Korea, 1895-1910	Univesity of California Press	1995
Duus, Peter, Ramon H. Myers, and Mark R. Peattie, eds.	The Japanese wartime empire, 1931-1945	Princeton University Press	1996
Fairbank, John K. and Merle Goldman	China: A New History	Harvard University Press	2006
Friday, Karl, ed.	Japan Emerging: Premodern History to 1850	Westview Press	2012
Goldman, Merle and Andrew Gordon, eds.	Historical perspectives on contemporary East Asia	Harvard University Press	2000
Gordon, Andrew	A Modern History of Japan: From Tokugawa Times to the Present	Oxford University Press	3rd. 2013

Guo Suijan	Chinese Politics and Government	Routledge	2013
Hall, John W., et al, eds.	Cambriadge History of Japan	Cambridge University Press	1988-1993
Holcombe, Charles.	A History of East Asia: From Origins of Civilization to the Twenty-First Century	Cambridge University Press	2011
Jansen, Marius B.	The Making of Modern Japan	Harvard University Press	2000
Keay, John.	Empire's end: a history of the Far East from high colonialism to Hong Kong	Scribner	1997
Littlejohn, Ronnie	Confucianism: An Introduction	I. B. Tauris	2011
Morley, James W., ed.	Driven by growth : political change in the Asia-Pacific region	M. E. Sharpe	1993
Pratt, Keith.	Everlasting Flower: A History of Korea	Reaktion Books	2006
Robinson, Michael E.	Korea's Twentieth-Century Odyssey: A short history	University of Hawaii Press	2007
Seth, Michael	A Concise History of Korea: From the Neolithic Period through the Nineteenth Century	Rowman and Littlefield	2006
Spence, Jonathan D	The Search for Modern China	W. W. Norton	3rd. 2013
Totman, Conrad	Early Modern Japan	University of California Press	1993
Twitchett, Denis and John K. Fairbank, general editors	The Cambridge History of China	Cambridge University Press	1978-1998

Resource Implications

Faculty (Check all that apply)

Please Explain:

Facilities (Check all that apply)

Please Explain:

Justification for this request

Course Reviewer Comments

Key: 3603

Course Inventory Change Request

Date Submitted: Wed, 19 Aug 2015 21:46:54 GMT

Viewing: JPC A483 : Motion Graphics and Animation ~~Broadcast Graphics~~

Changes proposed by: dakelly3

Are you making a change to fees only? No

Justification for proposal

This course is being proposed/updated for accreditation purposes
This course is being proposed as a result of community demand/interest
This course is being proposed to meet the demand/interest of students

Other Justification

Implementation Date: Spring 2016

Status: Active

Course Prefix: JPC Course Number: A483

Department: Journalism & Communication

School or College: (AS) UAA Coll of Arts & Sciences

Complete Course Title

Motion Graphics and Animation ~~Broadcast Graphics~~

Abbreviated Title For Transcript: Motion Graphics and Animation ~~Broadcast Graphics~~

Credits/CEUs: 3 Contact Hours Lecture: 3

Repeatable? No

How many times may course be taken? - OR - Max Credits

Default Grading Basis: A - F

Cross Listed With

Stacked with

In Workflow

1. JPC Head
2. AS Curriculum Committee Chair
3. AS Dean's Office
4. Registrar
5. dakelly3
6. Undergraduate Curriculum Committee Chair
7. Faculty Senate Chair
8. UOAA_Curriculum
9. OAA
10. Registrar
11. Banner

Approval Path

1. Fri, 04 Sep 2015 19:13:24 GMT
   Paola Banchero (pbanchero): Approved for JPC Head
2. Wed, 09 Sep 2015 20:30:56 GMT
   Karl Pfeiffer (ktpfeiffer): Approved for AS Curriculum Committee Chair
3. Thu, 10 Sep 2015 00:21:35 GMT
   Patricia Linton (pwlinton):

Justification for stacked course

Course Description
(Suggested limit of 50 words)

