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

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

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

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

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

VI. Program/Course Action Request- Second Readings
Chg  AKNS A290  Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 6-10)
Chg  AKNS A490  Advanced Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 11-15)
Chg  Associate of Applied Science in Nursing (pg. 16-26)
Add  CIS A250  Basic Web Page Design and Development (stacked with CIS A350)(3 cr)(3+0)(pg. 27-31)
Add  CIS A350  Advanced Web Page Design and Development (stacked with CIS A250)(3 cr)(3+0)(pg. 32-37)
Add  HIST A308  Europe in the High Middle Ages (3 cr)(pg. 38-45)
Add  HIST A336  Latin America to 1800 (3 cr)(pg. 46-53)
Add  HIST A338  Modern Latin America (3 cr)(pg. 54-62)

VII. Program/Course Action Request- First Readings
AAS, Small Business Administration Catalog Asterisk (pg. 63-64)
Chg  ENGL A312  Advanced Technical Writing (3 cr)(3+0)(pg. 65-71)
Chg  ART A366  Asian Art (3 cr)(3+0)(pg. 72-77)
Chg  ART A367  History of Photography (3 cr)(3+0)(pg. 78-81)
Chg ART A392 Selected Topics in Art Education (1-3 cr)(1-3+0)(pg. 82-91)
Chg ART A403 Arts and Technology (3 cr)(3+0)(pg. 92-98)
Chg ART A404 Diversity and Visual Culture (3 cr)(3+0)(pg. 99-104)
Chg ART A491 Senior Seminar (3 cr)(3+0)(pg. 105-110)
Chg ART A492 Art History Seminar (3 cr)(3+0)(pg. 111-121)
Chg ART A499 Thesis (3 cr)(0+6)(pg. 122-132)
Chg GEOL A490 Advanced Topics in Geology (Stacked with GEOL A690) (1-4 cr)(1-4+0)(pg. 133-142)
Chg MILS A101 Leadership and Personal Development (1 cr)(1+0)(pg. 143-147)
Chg MILS A102 Introduction to Tactical Leadership (1 cr)(1+0)(pg. 148-150)
Chg MILS A450 History of the United States Army (3 cr)(3+0)(pg. 151-155)
Chg Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis (pg. 156-163)
Chg MATH A107 College Algebra (4 cr)(4+0)(pg. 164-169)
Add MATH A430 Concepts of Topology (3 cr)(3+0)(pg. 170-173)
Chg Minor, Mathematics (pg. 174-175)
Chg Bachelor of Science, Mathematics (pg. 176)
Chg Bachelor of Arts, Mathematics (pg. 177-188)
Chg GEO A365 Geomatics Adjustment and Analysis (4 cr)(4+0)(pg. 189-193)
Chg GEO A490 Selected Advanced Topics in Geomatics (1-6 cr)(0-6+0-12)(pg. 194-197)
Chg GIS A490 Selected Advanced Topics in GIS (1-6 cr)(0-6+0-12)(pg. 198-201)

VIII. Old Business
IX. New Business
X. Informational Items and Adjournment
November 16, 2012
2:00-5:00
ADM 204

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

II. Approval of the Agenda (pg. 1-2)
Add DN A203 minor CAR change to Informational Items
Approved with amendment

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

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
   The Program Student Learning Outcomes Memo has been circulated.
   Departments need to make sure that all courses have been updated within the last 10 years.
   The last Provost finalist is on campus Monday, Tuesday and Wednesday the week of November 19th to
   November 21st. The open forum is on Tuesday, November 20th.

B. University Registrar Lora Volden
   Registration began November 12th and approximately 8,000 students have already registered for the
   Spring.
   Waitlisting seems to be popular and working well.
   E-catalog is moving forward.

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

B. GERC
   Discussed changes to the Curriculum Handbook.
   Guest speaker Mark Fitch discussed distance lab learning in the Natural Sciences.

VI. Program/Course Action Request- Second Readings
Chg  AKNS A290  Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 5-9)
Postponed approval pending addition of sample course outline and additional corrections suggested

Chg  AKNS A490  Advanced Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 10-14)
Postponed approval pending addition of sample course outline and additional corrections suggested

Chg  AKNS A492  Cultural Knowledge of Native Elders (3 cr)(3+0)(pg. 15-19)
Unanimously approved

Chg  AKNS A495  Alaska Native Studies Internship (1-3)(1-3+0)(pg. 20-23)
Unanimously approved

VII. Program/Course Action Request- First Readings
Add  Physical Therapist Assistant (Prefix Only)(pg. 24-25)
Waive first reading, approve for second
Chg  ENGL A312  Advanced Technical Writing (3 cr)(3+0)(pg. 26-32)
Postponed

Chg  ART A203  Introduction to Art Education (3 cr)(3+0)(pg. 33-38)
Waive first reading, approve for second

Chg  ART A204  History and Philosophy of Art Education (3 cr)(3+0)(pg. 39-43)
Waive first reading, approve for second

Chg  ART A209  Beginning Metalsmithing and Jewelry
(Staked with ART A309 and ART A409)(3 cr)(0+6)(pg. 44-48)
Waive first reading, approve for second

Chg  ART A212  Beginning Watercolor (Stacked with ART A312 and ART A412)
(3 cr)(0+6)(pg. 49-54)
Postponed

Chg  ART A261  History of Western Art I (3 cr)(3+0)(pg. 55-64)
Accepted for first reading, going to GERC

Chg  ART A262  History of Western Art II (3 cr)(3+0)(pg. 65-74)
Accepted for first reading, going to GERC

Chg  ART A303  Curriculum Planning and Interpretation in Art (3 cr)(3+0)(pg. 75-82)
Waive first reading, approve for second

Chg  ART A304  Art Experience: Social, Cultural, and Educational (3 cr)(3+0)(pg. 83-88)
Waive first reading, approve for second

Chg  ART A360A  History of Non-Western Art I (3 cr)(3+0)(pg. 89-99)
Accepted for first reading, going to GERC

Chg  ART A360B  History of Non-Western Art II (3 cr)(3+0)(pg. 100-110)
Accepted for first reading, going to GERC

Chg  ART A361  History of Graphic Design (3 cr)(3+0)(pg. 111-115)
Waive first reading, approve for second

Chg  ART A362  History of Modern Art (3 cr)(3+0)(pg. 116-122)
Waive first reading, approve for second

Chg  ART A363  History of Contemporary Art (3 cr)(3+0)(pg. 123-128)
Waive first reading, approve for second

Chg  ART A364  Italian Renaissance Art (3 cr)(3+0)(pg. 129-134)
Waive first reading, approve for second

Chg  ART A366  Asian Art (3 cr)(3+0)(pg. 135-140)

Chg  ART A367  History of Photography (3 cr)(3+0)(pg. 141-144)

Chg  ART A392  Selected Topics in Art Education (1-3 cr)(1-3+0)(pg. 145-154)

Chg  ART A403  Arts and Technology (3 cr)(3+0)(pg. 155-161)

Chg  ART A404  Diversity and Visual Culture (3 cr)(3+0)(pg. 162-167)

Chg  ART A491  Senior Seminar (3 cr)(3+0)(pg. 168-172)
Chg ART A492 Art History Seminar (3 cr)(3+0)(pg. 173-183)
Chg ART A499 Thesis (3 cr)(0+6)(pg. 184-194)
Chg GEOL A490 Advanced Topics in Geology (Stacked with GEOL A690)
(1-4 cr)(1-4+0)(pg. 195-204)

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment
   A. DNA A203 minor CAR change
      Adjourned
### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Alaska Native Studies</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>AKNS</td>
<td>A290</td>
<td>N/A</td>
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</table>

**6. Complete Course Title**  
Topics in Alaska Native Studies  
Topics in AK Native Studies  
Abbreviated Title for Transcript (30 character)

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

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

**9. Repeat Status Yes # of Repeats 3 Max Credits 12**

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
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<td>1. AKNS minor</td>
<td>92, 333</td>
<td>Impacted</td>
<td>11/12/12</td>
<td>Maria Williams</td>
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<td>2.</td>
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<td>3.</td>
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</tr>
</tbody>
</table>

**Initiator Name (typed):** Maria Williams  
Initiator Signed Initials: _________  
Date: __________________

**13b. Coordination Email**  
Date: 07/05/2012  
submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 07/19/2012

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

**15. Course Description**  
(suggested length 20 to 50 words)  
Examines contemporary issues in Alaska Native studies at an introductory level. Course can include political, social and historical aspects of Alaska Native peoples and culture. Special Note: Subtitle varies. May be repeated for credit up to three times with a different subtitle.

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

**16b. Test Score(s)**  
N/A

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

**16d. Other Restriction(s)**  
☐ College  
☐ Major  
☐ Class  
☐ Level  
None

**16e. Registration Restriction(s) (non-codable)**  
None

**17. Mark if course has fees**  
☐

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

**19. Justification for Action**  
Updated title, repeat status, CCG; student learning outcomes and course description to better reflect course level expectations.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Maria Williams</td>
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<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Undergraduate/Graduate Academic</th>
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<td>Board Chairperson</td>
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<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Provost or Designee</th>
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</tbody>
</table>
I. Date Initiated
November 27, 2012

II. Course Information
College/School: College of Arts and Sciences
Department: Alaska Native Studies
Program: Minor, Alaska Native Studies
Course Title: Topics in Alaska Native Studies
Course Number: AKNS A290
Credits: 1-3
Contact Hours: Determined by the number of credits
Grading Basis: A-F

Course Description: Examines topics on contemporary issues in Alaska Native studies at an introductory level. Course can include political, social and historical aspects of Alaska Native peoples and culture. Special Note: Subtitle varies. May be repeated for credit up to three times with a different subtitle.

Course Prerequisites: None
Registration Restrictions: None
Fees: Yes

III. Course Activities
Because this is a “selected topics” course, the exact focus of the course may vary depending on the topic addressed. However, in general, the course will involve a combination of:
A. Lectures
B. Discussions
C. Guest speakers

IV. Course Level Justification
This 200-level class examines selected topics in Alaska Native Studies at an introductory level.