Overview of contemporary history ~~Evaluates design elements, software,~~ and concepts of animation and motion ~~hardware used in professional broadcast~~ graphics. Application ~~Applies ethical practices and professional principles and practices~~ of design principles, techniques and practices ~~and creation~~ of animation production ~~a variety of broadcast content,~~ including preproduction, production, and postproduction. ~~titles, IDs, graphics for sports and news, live video, and text animation.~~

Special Note

Restrictions

Registration Restrictions

Class No

College No

Major/Pre-major No

Prerequisites Text Area
(List prefix and number or test code and score)

~~JPC A382 or JPC A383~~

(ART A205 or ART A211 or ART A225 or ART A257 or JPC A382 or JPC A383 or JPC A385 or JPC A482 or JPC A484 or THR A131) minimum grade of D-

Co-requisites
(concurrent enrollment required)

Is this a Selected Topics course? No

Does course have fees? No

Attach Course Fee Form

Course Content Guide

Instructional Goals.
The instructor will:

1. Provide a detailed course syllabus consistent with ACEJMC standards for instruction. This syllabus will include the department's attendance and grading policies.

2. Critique and recommend detailed examples of professional principles and practices, and of the history and development, of animation and motion graphics.

3. Summarize and recommend professional terminology and concepts of animation and motion graphics.

4. Summarize and recommend applications of professional principles and practices of animation and motion graphics to the creation of professional content.

5. Provide significant hands-on exposure to animation and motion graphics production technology for students to directly evaluate animation form and to master skills in animation and motion graphics.

6. Provide assignments in which students appraise the attributes of animation and motion graphics.

7. Provide a structured opportunity, through animation and motion graphics production, for students to master animation preproduction, production, and postproduction.

General Education Requirement

Oral Communication Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Understand the dynamic nature of the communication process.	Please describe other assessment method:undefined
Implement effective and appropriate communication skills, including the ability to develop, organize, present, and	Please describe other assessment method:undefined

critically evaluate messages, analyze audiences, and adapt to a variety of communication settings.	

Quantitative Skills Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Develop their algebraic, analytic and numerics kills; use them to solve applied problems; and correctly explain their mathematical reasoning.	Please describe other assessment method: undefined

Written Communication Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.	Please describe other assessment method: undefined
Demonstrate their ability to communicate effectively by selecting form and content that fits the situation.	Please describe other assessment method: undefined
Demonstrate ability to adhere to genre conventions.	Please describe other assessment method: undefined
Demonstrate ability to adapt voice and tone and level of formality to the writing situation.	Please describe other assessment method: undefined
Demonstrate ability to control stylistic features such as	Please describe other assessment method: undefined

sentence variety, syntax, grammar, usage, punctuation,and spelling.	

Fine Arts Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.	Please describe other assessment method: undefined
Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.	Please describe other assessment method: undefined

Humanities Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Identify texts or objects and place them in the historical context of the discipline.	Please describe other assessment method: undefined
Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.	Please describe other assessment method: undefined
Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to	Please describe other assessment method: undefined

recognize common fallacies.	
Use a formal technique to determine the validity of simple deductive arguments.	Please describe other assessment method:undefined
Evaluate the adequacy of evidence according to appropriate inductive standards.	Please describe other assessment method:undefined
Demonstrate proficiency in listening, speaking, reading, and writing in the target language (ASL: proficiency in receptive and expressive skills) at the appropriate elementary or intermediate level.	Please describe other assessment method:undefined
Demonstrate cultural knowledge of topics addressed.	Please describe other assessment method:undefined

Natural Sciences w/Lab Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.	Please describe other assessment method:undefined
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Please describe other assessment method:undefined
Demonstrate a knowledge of the discipline’s discoveries and advances that have impacted thought and technology throughout history.	Please describe other assessment method:undefined
Demonstrate the ability to work with the tools and in settings of the discipline.	Please describe other assessment method:undefined

Critically observe events or processes and accurately record and analyze observations.	Please describe other assessment method:undefined

Natural Sciences Lecture Only Course Student Learning Outcomes and **Assessment Measures**

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.	Please describe other assessment method:undefined
Demonstrate an understanding of the fundamentals of the courses' scientific discipline.	Please describe other assessment method:undefined
Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.	Please describe other assessment method:undefined