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

VI. Course Outline
This class explores different issues in Alaska Native studies. Students will be exposed to new ideas and information that are currently impacting Alaska Native people, and
topics can range from polities/policies, art practices/production, resource extraction, global climate change, and Alaska Native corporations. Guest speakers throughout the semester will bring Alaska Native perspectives into the classroom. The depth of the course is based upon the number of credit hours (1-3) and will include assigned readings, class discussions at the Freshman/sophomore level.

Possible topics can include:

A. Colonialism and Neo-colonialism in Alaska
B. Alaska Native art traditions
C. Traditional Ecological Knowledge (TEK)
D. Subsistence challenges/issues
E. Alaska Native Claims Settlement Act (ANCSA)
F. Alaska National Interest Land Conservation Act (ANILCA)
G. Alaska Native Tribes and People
H. Village out-migration
I. Federal Indian Policy
J. History of Alaska Natives
K. Politics and Public Policy
L. Resource extractions and impacts on Alaska Native people
M. Global Climate change and impacts on Alaska Native people

VII. Sample Course Outline

Course title: Decolonizing Methodologies
2 credit hours

Course Description: A study of research methods that work to honor Indigenous ways of producing and sharing knowledge. Through theory and case studies, students will study research methodologies that incorporate a strong ethic of community-based practices and the reciprocal sharing of knowledge. Although weighted toward Indigenous communities, this course will be useful to researchers involved with or belonging to other minority groups that have often been the objects—rather than subjects—of research.

Course Requirements and Student Learning Outcomes:
Students must attend and participate in class; read the assigned materials; take class quizzes; turn in research papers based on parameters established by course instructor.
Student Learning Outcomes include understanding colonialism from an Indigenous perspective, as well as a historical framework; a working knowledge of current research methods as they pertain to Indigenous communities. Students will be assessed by class discussions/participation, quizzes, quizzes, and papers.

Suggested Text:


Bibliography:


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

| A. Instructional Goals.  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>The instructor will:</td>
</tr>
<tr>
<td>1. Engage students through lecture and presentation formats, bringing the subject matter to a level within their comprehension.</td>
</tr>
<tr>
<td>2. Empower students to participate in class discussion, facilitated debates, and various in-class activities and exercises that are designed to bring the historical issues alive for learning, including using Native Case Studies.</td>
</tr>
<tr>
<td>3. Challenge students to debate controversial issues surrounding Alaska Native people objectively.</td>
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<tr>
<td>4. Provide an interaction with guest lecturers who provide a high level of expertise in their fields, such as federal Indian policy, Alaska Native history, art production, elder knowledge, Alaska Native land claims, traditional knowledge, Alaska Tribal sovereignty issues, to foster student learning and mentorship.</td>
</tr>
</tbody>
</table>

| B. Student Learning Outcomes.  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge on issues centered on current and historical Alaska Native topics, including education, boarding schools, subsistence, and contemporary</td>
</tr>
</tbody>
</table>
approaches to indigenous based pedagogy

<p>| | |</p>
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<tr>
<td>2.</td>
<td>Articulate the events that led to ANCSA and ANILCA</td>
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<tr>
<td>3.</td>
<td>Demonstrate an understanding of interdisciplinary approaches to colonialism, neo-colonialism, resource extraction, and its impact on Alaska Native communities</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate a basic understanding of federal Indian policy, and compare and contrast the Alaska Native tribal status and courts to those of the Lower 48 American Indian Tribes.</td>
</tr>
</tbody>
</table>

IX. **Suggested Text**

None required.

X. **Bibliography**

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

**University of Alaska Anchorage**

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

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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>AKNS</td>
<td>A490</td>
<td>N/A</td>
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<td>(1-3+0)</td>
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</table>

### 6. Complete Course Title

**Advanced Topics in Alaska Native Studies**

**Adv. Topics in AKNS**

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

### 7. Type of Course

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

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

If a change, mark appropriate boxes:

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

### 9. Repeat Status Yes

- # of Repeats: 3
- Max Credits: 12

### 10. Grading Basis

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

### 11. Implementation Date

- Semester/year: Fall/2013 to 9999

### 12. Cross Listed with Stacked with

- [ ] Cross-Listed Coordination Signature

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
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<td>92, 333</td>
<td>11/12/12</td>
<td>Maria Williams</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</table>

Initiator Name (typed): Maria Williams

Initiator Signed Initials: __________

Date: __________

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

### 13b. Coordination Email

Date: 07/05/2012

13c. Coordination with Library Liaison

Date: 07/05/12

### 14. General Education Requirement

**Mark appropriate box:**

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

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

Examines topics on contemporary issues in Alaska Native Studies at an advanced level. Course can include political, social and historical aspects of Alaska Native people and culture. Special Note: Subtitle varies. May be repeated three times for credit with a different subtitle.

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

AKNS A201

### 16b. Test Score(s)

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<th>Test Score(s)</th>
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### 16d. Other Restriction(s)

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

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

- Upper division standing

### 17. Mark if course has fees

- [ ]

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

- [ ]

### 19. Justification for Action

Updated title, repeat status, CCG; student learning outcomes and course description to better reflect course level expectations.

Initiator (faculty only) Date

Maria Williams

Initiator (TYPE NAME) Date

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Department Chairperson Date

Approved

Disapproved

Board Chairperson

Approved

Disapproved

Provost or Designee Date

Approved
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Alaska Native Studies Program

I. Date Initiated
   November 27, 2012

II. Course Information
   College/School: College of Arts and Sciences
   Department: Alaska Native Studies
   Program: minor, Alaska Native Studies
   Course Title: Advanced Topics in Alaska Native Studies
   Course Number: AKNS A490
   Credits: 1-3
   Contact Hours: Determined by the specific nature of the topics and the number of credits
   Grading Basis: A-F
   Course Description: Examines topics on contemporary issues in Alaska Native studies at an advanced level. Course can include political, social and historical aspects of Alaska Native peoples and culture. Special Note: Subtitle varies. May be repeated for credit up to three times with a different subtitle.
   Course Prerequisites: AKNS A201
   Registration Restrictions: Upper division standing
   Fees: Yes

III. Course Activities
   Because this is a “selected topics” course, the exact focus of the course may vary depending on the topic addressed. However, in general, the course will involve a combination of:
   A. Lectures
   B. Discussions
   C. Guest speakers

IV. Course Level Justification
   This 400-level course examines selected topics in Alaska Native Studies at an advanced level and requires a background in Alaska Native history, politics/policy, and culture. Students must have had AKNS A201 or have upper division standing.

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

VI. Course Outline
   This class explores various issues in Alaska Native Studies. Students will address at an advanced level new ideas and information that are currently impacting Alaska
Native people, and topics can range from politics/policies, art practices/production, resource extraction, global climate change, and Alaska Native corporations. Guest speakers throughout the semester will bring Alaska Native perspectives into the classroom. Topics to be covered will include:

A. Colonialism and Neo-colonialism in Alaska
B. Alaska Native Art traditions
C. Traditional Ecological Knowledge (TEK)
D. Subsistence challenges/ issues
E. Alaska Native Claims Settlement Act (ANCSA)
F. Alaska National Interest Conservation Act (ANILCA)
G. Alaska Native Tribes and People
H. Village out-migration
I. Federal Indian Policy
J. History of Alaska Natives
K. Politics and Public Policy
L. Resource extractions and impacts on Alaska Native people
M. Global Climate change and impacts on Alaska Native people

VII. Sample Course Outline

Indian Law: Alaska Native Claims Settlement Act of 1971

Course Description: The Alaska Native Claims Settlement Act (ANCSA), Public Law 92-203 (85 Stat. 688) was signed into law on December 17th, 1971. This course will examine ANCSA and its amendments from several perspectives; legal, political and social. The course will examine how and why ANCSA came about, what was the original purpose and how that has changed in the past forty years. Students will read the legal materials, examine the history of the United States’ policies for Native Americans and Alaska Natives and also hear from guest lecturers who have been involved with ANCSA the past four decades.

Course Objectives: Students will have an understanding of ANCSA’s history, from a statewide perspective, and also how the Act is part of a larger set of legal doctrines that the United States Government has created in dealing with aboriginal/Native American/American Indian/Alaska Native peoples. The course will examine how ANCSA has impacted Alaska Natives, politically, socially and economically.

Course Requirements: Students must participate in in class discussions, read the materials, and write a total of three response papers (3-5 pages each). The response papers should be from 3-5 double spaced pages and should express what ideas you, the student, have learned and elicit your thoughts and opinion(s). One final research paper is due at the end of the semester and should be 7-10 pages long with a bibliography.

Bibliography


**Websites**

http://www.ancsa.net

www.alaskool.org/projects/ANCSA/ARTICLES/newspaperindx.html

http://www.alaskool.org/projects/landclaims/LandClaimsTOC.htm

http://alaska.fws.gov/asm/anilca/toc.html


### VIII. Instructional Goals and Student Learning Outcomes

**A. Instructional Goals.**

The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
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<tr>
<td>1.</td>
<td>Engage students through lecture and presentation formats, bringing the subject matter to a level within their comprehension.</td>
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<tr>
<td>2.</td>
<td>Empower students to participate in class discussion, facilitated debates, and various in-class activities and exercises that are designed to bring the historical issues alive for learning, including using Native case studies.</td>
</tr>
<tr>
<td>3.</td>
<td>Challenge students to debate controversial issues surrounding Alaska Native people objectively.</td>
</tr>
<tr>
<td>4.</td>
<td>Provide an interaction with guest lecturers who provide a high level of expertise in their fields, such as federal Indian policy, Alaska Native history, art production, elder-knowledge, Alaska Native land claims, traditional knowledge, or Alaska Tribal sovereignty issues, to foster student learning and mentorship.</td>
</tr>
</tbody>
</table>
### B. Student Learning Outcomes.

**Students will be able to:**

| 1. | Articulate issues centered on current and historical Alaska Native topics, including education, boarding schools, subsistence, and contemporary approaches to indigenous based pedagogy | Homework, essays, and class discussions, class presentation(s), research paper(s). |
| 2. | Articulate the events that led to the Alaska Native Claims Settlement act (ANCSA) and the Alaska National Interest Lands Conservation Act (ANILCA). | Homework, essays, quizzes, in-class exercises, and journals |
| 3. | Demonstrate an understanding of interdisciplinary approaches to the study of colonialism, neo-colonialism, resource extraction, and its impact on Alaska Native communities | In-class exercises and discussions, and research paper(s). |
| 4. | Demonstrate knowledge of basic federal Indian policy, and compare and contrast the Alaska Native tribal status and courts to those of the Lower 48 American Indian Tribes. | Quizzes, essays, and class discussions. |

### IX. Suggested Texts:


Note: Reading selections will include a variety of articles from numerous sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.
1a. School or College
   CH College of Health

1b. Division
   ADSN Division of Nursing

1c. Department
   Nurs

2. Complete Program Title/Prefix
   Associate of Applied Science in Nursing

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

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

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

6a. Coordination with Affected Units
   Department, School, or College: COH
   Initiator Name (typed): Kathleen Stephenson
   Initiator Signed Initials: _________
   Date:________________

6b. Coordination Email submitted to Faculty Listserv
   (uaa-faculty@lists.uaa.alaska.edu)
   Date: 3/20/12

6c. Coordination with Library Liaison
   Date: 3/20/12

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

8. Justification for Action
   Updates catalog information by providing program outcomes, current School of Nursing address and current preadmission assessment test.

Initiator (faculty only)
Kathleen Stephenson
Initiator (TYPE NAME)

[ ] Approved
[ ] Disapproved

Dean/Director of School/College
[ ] Approved
[ ] Disapproved

Date

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

Date

Provost or Designee
[ ] Approved
[ ] Disapproved

Date

Department Chairperson
[ ] Approved
[ ] Disapproved

Date

Curriculum Committee Chairperson
[ ] Approved
[ ] Disapproved

Date
The mission of the Nursing program is to educate students for productive citizenship, personal growth, and professional nursing practice. The department offers potential students interested in becoming qualified to practice as a registered nurse two options: the Associate of Applied Science degree in Nursing and the Bachelor of Science degree in Nursing Science. The programs are designed to reflect Alaska’s needs and health care delivery systems, although graduates are prepared for beginning practice positions in other geographic areas as well. An AAS Direct Articulation program is available for individuals who already hold the LPN license in Alaska. A baccalaureate completion program is available for individuals who already hold the RN license in Alaska. The nursing programs are approved by the Alaska Board of Nursing and accredited by the National League for Nursing Accreditation Commission (61 Broadway, New York, NY 10006; (212) 363-5555, ext 153). Graduates of the programs are eligible to write the National Council Licensing Examination (NCLEX) for licensure as a Registered Professional Nurse in Alaska and other nursing jurisdictions. The baccalaureate program also provides students with the academic base for graduate study in nursing.

Information sessions are available to interested students. Times and locations are recorded on (907) 786-4560.

Undergraduate Certificate, Practical Nursing

Admission to the Practical Nursing Certificate program has been suspended. Please contact the department for information.

Associate of Applied Science, Nursing

Graduates of the Associate of Applied Science Nursing program are prepared to use the nursing process to provide effective nursing services to individuals receiving care in inpatient settings and in structured outpatient settings. The academic program provides students with a closely related mix of theory and clinical practice; students gain experience in hospitals, nursing homes, clinics, and community agencies.

Student Learning Outcomes

Students graduating with an Associate of Applied Science in Nursing will be able to:

- Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community based settings.
- Effectively communicate verbally, in writing, and electronically with health team members, patients, and their families.
- Plan, implement, and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal, and professional standards.
- Coordinate care of small groups of patients in collaboration with other members of the health care team.
- Develop a plan for lifelong learning and continuing professional development.

Admission Requirements

Students may complete the Associate of Applied Science Nursing program in two academic years (four semesters); admission to the clinical sequence is determined by a ranking process, admission is selective, and admission requirements must be completed prior to February 1 (see items 1-6 below). Students are encouraged to submit an application to the university by August to ensure complete processing of application and transcript evaluation by February 1. Students are encouraged to complete corequisite courses while waiting for admission to the clinical sequence.

In order to have a student file ranked for possible admission to the nursing sequence, the following items must be completed no later than February 1:

1. UAA Certificate of Admission from the Office of Admissions, including transcripts from both high school/GED and college, with transcript evaluations (if any). Documentation from transcripts must show successful completion of the following courses with
grades of C or above: algebra, biology with laboratory, and chemistry with laboratory. Courses may have been taken at the high school or college level. Equivalent college-level courses in lieu of high school courses are: MATH A055, BIOL A102 and BIOL A103, and CHEM A055.

2. Student attends an advising session with the coordinator of student affairs, School of Nursing. Call (907) 786-4560 for a recorded message.

3. School of Nursing Application and Confidential Required Information Form sent to the coordinator of student affairs, School of Nursing.

4. Three letters of reference sent to the coordinator of student affairs, School of Nursing.

5. Upon completion of items 1-4, student has an interview with a member of the AAS Admissions Committee.

6. Take the National League for Nursing Pre-admission Exam (PAX-RN) through Advising and Testing. Call (907) 786-4500 for specific dates and to sign up.

7. Upon completion of items 1-6, student’s file is ranked based on a point system.

Please contact the department for further details. Students are contacted in March with the results.

Once admitted to associate degree clinical nursing courses, students are required to provide the following before beginning clinical coursework:

1. Evidence of:
   a. Immunity to rubella and rubeola, confirmed by titer;
   b. Immunity to hepatitis A and hepatitis B, confirmed by titer (first-semester clinical students may be in the process of completing the immunization series; for those students, documentation of immunity by titer is required prior to entry into second-year courses);
   c. Immunity to chicken pox documented by history, titer or current immunization;
   d. Diphtheria/tetanus vaccination within the past 10 years (with booster required at the time of expiration);
   e. Freedom from active tuberculosis, documented annually by negative PPD skin test or by health examination by a nurse practitioner, physician, or physician’s assistant;
   f. Documentation of HIV testing annually (results not required).

2. Current Health Provider Certification in Cardiopulmonary Resuscitation for infants, children, and adults. First year students will have until the third week of the semester to complete this certification, which then must be kept current until graduation.

3. Professional liability insurance in the amount of $1 million/$3 million; insurance must be maintained throughout the duration of the student’s enrollment in clinical nursing courses. Specific information regarding acceptable professional liability insurance policies may be obtained directly from the program.

4. Results of a national-level criminal background check.

Students enrolled in clinical courses must provide their own transportation to clinical assignments and will be required to purchase uniforms and specialized equipment. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are injured while completing clinical assignments are responsible for all associated medical costs. It is strongly recommended that students maintain personal medical insurance.

**Academic Progress**

In order to progress within the Associate of Applied Science Nursing program, students must earn a satisfactory grade (C or higher or P) in all nursing courses. Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space-available basis. Students enrolled in one course must be concurrently enrolled in all courses with that common number (NURS A120 and NURS A120L; NURS A125 and NURS A125L; NURS A220 and NURS A220L; NURS A222 and NURS A222L; NURS A225 and NURS A225L; NURS A250 and NURS A250L).

The four-semester clinical course sequence, which begins with NURS A120/NURS A120L must be completed within four years.
General University Requirements

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

2. Complete the Associate of Applied Science Degree Requirements (15 credits) located at the beginning of this chapter.

Major Requirements

1. Complete the following required courses:

   - BIOL A111  Human Anatomy and Physiology I  4
   - BIOL A112  Human Anatomy and Physiology II  4
   - BIOL A240  Introductory Microbiology for Health Sciences  4
   - DN A203  Nutrition for Health Sciences  3
   - NURS A120  Nursing Fundamentals  3
   - NURS A120L  Nursing Fundamentals Laboratory  4
   - NURS A125  Adult Nursing I  3
   - NURS A125L  Adult Nursing I Laboratory  4
   - NURS A180  Basic Nursing Pharmacology  3
   - NURS A220  Perinatal Nursing  3
   - NURS A220L  Perinatal Nursing Laboratory  1
   - NURS A221  Advanced Parenteral Therapy Laboratory  1
   - NURS A222  Pediatric Nursing  3
   - NURS A222L  Pediatric Nursing Laboratory  1
   - NURS A225  Adult Nursing II  3
   - NURS A225L  Adult Nursing II Laboratory  3
   - NURS A250  Psychiatric Nursing  3
   - NURS A250L  Psychiatric Nursing Laboratory  1
   - NURS A255  Staff Nurse: Legal, Ethical, and Organizational Issues  1
   - PSY A150  Lifespan Development  3
   - Soc Sci chosen from General Education List  3

2. A total of 70 credits is required for the degree.

Associate of Applied Science, Nursing Licensed Practical Nurse Option

Licensed practical nurses may complete the AAS Nursing program in three semesters. Admission to the clinical sequence is selective and determined by a ranking process. Students are encouraged to complete corequisite courses while waiting to qualify for admission to the clinical sequence.

Admission Requirements

Student files entered into the admission ranking process must include documentation of the following by February 1:

1. UAA Certificate of Admission from the Office of Admissions, including high school transcripts or GED certificate and transcripts of all college work, together with UAA transcript evaluations (if needed). Transcripts must provide evidence of completion of the following courses at the high school or college level with grades of C or higher: algebra, biology with laboratory, and chemistry with laboratory. Students may use courses equivalent to the following UAA courses in lieu of work at the high school level: MATH A055, BIOL A102 and BIOL A103, and CHEM A055.

2. Successful completion of or concurrent enrollment in the following college courses or their equivalents:

   - BIOL A111  Human Anatomy and Physiology I
ENGL A111   Methods of Written Communication
PSY A150   Lifespan Development

3. Current active Alaska LPN license.

4. Completed School of Nursing Application and Confidential Information Form sent to the coordinator of student affairs, School of Nursing.

5. Three letters of reference mailed directly to the coordinator of student affairs, School of Nursing.

6. Interview with a member of the AAS Admissions Committee (scheduled after items 1-5 above are completed).

When items 1-6 are complete, the student’s file will be entered into the ranking process; further details about the ranking process may be obtained directly from the AAS Nursing program. Students are notified of the results of the ranking process by March 30. Once admitted to the associate degree clinical courses, students are required to provide documentation of health, CPR, and liability insurance before actually beginning clinical coursework.

Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester:

1. Evidence of:
   a. Immunity to rubella and rubeola, confirmed by titer;
   b. Immunity to hepatitis A and hepatitis B, confirmed by titer (first-semester clinical students may be in the process of completing the immunization series; for those students, documentation of immunity by titer is required prior to entry into second-year courses);
   c. Immunity to chicken pox documented by history, titer or current immunization;
   d. Diphtheria/tetanus vaccination within the past 10 years (with booster required at the time of expiration);
   e. Freedom from active tuberculosis, documented annually by negative PPD skin test or by health examination by a nurse practitioner, physician, or physician’s assistant;*
   f. Documentation of HIV testing annually (results not required).

2. Current Health Provider certification in Cardiopulmonary Resuscitation for infants, children, and adults (information regarding acceptable courses may be obtained from the department).*

3. Professional liability insurance in the amount of $1 million/$3 million; insurance must be maintained throughout the duration of the student’s enrollment in clinical nursing courses. Specific information regarding acceptable professional liability insurance policies may be obtained directly from the program.*

4. Results of a national-level criminal background check.

Students enrolled in clinical courses must provide their own transportation to clinical assignments and will be required to purchase uniforms and specialized equipment. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are injured while completing clinical assignments are responsible for all associated medical costs. It is strongly recommended that students maintain personal medical insurance.

**General University Requirements**

1. Complete the General University Requirements for Associate of Applied Science Degrees.

2. Complete the Associate of Applied Science Degree Requirements (15 credits). At least 3 of the 6 credits of general requirements must be earned in a social science course.

**Major Requirements**

Within the LPN Option, licensed practical nurse students returning to school to complete the AAS degree in Nursing will be in the LPN Direct Articulation track.

**LPN Direct Articulation Track**

Licensed practical nurse students with a current unencumbered Alaska LPN license are eligible for the LPN Direct Articulation track. This track enables the LPN to enter NURS A125/NURS A125L of the AAS Nursing program. Upon successful completion of
NURS A125 with a C or higher, and NURS A125L with a “P” the student will be granted UAA course credits for NURS A120 and NURS A120L, for a total of 7 credits. To receive credit, the student must complete the appropriate form and pay an administrative fee per UAA policy.

_Note: Any direct articulation LPN student not passing NURS A125/NURS A125L will not receive credit for NURS A120/NURS A120L and will need to take these courses to continue toward the AAS degree in Nursing._

1. Complete the following required courses:

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>BIOL A240</td>
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</tr>
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<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>NURS A180</td>
<td>Basic Nursing Pharmacology</td>
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<tr>
<td>NURS A220</td>
<td>Perinatal Nursing</td>
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<td>Perinatal Nursing Laboratory</td>
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<td>NURS A221</td>
<td>Advanced Parenteral Therapy Laboratory</td>
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2. Complete electives to total 70 credits.

3. A total of 70 credits is required for the degree.
The mission of the Nursing program is to educate students for productive citizenship, personal growth, and professional nursing practice. The department offers potential students interested in becoming qualified to practice as a registered nurse two options: the Associate of Applied Science degree in Nursing and the Bachelor of Science degree in Nursing Science. The programs are designed to reflect Alaska’s needs and health care delivery systems, although graduates are prepared for beginning practice positions in other geographic areas as well. An AAS Direct Articulation program is available for individuals who already hold the LPN license in Alaska. A baccalaureate completion program is available for individuals who already hold the RN license in Alaska. The nursing programs are approved by the Alaska Board of Nursing and accredited by the National League for Nursing Accreditation Commission (61 Broadway, New York, NY 10006; (212) 363-5555, ext 153). Graduates of the programs are eligible to write the National Council Licensure Examination (NCLEX) for licensure as a Registered Professional Nurse in Alaska and other nursing jurisdictions. The baccalaureate program also provides students with the academic base for graduate study in nursing.

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Student Learning Outcomes for Associate of Applied Science, Nursing Program

Students graduating with an Associate of Applied Science in Nursing will be able to:

- Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community based settings.
- Effectively communicate verbally, in writing, and electronically with health team members, patients, and their families.
- Plan, implement, and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal, and professional standards.
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- Develop a plan for lifelong learning and continuing professional development.

Admission Requirements

Students may complete the Associate of Applied Science, Nursing program in two academic years (four semesters); admission to the clinical sequence is determined by a ranking process, admission is selective, and admission requirements must be completed prior to February 1 (see items 1-6 below). Students are encouraged to submit an application to the university by August to ensure complete processing of application and transcript evaluation by February 1. Students are encouraged to complete corequisite courses while waiting for admission to the clinical sequence.

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2. Student attends an advising session with the coordinator of student affairs, School of Nursing. Call (907) 786-4560 for a recorded message.

3. School of Nursing Application and Confidential Required Information Form sent to the coordinator of student affairs, School of Nursing.

4. Three letters of reference sent to the coordinator of student affairs, School of Nursing.

5. Upon completion of items 1-4, student has an interview with a member of the AAS Admissions Committee.

6. Take the Nurse Entrance TestNational League for Nursing Pre-admission Exam (NETPAX-RN) through Advising and Testing. Call (907) 786-4500 for specific dates and to sign up.

7. Upon completion of items 1-6, student’s file is ranked based on a point system.

Once admitted to associate’s degree clinical nursing courses, students are required to provide the following before beginning clinical coursework:

1. Evidence of:
   a. Immunity to rubella and rubeola, confirmed by titer;
   b. Immunity to hepatitis A and hepatitis B, confirmed by titer (first-semester clinical students may be in the process of completing the immunization series; for those students, documentation of immunity by titer is required prior to entry into second-year courses);
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Students enrolled in clinical courses must provide their own transportation to clinical assignments and will be required to purchase uniforms and specialized equipment. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are injured while completing clinical assignments are responsible for all associated medical costs. It is strongly recommended that students maintain personal medical insurance.

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In order to progress within the Associate of Applied Science, Nursing program, students must earn a satisfactory grade (C or higher or P) in all nursing courses. Students who are unable to earn an acceptable grade in a nursing course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space-available basis. Students enrolled in one course must be concurrently enrolled in all courses with that common number (NURS A120 and NURS A120L; NURS A125 and NURS A125L; NURS A220 and NURS A220L; NURS A222 and NURS A222L; NURS A250 and NURS A250L; NURS A250 and NURS A250L).

The four-semester clinical course sequence, which begins with NURS A120/NURS A120L must be completed within four years.
General University Requirements

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

2. Complete the Associate of Applied Science General Degree Requirements (15 credits) located at the beginning of this chapter. At least 3 of the 6 credits of general requirements must be a social science course.

Major Requirements

1. Complete the following required courses:
   
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<td>Pediatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A222L</td>
<td>Pediatric Nursing Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS A225</td>
<td>Adult Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NURS A225L</td>
<td>Adult Nursing II Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>NURS A250</td>
<td>Psychiatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A250L</td>
<td>Psychiatric Nursing Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS A255</td>
<td>Staff Nurse: Legal, Ethical, and Organizational Issues</td>
<td>1</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>

   Soc Sci chosen from General Education list

   3

2. A total of 70 credits is required for the degree.

Associate of Applied Science, Nursing Licensed Practical Nurse Option

Licensed practical nurses may complete the AAS Nursing program in three semesters. Admission to the clinical sequence is selective and determined by a ranking process. Students are encouraged to complete corequisite courses while waiting to qualify for admission to the clinical sequence.

Admission Requirements

Student files entered into the admission ranking process must include documentation of the following by February 1:

1. UAA Certificate of Admission from the Office of Admissions, including high school transcripts or GED certificate and transcripts of all college work, together with UAA transcript evaluations (if needed). Transcripts must provide evidence of completion of the following courses at the high school or college level with grades of C or higher: algebra, biology with laboratory, and chemistry with laboratory. Students may use courses equivalent to the following UAA courses in lieu of work at the high school level: MATH A055, BIOL A102 and BIOL A103, and CHEM A055.

2. Successful completion of or concurrent enrollment in the following college courses or their equivalents:
3. Current active Alaska LPN license.
4. Completed School of Nursing Application and Confidential Information Form sent to the coordinator of student affairs, School of Nursing.
5. Three letters of references mailed directly to the coordinator of student affairs, School of Nursing.
6. Interview with a member of the AAS Admissions Committee (scheduled after items 1-5 above are completed).

When items 1-6 are complete, the student’s file will be entered into the ranking process; further details about the ranking process may be obtained directly from the AAS Nursing program. Students are notified of the results of the ranking process by March 30.

Once admitted to the associate’s degree clinical courses, students are required to provide documentation of health, CPR, and liability insurance before actually beginning clinical coursework.

Requirements marked with an asterisk (*) are considered valid only if the expiration date does not occur prior to the end of the semester.

1. Evidence of:
   a. Immunity to rubella and rubeola, confirmed by titer;
   b. Immunity to hepatitis A and hepatitis B, confirmed by titer (first-semester clinical students may be in the process of completing the immunization series; for those students, documentation of immunity by titer is required prior to entry into second-year courses);
   c. Diphtheria/tetanus vaccination within the past 10 years (with booster required at the time of expiration);
   d. Freedom from active tuberculosis, documented annually by negative PPD skin test or by health examination by a nurse practitioner, physician, or physician’s assistant;*
   e. Documentation of HIV testing annually (results not required).
   f. Current Health Provider certification in Cardiopulmonary Resuscitation for infants, children, and adults (information regarding acceptable courses may be obtained from the department).*
   g. Professional liability insurance in the amount of $1 million/$3 million; insurance must be maintained throughout the duration of the student’s enrollment in clinical nursing courses. Specific information regarding acceptable professional liability insurance policies may be obtained directly from the program.*
   h. Results of a national-level criminal background check.

Students enrolled in clinical courses must provide their own transportation to clinical assignments and will be required to purchase uniforms and specialized equipment. The school assumes no responsibility for illnesses and injuries experienced by students in conjunction with their clinical experiences; students who are injured while completing clinical assignments are responsible for all associated medical costs. It is strongly recommended that students maintain personal medical insurance.

**General University Requirements**

1. Complete the General University Requirements for Associate of Applied Science Degrees.
2. Complete the Associate of Applied Science General-Degree Requirements (15 credits). At least 3 of the 6 credits of general requirements must be earned in a social science course.