Natural Sciences Lab Only Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Demonstrate the ability to work with the tools and in settings of the discipline.	Please describe other assessment method:undefined
Critically observe events or processes and accurately record and analyze observations.	Please describe other assessment method:undefined

Social Sciences Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	How will this outcome be assessed? (check all that apply)
Describe the discipline she or he has studied and discuss the key principles or themes that unify it.	Please describe other assessment method: undefined
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.	Please describe other assessment method: undefined
Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.	Please describe other assessment method: undefined
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 insetting evidence-based social policy.	Please describe other assessment method: undefined
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.	Please describe other assessment method: undefined

Integrative Capstone Course Student Learning Outcomes and Assessment Measures

At the completion of this course students will be able to:	Outcome Included in Course	How will this outcome be assessed? (check all that apply)
Communicate effectively in a variety of contexts and formats. (Required for Oral Communication, Written Communication, Humanities-Languages)	Please describe other assessment method: undefined	
Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions. (Required for Quantitative Skills)	Please describe other assessment method: undefined	
Relate knowledge to the historical context in which it developed and the human problems it addresses. (Required for Humanities-Logic, Humanities-Content Oriented)	Please describe other assessment method: undefined	
Interpret different systems of aesthetic representation and	Please describe other assessment method: undefined	

understand their historical and cultural contexts. (Required for Fine Arts)	
Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics. (Required for Social Sciences)	Please describe other assessment method:undefined
Identify ways in which science has advanced the understanding of important natural processes. (Required for Natural Sciences)	Please describe other assessment method:undefined
Locate and use relevant information to make appropriate personal and professional decisions.	Please describe other assessment method:undefined
Adopt critical perspectives for understanding the forces of globalization and diversity. (Required for Integrative Capstone)	Please describe other assessment method:undefined
Integrate knowledge and employ skills gained to	Please describe other assessment method:undefined

synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner. (Required for Integrative Capstone)		

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
1. Apply understanding of professional principles, practices and terminology of animation and motion graphics to organize and plan for an animation project, including budget, schedule, logistics, design, and storyboard (preproduction). 2. Apply understanding of professional principles, practices and terminology of animation and motion graphics to produce an animation project, including sound recording, sequential image creation, and asset tracking (production). 3. Apply understanding of professional principles, practices and terminology of animation and motion graphics to analyze and synthesize image and sound sequences into an animation project, including picture and sound editing and effects (postproduction).	1. Preproduction documents 2. Production documents and products 3. Postproduction documents and products and final animation project

If course is offered in a format other than the traditional face-to-face method, how will credit hour requirements be met?

Course Level Justification

400 Level: Requires a background in the discipline through prerequisites, junior/senior level or competency requirements. Demands well-developed writing skills, research capabilities and/or mastery of tools and methods of the discipline. Requires ability to analyze, synthesize, compare and contrast, research, create,

innovate, develop, elaborate, transform, and/or apply course materials to solve complex problems. Substantial body of lower-level courses required.

Topical Course Outline

I.Outline

A. Context

1. History of animation and motion graphics
2. Contemporary animation and motion graphics
3. Intellectual property for animation and motion graphics

B. Preproduction

1. Story development
2. Production design
3. Storyboard
4. Budget, schedule, and logistics
5. Studio location & workspace design

Suggested Texts

Author	Title	Publisher	Edition/Date
Murphy, Mary	Beginner's guide to animation	Watson-Guptill	2008

Bibliography

Author	Title	Publisher	Edition/Date
Braha, Yael	Creative motion graphic titling for film, video, and the web	Focal	2011
Lord, Peter	Creating 3-D animation: the Aardman book of filmmaking	Harry N. Abrams	1998
Thomas, Frank	The Illusion of Life: Disney Animation	Abbeville Press	1995
Williams, Richard	The animator's survival	Faber	2001

	kit		

Resource Implications

Faculty (Check all that apply)

Please Explain:

Facilities (Check all that apply)

Please Explain:

Justification for this request

Course Reviewer Comments

Key: 3957