**Major Requirements**

Within the LPN Option, licensed practical nurse students returning to school to complete the AAS degree in Nursing will be in the LPN Direct Articulation track.
**LPN Direct Articulation Track**

Licensed practical nurse students with a current unencumbered Alaska LPN license are eligible for the LPN Direct Articulation track. This track enables the LPN to enter NURS A125/NURS A125L of the AAS Nursing program. Upon successful completion of NURS A125 with a C or higher grade, and NURS A125L with a “Pass,” the student will be granted UAA course credits for NURS A120 and NURS A120L, for a total of 7 credits. To receive credit, the student must complete the appropriate form and pay an administrative fee per UAA policy.

**Note:** Any direct articulation LPN student not passing NURS A125/NURS A125L will not receive credit for NURS A120/NURS A120L, and will need to take these courses to continue toward the AAS degree in Nursing.

1. Complete the following required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A240</td>
<td>Introductory Microbiology for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>NURS A180</td>
<td>Basic Nursing Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS A220</td>
<td>Perinatal Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A220L</td>
<td>Perinatal Nursing Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS A221</td>
<td>Advanced Parenteral Therapy Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS A222</td>
<td>Pediatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A222L</td>
<td>Pediatric Nursing Laboratory</td>
<td>1</td>
</tr>
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<td>NURS A225</td>
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<td>NURS A225L</td>
<td>Adult Nursing II Laboratory</td>
<td>3</td>
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<tr>
<td>NURS A250</td>
<td>Psychiatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS A250L</td>
<td>Psychiatric Nursing Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NURS A255</td>
<td>Staff Nurse: Legal, Ethical, and Organizational Issues</td>
<td>1</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Complete electives to total 70 credits.

3. A total of 70 credits is required for the degree.
### Course Action Request
#### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>CIS</td>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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<tr>
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<td>3</td>
<td>(Lecture + Lab)</td>
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<th>6. Complete Course Title</th>
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<tr>
<td>Basic Web Page Development for Business Applications</td>
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<tr>
<th>7. Type of Course</th>
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<th>Change</th>
<th>Delete</th>
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<td>9. Repeat Status No</td>
<td># of Repeats</td>
<td>Max Credits</td>
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</tr>
<tr>
<td>10. Grading Basis</td>
<td>A-F</td>
<td>P/NP</td>
<td>NG</td>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Spring/2013</td>
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</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked with CIS A350</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 10/22/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td><a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 10/22/2012</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description</th>
<th>(suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on fundamentals of designing and developing web pages for business applications using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance. Special note: Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.</td>
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</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s)</th>
<th>list prefix and number</th>
<th>None</th>
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<table>
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<tr>
<th>16b. Test Score(s)</th>
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<table>
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<tr>
<th>16c. Co-requisite(s)</th>
<th>(concurrent enrollment required)</th>
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</thead>
<tbody>
<tr>
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<table>
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<th>16d. Other Restriction(s)</th>
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<th>16e. Registration Restriction(s)</th>
<th>(non-codable)</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees Standard CBPP computer lab fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fills a need for students interested in learning the fundamentals of web page design for business applications.</td>
</tr>
</tbody>
</table>

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

| 19. Justification for Action | |

| 20. Signature | |

Initiator Name (typed): Dennis Drinka
Initiator Signed Initials: Date: 10/22/2012

13b. Coordination Email | Date: 10/22/2012 |
<table>
<thead>
<tr>
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<tr>
<td>submitted to Faculty Listserv:</td>
<td><a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

13c. Coordination with Library Liaison | Date: 10/22/2012 |
|--------------------------------------|------------------|

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

15. Course Description | (suggested length 20 to 50 words) |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Focuses on fundamentals of designing and developing web pages for business applications using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance. Special note: Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.</td>
<td></td>
</tr>
</tbody>
</table>

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

16b. Test Score(s) | N/A |

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

16d. Other Restriction(s) |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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

17. Mark if course has fees Standard CBPP computer lab fee |

18. Mark if course is a selected topic course |

19. Justification for Action | Fills a need for students interested in learning the fundamentals of web page design for business applications. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis Drinka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated
   November 27, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Management Information Systems
   Course Title: Basic Web Page Development for Business Applications
   Course Number: CIS A250
   Stacked Course: CIS A350
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F

   Course Description: Focuses on fundamentals of designing and developing web
                      pages for business applications using the most recent versions of Hypertext
                      Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts
                      related to best practices for managing design processes, selecting service
                      providers, prototyping, testing, and accessibility compliance. Special note:
                      Students may apply no more than 3 credits from CIS A250 or CIS A350 toward
                      graduation requirements.
   Course Prerequisites: None
   Registration Restrictions: N/A
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures
   B. Interactive online training

IV. Course Level Justification
   Builds on basic computer skills.

V. Outline
   Web Fundamentals
   1. Introduction to the Internet, WWW, and markup language
   2. Web page structural basics
   3. Hyperlinks
4. Web design basics
5. Cascading style sheets
6. Page layout
7. Tables
8. Forms
9. Multimedia and interactivity

VI. Suggested Texts

VII. Bibliography
### VIII. Instructional Goals and Student Learning Outcomes

#### A. Instructional Goals.

**The instructor will:**

1. Demonstrate the characteristics of well-designed web pages
2. Guide the students through the use of HTML for building web pages
3. Guide the students through the use of CSS for building web pages

#### B. Student Learning Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design web pages for business applications</td>
<td>Cases</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>2. Build web pages using the most recent versions of HTML</td>
<td>Cases</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>3. Build web pages using the most recent versions of CSS</td>
<td>Cases</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
</tbody>
</table>
## Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>A350</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Advanced Web Page Development for Business Applications**

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

### 7. Type of Course

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

### 8. Type of Action:

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

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

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

### 9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- Semester/Year: Spring/2013 to 9999

### 12. Cross Listed with

- [x] CIS A250

**Cross-Listed Coordination**

**Signature**

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

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department of Journalism and Public Communications</td>
<td>Courtesy Coordination</td>
<td>11/12/2012</td>
<td>Paola Banchero</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Dennis Drinka

**Initiator Signed Initials:** _________ **Date:** __________________

### 13b. Coordination Email

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

**13c. Coordination with Library Liaison**

**Date:** 10/22/2012

### 14. General Education Requirement

**Mark appropriate box:**

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

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

Focuses on advanced features of designing and developing web pages for business applications using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance. Also includes basic client-side scripting programming for web pages using current scripting techniques such as JavaScript and jQuery. Special note: Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.

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

(CIS A210 or CS A109 or CS A110 or CS A111 or CS A201 or CSE A205) with a minimum grade of C

### 16b. Test Score(s)

- [ ] N/A

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

- [ ] N/A

### 16d. Other Restriction(s)

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

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

- [ ] N/A

### 17. Mark if course has fees

- [x] Standard CBPP computer lab fee

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

### 19. Justification for Action

Provides students with skills needed for more advanced web page development for business applications.
<table>
<thead>
<tr>
<th>Role</th>
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<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dennis Drinka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Department Chairperson</td>
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<td>Curriculum Committee Chairperson</td>
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<tr>
<td>Provost or Designee</td>
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</table>
I. Date Initiated
   November 27, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Management Information Systems
   Course Title: Advanced Web Page Development for Business Applications
   Course Number: CIS A350
   Stacked Course: CIS A250
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                 0 lab hours
                 6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Focuses on advanced features of designing and developing web pages for business applications using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance. Also includes basic client-side scripting programming for web pages using current scripting techniques such as JavaScript and jQuery. Special note: Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.
   Course Prerequisites: (CIS A210 or CS A109 or CS A110 or CS A111 or CS A201 or CSE A205) with a minimum grade of C
   Registration Restrictions: N/A
   Fees: Standard CBPP computer lab fee

III. Course Activities
    A. Lectures
    B. Interactive online training

IV. Course Level Justification
    Focuses on advanced web page design and development for business applications. Builds on previous programming experience to introduce the use of client-side scripting for web pages.
V. Outline

A. Web Fundamentals
   1. Introduction to the Internet, WWW, and markup language
   2. Web page structural basics
   3. Hyperlinks
   4. Web design basics
   5. Cascading style sheets
   6. Page layout
   7. Tables
   8. Forms
   9. Multimedia and interactivity

B. JavaScript Fundamentals
   1. Functions
   2. Conditionals
   3. Introduction to objects
   4. Loops
   5. Arrays
   6. Recursion

C. jQuery
   1. Document Object Model
   2. jQuery event driven programming
   3. jQuery effects
   4. Sliding panels
   5. Tabbed pages
   6. Collapsible message panels

VI. Suggested Texts


VII. Bibliography


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.  
The instructor will:

1. Demonstrate the characteristics of well designed web pages

2. Guide the students through the use of HTML and CSS for building web pages

3. Teach students how to develop basic client-side scripts using JavaScript and jQuery

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

<table>
<thead>
<tr>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>Cases</td>
</tr>
<tr>
<td>Exams</td>
</tr>
<tr>
<td>Projects</td>
</tr>
<tr>
<td>Exams</td>
</tr>
</tbody>
</table>

1. Design web pages for business applications

2. Build web pages using the most recent versions of HTML and CSS

3. Develop simple client side code using JavaScript and jQuery
# Course Action Request

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

## 1. School or College

AS CAS

## 2. Division

AHUM Division of Humanities

## 3. Department

HISTORY

## 4. Course Prefix

HIST

## 5. Course Number

A308

## 6. Previous Course Prefix & Number

N/A

## 7. Credits/CEUs

3

## 8. Contact Hours

(3+0)

## 9. Complete Course Title

Europe in the High Middle Ages

## 10. Abbreviated Title for Transcript (30 character)

Europe in the High Middle Ages

## 11. Type of Course

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

## 12. Type of Action:

- Add
- Change
- Delete

## 13. Repeat Status

- No
- # of Repeats
- Max Credits

## 14. Grading Basis

- A-F
- P/NP
- NG

## 15. Implementation Date

From: Fall/2013  
To: 9999

## 16. Cross Listed with

- Stacked with

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

An analysis of key issues in Europe from roughly 1000-1400, including feudal and manorial structures, religious developments, such as new monastic orders and the growth of papal power, intellectual and economic developments such as the rise of scholasticism and book-keeping, and political and social developments. Particular emphasis will be placed on the impact of the Crusades, the Twelfth Century Renaissance, religious minorities, dissent, and rural and urban life.

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

HIST A101 with a minimum grade of C and (ENGL A111 or ENGL A211)

## 19. Registration Restriction(s) (non-codable)

Appropriate score on on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A111 or ENGL A 211 prerequisite.

## 20. Mark if course has fees

- Yes
- No

## 21. Justification for Action

Development of a new upper-division course on the history of the central and late Middle Ages to fill a gap in the curriculum of the History Department.

---

Initiator Name (typed): Ray Ball  
Initiator Signed Initials: _________  
Date: __________

---

13b. Coordination Email  
Date: 10/12/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 10/12/2012

14. General Education Requirement

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

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

An analysis of key issues in Europe from roughly 1000-1400, including feudal and manorial structures, religious developments, such as new monastic orders and the growth of papal power, intellectual and economic developments such as the rise of scholasticism and book-keeping, and political and social developments. Particular emphasis will be placed on the impact of the Crusades, the Twelfth Century Renaissance, religious minorities, dissent, and rural and urban life.

---

16a. Test Score(s)

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

---

17. Mark if course is a selected topic course

- Yes
- No
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<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Initiator (faculty only)</td>
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<tr>
<td>Provost or Designee</td>
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39
I. Initiative Date: Fall 2013

II. Course Information:
A. College: College of Arts and Sciences
B. Department: History
C. Course Title: Europe in the High Middle Ages
D. Course Subject/Number: HIST A308
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: An analysis of key issues in Europe from roughly 1000-1400, including feudal and manorial structures, religious developments such as new monastic orders and the growth of papal power, intellectual and economic developments such as the rise of scholasticism and book-keeping, and political and social developments. Particular emphasis will be placed on the impact of the Crusades, the Twelfth Century Renaissance, religious minorities, dissent, and rural and urban life.
I. Course Prerequisites: HIST A101 with minimum grade of C and (ENGL A111 or ENGL A211)
J. Course Fees: None
K. Status of Course: Elective for upper-division requirement for BA in History

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals:

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Methods of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present and examine the key political, social, economic, religious, intellectual, and cultural developments in European history during the High Middle Ages.</td>
<td>Lectures, assigned readings, and discussions of texts</td>
</tr>
<tr>
<td>2. Use the study of medieval European history to develop the student’s ability to think historically.</td>
<td>Lectures and class discussions of topics and assigned readings focused on analyzing patterns, establishing causation and consequences (e.g. the growth of papal power and the Crusades), assessing contingency</td>
</tr>
</tbody>
</table>
### B. Student Learning Outcomes and Assessment Procedures.

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to:</th>
<th>Assessment Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the key political, social, religious, economic and cultural developments in European History from 1000-1400.</td>
<td>Content exams and analytical essays</td>
</tr>
<tr>
<td>2. Identify, place in proper historical context and evaluate for historical significance primary documents and texts relating to medieval European history</td>
<td>Analytical essays and/or research paper</td>
</tr>
<tr>
<td>3. Discuss and analyze the causes and consequences of key historical developments in the history of Europe during the High and Late Middle Ages.</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
<tr>
<td>4. Recognize and analyze patterns of change and continuity across region and time in medieval European history.</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>5. Recognize and assess the role of complexity and contingency in European history during the Middle Ages through study and analysis of specific historical events and processes (for example, the role of military technology, disease, and religious fervor during the First Crusade).</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>6. Communicate effectively orally and in writing at an advanced undergraduate level.</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
</tbody>
</table>

### IV. Guidelines for Evaluation:
Students will be evaluated on the above outcomes through participation in
classroom discussions and presentations, content and essay exams, analytical essays based on assigned readings of both primary and secondary sources, and research papers. The specific number, type and weighting of assignments will vary by individual instructor. All assignments will emphasize reading, writing, historical thinking, and research skills.

V. Course Level Justification:
This course requires students to analyze, to evaluate and to synthesize historical data, and to demonstrate upper-division written and speaking skills. To be able to complete this course successfully, students will already need to have mastered some presentation, writing, and study skills. The stress on analysis, critical thinking and careful evaluation of contrasting historical arguments and sources makes this course an upper-division offering.

VI. Topical Course Outline:

1.0 Carolingian Legacies

2.0 Aristocratic Culture: Chivalry and Warfare

3.0 Agricultural Societies

4.0 Urban Economies

5.0 Medieval Christianity

6.0 New Religious Orders and Church Reform

7.0 Intellectual Life: Abelard to Aquinas

8.0 Monarchies in the Middle Ages

9.0 Crusades, Crusaders, and Crusader States

10.0 Minorities and Dissidents in Medieval Europe

11.0 Marriage and Family in the High Middle Ages

12.0 World Views: Travelers and Traders

13.0 The Age of Calamities

VII. Suggested Text and Readings:


**VIII. Select Bibliography:** There is a vast and ever-growing bibliography on medieval European history from 1000-1400. The following are just a few of the most important works.


Lynch, Joseph. *The Medieval Church: A Brief History.* London: Longman,


Databases and Websites:

Fordham Internet Medieval Sourcebook: [http://www.fordham.edu/Halsall/sbook.asp](http://www.fordham.edu/Halsall/sbook.asp)

Hanover Historical Texts Project, The Middle Ages: [http://history.hanover.edu/project.php#ma](http://history.hanover.edu/project.php#ma)

TEAMS Middle English Texts Series: [http://www.lib.rochester.edu/camelot/teams/tmsmenu.htm](http://www.lib.rochester.edu/camelot/teams/tmsmenu.htm)
### Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
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<th>2. Course Prefix</th>
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<th>5a. Credits/CEUs</th>
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<tr>
<th>6. Complete Course Title</th>
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<tr>
<td>Latin America to 1800</td>
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<td>☑ Add or</td>
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If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions

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<tr>
<td>semester/year</td>
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<td>From: Fall/2013</td>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
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Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>1. HISTORY, Elective for upper-division requirement and non-Western courses for BA</td>
<td>109 and 425-426</td>
<td>09/18/2012</td>
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Initiator Name (typed): Ray Ball
Initiator Signed Initials: _________ Date:________________

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<th>13b. Coordination Email</th>
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submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

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<td>☐ Natural Sciences</td>
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<td>☐ Integrative Capstone</td>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>An analysis of pre-Columbian cultures, the impact of the arrival of Europeans on indigenous societies in Mesoamerica and South America, and the societies that emerged out of conquest and colonization. Emphasis will be placed on labor, economy, religion, culture, society, and daily life up to 1800, as well as the beginning of Independence movements.</td>
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<td>HIST A101 with a minimum grade of C and (ENGL A111 or ENGL A211)</td>
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<tr>
<th>16b. Test Score(s)</th>
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<tr>
<td>16c. Co-requisite(s) (concurent enrollment required)</td>
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<th>16d. Other Restriction(s)</th>
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<td>☐ Level</td>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>Appropriate score on on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A111 or ENGL A 211 prerequisite.</td>
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<tr>
<th>17. Mark if course has fees</th>
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<tr>
<td>18. ☐ Mark if course is a selected topic course</td>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Development of a new upper-division course on the history of pre-Columbian and Colonial Latin America to fill a gap in the curriculum of the History Department.</td>
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<tr>
<td>Initiative (faculty only)</td>
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<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Ray Ball</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
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<tr>
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<td>Provost or Designee</td>
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I. Initiation Date: Fall 2013

II. Course Information:
A. College: College of Arts and Sciences
B. Department: History
C. Course Title: Latin America to 1800
D. Course Subject/Number: HIST A336
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: An analysis of pre-Columbian cultures, the impact of the arrival of Europeans on indigenous societies in Mesoamerica and South America, and the societies that emerged out of conquest and colonization. Emphasis will be placed on labor, economy, religion, culture, society, and daily life up to 1800, as well as the beginning of Independence movements.
I. Course Prerequisites: HIST A101 with a minimum grade of C and (ENGL A111 or ENGL A211)
J. Course Fees: None
K. Status of Course: Elective for upper-division requirement and non-Western courses for BA in History

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals:

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Methods of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present and examine the key political, social, economic, religious, intellectual, and cultural developments in Latin American history from pre-Columbian times to 1800.</td>
<td>Lectures, assigned readings, and discussions of texts</td>
</tr>
<tr>
<td>2. Use the study of pre-modern Latin American history to develop the student’s ability to think historically.</td>
<td>Lectures and class discussions of topics and assigned readings focused on analyzing patterns, establishing causation and consequences (e.g. labor patterns of repartimiento), assessing contingency (e.g. The Mexica and Inca Empires do not fall</td>
</tr>
</tbody>
</table>
without the outbreak of disease) and observing complexity

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 Latin American history to 1800. Lectures and discussions; short in-class writing assignments as well as lengthier analytical and research-based analytical papers and essays; peer review and revision of some writing assignments to incorporate feedback

4. Develop the student’s ability to communicate effectively orally and in writing at an advanced undergraduate level. Discussions, assignment of individual and group presentations, content exams and analytical essays

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to:</th>
<th>Assessment Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Note: This is a writing intensive course.</td>
<td></td>
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</table>

1. Describe the key political, social, religious, economic and cultural developments in Latin American History from pre-Columbian times to 1800. Content exams and analytical essays

2. Identify, place in proper historical context and evaluate for historical significance primary documents and texts on pre-modern Latin American history. Analytical essays and/or research paper

3. Discuss and analyze the causes and consequences of key historical developments in Latin American History from pre-Columbian times to 1800. Analytical essays and exams, and/or research paper, oral presentations and discussion

4. Recognize and analyze patterns of change and continuity across region and time in pre-modern Latin American history. Analytical essays and exams, and/or research paper

5. Recognize and assess the role of complexity and contingency in pre-modern Latin American history through study and analysis of specific historical events and processes (for example, the role of military technology, disease, and diplomacy in the Conquest of the Mexica). Analytical essays and exams, and/or research paper

6. Communicate effectively orally and in writing at an advanced undergraduate level. Analytical essays and exams, and/or research paper, oral presentations and discussion

IV. Guidelines for Evaluation:
   Students will be evaluated on the above outcomes through participation in
classroom discussions and presentations, content and essay exams, analytical essays based on assigned readings of both primary and secondary sources, and research papers. The specific number, type, and weighting of assignments will vary by individual instructor. All assignments will emphasize reading, writing, historical thinking, and research skills.

V. Course Level Justification:
This course requires students to analyze, to evaluate and to synthesize historical data, and to demonstrate upper-division written and speaking skills. To be able to complete this course successfully, students will already need to have mastered some presentation, writing, and study skills. The stress on analysis, critical thinking and careful evaluation of contrasting historical arguments and sources makes this course an upper-division offering.

VI. Topical Course Outline:

1.0 Pre-Columbian Societies: Mesoamerica
2.0 Pre-Columbian Societies: South America
3.0 Iberian Mentalities and the Reconquista
4.0 First Contacts
5.0 The Conquest of Mexico
6.0 The Conquest of Peru
7.0 Iberian Administration
8.0 New World Christianity and the Church in Latin America
9.0 Competition for Brazil
10.0 Colonial Society and Systems of Labor
11.0 Women, the Family, and Daily Life in Colonial Society
12.0 The Bourbon and Pombaline Reforms
13.0 On the Edge of Insurrection: Riots and Revolts in the Eighteenth Century

VII. Suggested Text and Readings:


VIII. **Select Bibliography:** There is a vast and ever-growing bibliography on Pre-Modern Latin American history. The following are just a few of the most important works.


Databases and Websites:

Fordham Colonial Latin America: [http://www.fordham.edu/Halsall/mod/modsbook08.asp](http://www.fordham.edu/Halsall/mod/modsbook08.asp)

LANIC: [http://lanic.utexas.edu/](http://lanic.utexas.edu/)
## 1a. School or College
AS CAS

## 1b. Division
AHUM Division of Humanities

## 1c. Department
HISTORY

## 2. Course Prefix
HIST

## 3. Course Number
A338

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

## 5a. Credits/CEUs
3

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

## 6. Complete Course Title
Modern Latin America

## 7. Type of Course
☑ Academic

## 8. Type of Action:
☑ Add

## 9. Repeat Status No

# of Repeats

Max Credits

## 10. Grading Basis
☑ A-F

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

## 12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HISTORY, Elective for upper division requirement and non-Western courses for BA</td>
<td>109, and 425-426</td>
<td>09/18/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
</tbody>
</table>

## 14. General Education Requirement
Mark appropriate box:

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

## 15. Course Description (suggested length 20 to 50 words)
An analysis of Latin American history from the Independence movements of the nineteenth century to the present, including the formation of states, the development of national identities, and Latin America’s connection to growing global economies. Emphasis will be placed on post-Independence political and social conflicts, social reforms and revolutions, the impact of modernization and industrialization, and cultural and artistic developments.

## 16a. Course Prerequisite(s) (list prefix and number)
HIST A132 with a minimum grade of C and (ENGL A111 or ENGL A211)

## 16b. Test Score(s)

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

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

## 16e. Registration Restriction(s) (non-codable)
Appropriate score on on English Placement Test, SAT Verbal Section, or ACT English Test will waive the ENGL A111 or ENGL A211 prerequisite.

## 17. Mark if course has fees

☐ Mark if course is a selected topic course

## 19. Justification for Action
Development of a new upper-division course on the history of Modern Latin America to fill a gap in the curriculum of the History Department.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
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<tbody>
<tr>
<td>Ray Ball</td>
<td></td>
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<table>
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<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
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</table>

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

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

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

55
Course Content Guide  
University of Alaska Anchorage  
Department of History: HIST A338 Modern Latin America

I. Initiation Date:  
Fall 2013

II. Course Information:  
A. College:  
   College of Arts and Sciences  
B. Department:  
   History  
C. Course Title:  
   Modern Latin America  
D. Course Subject/Number:  
   HIST A338  
E. Credit Hours:  
   3.0 Credits  
F. Contact Time:  
   3+0 Contact Time  
G. Grading Information:  
   A-F  
H. Course Description:  
   An analysis of Latin American history from the Independence movements of the nineteenth century to the present, including the formation of states, the development of national identities, and Latin America’s connection to growing global economies. Emphasis will be placed on post-Independence political and social conflicts, social reforms and revolutions, the impact of modernization and industrialization, and cultural and artistic developments.
   
I. Course Prerequisites:  
   HIST A132 with a minimum grade of C and (ENGL A111 or ENGL A211)
   
J. Course Fees:  
   None  
K. Status of Course:  
   Elective for upper-division requirement and non-Western course requirement for BA in History

III. Instructional Goals and Student Learning Outcomes:

A. Instructional Goals:

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Methods of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present and examine the key political, social, economic, religious, intellectual, and cultural developments in Latin American history from 1800 to the present.</td>
<td>Lectures, assigned readings, and discussions of texts</td>
</tr>
<tr>
<td>2. Use the study of modern Latin American history to develop the student’s ability to think historically.</td>
<td>Lectures and class discussions of topics and assigned readings focused on analyzing patterns, establishing causation and consequences, assessing contingency (e.g., if Malgerejo did not sell large tracts of</td>
</tr>
</tbody>
</table>
land to Brazil, Bolivia emerges much stronger during the late 19\textsuperscript{th} and early 20\textsuperscript{th} century), and observing complexity

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 modern Latin American history.

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to:</th>
<th>Assessment Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the key political, social, religious, economic and cultural developments in Latin American History from pre-Columbian times since 1800.</td>
<td>Content exams and analytical essays</td>
</tr>
<tr>
<td>2. Identify, place in proper historical context and evaluate for historical significance primary documents and texts on modern Latin American history.</td>
<td>Analytical essays and/or research paper</td>
</tr>
<tr>
<td>3. Discuss and analyze the causes and consequences of key historical developments in Latin American History since 1800.</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
<tr>
<td>4. Recognize and analyze patterns of change and continuity across region and time in modern Latin American history.</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>5. Recognize and assess the role of complexity and contingency in modern Latin American history through study and analysis of specific historical events and processes (for example, the role of immigration policy in the Parsley Massacre “El Corte” and in urbanization in the Dominican Republic).</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>6. Communicate effectively orally and in writing at an advanced undergraduate level.</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
</tbody>
</table>

B. Student Learning Outcomes and Assessment Procedures.

*Note: This course is writing intensive.*
IV. **Guidelines for Evaluation:**
Students will be evaluated on the above outcomes through participation in classroom discussions and presentations, content and essay exams, analytical essays based on assigned readings of both primary and secondary sources, and research assignments. The specific number, type and weighting of assignments will vary by individual instructor. All assignments will emphasize reading, writing and historical thinking and research skills.

V. **Course Level Justification:**
This course requires students to analyze, to evaluate and to synthesize historical data, and to demonstrate upper-division written and speaking skills. To be able to complete this course successfully, students will already need to have mastered some presentation, writing, and study skills. The stress on analysis, critical thinking and careful evaluation of contrasting historical arguments and sources makes this course an upper-division offering.

VI. **Topical Course Outline:**

1.0 Legacies of Colonialism

2.0 Independence Movements

3.0 Early Republics and Foundation Myths: A Common History?

4.0 Caudillos

5.0 Defining Civilization: Liberals and Conservatives

6.0 Contested Citizenship

7.0 Neocolonialism

8.0 Crisis and Revolution at the Turn of Century: Mexico

9.0 Indigenous Movements and Racial Democracies

10.0 Industrialization and Underdevelopment

11.0 Caribbean Routes to Revolution

12.0 Juntas and Terror

13.0 Neoliberalism and New Democracies

14.0 Pink Tides and Post-Soviet Socialism
VII. Suggested Text and Readings:


VIII. Select Bibliography: There is a vast and ever-growing bibliography on Pre-Modern Latin American history. The following are just a few of the most important works.


Databases and Websites:

LANIC: http://lanic.utexas.edu/

Fordham 20th Century Latin America: http://www.fordham.edu/Halsall/mod/modsbook55.asp
Associate of Applied Science, Small Business Administration

Admission Requirements

Satisfy the Admission to Certificate and Associate Degree Programs Requirements in Chapter 7, Academic Standards and Regulations.

General University Requirements

1. Complete the General University Requirements for Associate Degrees located at the beginning of this chapter.
2. Complete the Associate of Applied Science General Course Requirements (15 credits) located at the beginning of this chapter. To provide maximum transferability, it is recommended that students consider the Bachelor of Business Administration General Education Requirements and business core requirements when selecting courses to fulfill the Associate of Applied Science General Course Requirements.

Major Requirements

1. Complete the required support courses:
   - ACCT A101  Principles of Financial Accounting I (3)  3-6
   - ACCT A102  Principles of Financial Accounting II (3)
   - ACCT A201  Principles of Financial Accounting (3)
   - ACCT A202  Principles of Managerial Accounting  3
   - CIS A110  Computer Concepts in Business  3
   - MATH A105  Intermediate Algebra (3)  3-4
   - MATH A107  College Algebra (4)
   - MATH A172  Applied Finite Mathematics (3)

   Note: MATH A105 will not satisfy the quantitative skills General Education Requirement for the baccalaureate degree.

2. Complete the required BA core courses:
   - BA A151  Introduction to Business  3
   - BA A166  Small Business Management  3
   - BA A231  Fundamentals of Supervision  3
   - BA A233  Survey of Finance  3
   - BA/JUST A241  Business Law I  3
   - BA A260  Marketing Practices  3
   - BA A264  Personal Selling  3

3. Complete 9-12 credits of electives from the following:  9-12
   - BA A131  Personal Finance (3)
   - BA/JUST A242  Business Law II (3)
   - BA A273  Introduction to Statistics for Business and Economics (3)
   - LGOP A110  Logistics, Information Systems and Customer Service (3)
   - LGOP A120  Warehouse and Inventory Control Operations (3)
   - LGOP A160  Purchasing and Supply Management (3)
or any 300-level business course provided the prerequisites have been met. All ACCT, BA, CIS, ECON, LGOP, and LOG are considered business courses.

*Students who may decide to pursue a Bachelor of Business Administration degree can maximize transferability of their credits by taking MATH A107 or MATH A172, BA A273, and any 300-level business course as long as prerequisites have been completed.

4. Students must complete 6 credits selected from Humanities, Mathematics and Natural Sciences, or Social Sciences from the AAS General Course Requirement Classification List, other than BA A151 and MATH A105, or MATH A107/MATH A172.

5. A total of 60 credits is required for the degree.

Note: Students planning to go on to a BBA degree must have a grade of C or better in all business courses.
# Course Action Request

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>A312</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

## 6. Complete Course Title

**Advanced Technical Writing**  
**Abbreviated Title for Transcript (30 character)**

## 7. Type of Course

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

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

If a change, mark appropriate boxes:

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

## 10. Grading Basis

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

## 11. Implementation Date

- From: Spring/2013  
- To: 9999/9999

## 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

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

13b. Coordination Email

Date: 04/30/12  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 04/30/12

14. General Education Requirement

Mark appropriate box:

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

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

Advanced study of technical writing principles, practices, and genres. Extensive practice in designing, revising, and editing print and electronic documents. Note: May include fees if delivered in a computerized classroom.

16a. Course Prerequisite(s) (list prefix and number)  
ENGL A211, or A212, or A213, or A214, with a minimum grade of C

16b. Test Score(s)

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

16d. Other Restriction(s)

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

16e. Registration Restriction(s) (non-codable)  
Engris A212 recommended

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Revised course description reflects revised course content and revised course content reflects current approaches to this subject.

**Trish Jenkins**  
Initiator (faculty only)  
Date

**Initiator (TYPE NAME)**  
Approved

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

**Department Chairperson**  
Date

**Provost or Designee**  
Date

65
<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog pages impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>BA English, Rhetoric and Language Option</td>
<td>p. 103</td>
<td>4/30/2012</td>
<td>Dan Kline</td>
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<tr>
<td>BA English, Education Option</td>
<td>p. 103</td>
<td>4/30/2012</td>
<td>Dan Kline</td>
</tr>
<tr>
<td>BS Aviation Technology, Aviation Management Emphasis</td>
<td>p. 185</td>
<td>4/30/2012</td>
<td>Rocky Capozzi</td>
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<tr>
<td>BS Aviation Technology, Air Traffic Control Emphasis</td>
<td>p. 186</td>
<td>4/30/2012</td>
<td>Rocky Capozzi</td>
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<tr>
<td>Paralegal Studies Certificate</td>
<td>p. 158</td>
<td>4/30/2012</td>
<td>Andre Rosay</td>
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<tr>
<td>BS, Technology</td>
<td>p. 233</td>
<td>4/30/2012</td>
<td>Angela Dirks</td>
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<tr>
<td>BS, Technology Business Emphasis</td>
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<td>4/30/2012</td>
<td>Angela Dirks</td>
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<tr>
<td>BA, Computer Science</td>
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<td>LEGAL A356</td>
<td>p. 441</td>
<td></td>
<td>Allan Barnes</td>
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<tr>
<td>PARL A456</td>
<td>p. 469</td>
<td></td>
<td>Andre Rosay</td>
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</tbody>
</table>
I. **Initiation Date:** September 2013

II. **Course Information**
   A. **College:** College of Arts and Sciences
   
   B. **Course Title:** Advanced Technical Writing
   
   C. **Course Number:** ENGL A312
   
   D. **Credit Hours:** 3.0 Credits
   
   E. **Contact Time:** 3 hours per week
   
   F. **Grading Information:** A-F
   
   G. **Course Description:** Advanced study of technical writing principles, practices, and genres. Extensive practice in designing, revising, and editing print and electronic documents.
   
   H. **Status of Course:** The course fulfills 3 credits of the Written Communication requirement for Associate and Baccalaureate degrees. May fulfill part of the requirements for the BA in English, Rhetoric and Language Option, and for the BA in English, Education Option. May fulfill part of the requirements for the minor in English, Professional Writing Emphasis; the BS in Aviation Technology, Aviation Management Emphasis and Air Traffic Control Emphasis; the BS in Technology, Business Emphasis; the BA and BS in Computer Science; and the undergraduate certificate in Paralegal Studies.
   
   I. **Lab Fees:** Fees if delivered in a computerized classroom
   
   J. **Coordination:** UAA Faculty Listserv
   
   K. **Prerequisites:** ENGL A211, or A212, or A213, or A214, with a minimum grade of C
   
   L. **Registration Restrictions:** English A212 recommended

III. **Course Level Justification.** As a course that addresses the application of complex theory and practice associated with technical writing, it is best suited for students at the junior or senior level.
IV. Course Content Outline:

I. Visual Rhetoric
   A. Importance of rhetorical situation
   B. Function of rhetorical concerns
   C. Relationship between visual and verbal cues
   D. Verbal and visual conventions

II. Visual Strategies
   A. Arrangements
   B. Emphasis
   C. Clarity
   D. Conciseness
   E. Tone
   F. Ethos
   G. Interdependence of visual strategies

III. Perception and Design
   A. Perception issues
   B. Gestalt principles of design
   C. Empirical research as design tool

IV. Visual Analysis
   A. Purpose of visual analysis
   B. Vocabulary of visual analysis
   C. Taxonomy for visual analysis
   D. Analyzing visual analysis rhetorically

V. Text Design
   A. Linear components (e.g., letters, words, numbers)
   B. Text fields (distinguishable area of visual interest or attention)
   C. Non-linear components (textual information represented through tables, matrices, charts, etc.)

VI. Extra -level design (Spatial and graphic elements)
   A. Data displays (non-textual means to display information)
   B. Pictures

VII. Document design
   A. Supra-level elements (all components of a document)
   B. Designing for usability

VIII. Preparing Graphics for Publication
   A. Graphic file formats
   B. Resolution, aspect ratio, color mode

IX. Editing Print and Online Documents
   A. Concepts and methods
   B. Basic copyediting
   C. Comprehensive editing

X. Revising
   A. Soliciting user reviews
   B. Usability testing and editing

XI. Collaboration and Technical Writing
   A. Roles and relationships
   B. Approaches and strategies
   C. Advantages and disadvantages
V. Instructional Goals, Student Outcomes, and Methods of Evaluation:

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The instructor will</em></td>
<td><em>The student will be able to</em></td>
<td></td>
</tr>
<tr>
<td>Introduce the principles, concepts, and strategies associated with designing information.</td>
<td>Apply principles and concepts and use strategies associated with designing information in order to analyze, design, and produce print and online technical documents.</td>
<td>Class or online discussions, Print and electronic documents (e.g., flyers, newsletters, charts, tables, and instructions), Semester project comprising a coordinated website or multiple-sectional print or electronic document</td>
</tr>
<tr>
<td>Introduce technical style conventions and concepts and methods for technical editing.</td>
<td>Evaluate and revise print and online technical documents for usability.</td>
<td>Class or online discussions, Exercises, quizzes, and tests, Print and electronic documents</td>
</tr>
<tr>
<td>Theorize constructing technical documents as a response to a rhetorical situation: purpose, context, and audience.</td>
<td>Evaluate and construct print and online documents that respond to a particular rhetorical situation.</td>
<td>Class or online discussions, Print and electronic documents, Semester project</td>
</tr>
<tr>
<td>Address the role of collaboration in technical writing.</td>
<td>Engage with other students for constructive critique and/or to complete collaborative projects.</td>
<td>Class or online discussions, Print and electronic documents, Peer review activities, Semester project</td>
</tr>
</tbody>
</table>
VI. Suggested Texts:


VII. Selected Bibliography:


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

1a. School or College
   AS CAS

1b. Division
   AFAR Division of Fine Arts

1c. Department
   ART

2. Course Prefix
   ART

3. Course Number
   A366

4. Previous Course Prefix & Number
   NA

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Asian Art

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

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

If a change, mark appropriate boxes:
   ☐ Prefix
   ☐ Credits
   ☐ Title
   ☐ Contact Hours
   ☐ Repeat Status
   ☐ Cross-Listed/Stacked
   ☐ Course Prerequisites
   ☐ Co-requisites
   ☐ Registration Restrictions

9. Repeat Status No
   # of Repeats
   Max Credits

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

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

12. ☐ Cross Listed
    with
    Stacked
    with

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

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<td>2. BFA ART</td>
<td>96</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>3. BA International Studies</td>
<td>111</td>
<td></td>
<td>Dom Von Dommelen</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: ____________________________ Date: __________

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

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

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)
    Visual arts of Asian culture, prehistoric to the present.

16a. Course Prerequisite(s) (list prefix and number)
    ART A262 & (ENGL A111 with minimum grade of C)

16b. Test Score(s)
    NA

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

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

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

17. ☑ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Change in course prerequisites to better reflect course level expectations and course description.

Initiator (faculty only)
Deborah Tharp
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College

Date

Approved
Disapproved

Undergraduate/Graduate Academic

Date

Approved
Disapproved

Board Chairperson

Date

Approved

Provost or Designee

Date
I. Initiation Date
   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Asian Art
   C. Course Subject/Number: ART A366
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3+0 Contact Time
   F. Grading Information: A-F
   G. Course Description: Visual arts of Asian culture, prehistoric to the present.
   H. Status of course relative to degree or certificate program:
      Course applies to the BA in Art and BFA in Art Degrees
   I. Lab Fees: YES
   J. Coordination: None required
   K. Course Prerequisites: ART A262 and (ENGL A111 with minimum grade of C)

III. Course Activities
   Students attend lectures on a weekly basis. Lectures focus on required readings of course materials, reserve room readings as well as individual in-class presentations. A research paper will be required.

IV. Evaluation
   Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Generally students will be evaluated on in-class presentations, mid-term and final exams and an in-depth research paper.

V. Course Level Justification
   300 level course requiring prerequisites at previous level.

VI. Outline
      1. Urban Civilization and the Indus Valley; Neolithic and Pre-Shang China; Ban Chiang Culture
      2. Chinese Art from the Shang through the Middle Zhou Period
      3. The Late Zhou Period
      4. The Growth and Expansion of Early Chinese Culture through the Han Dynasty; Korea and Japan
   B. THE INTERNATIONAL INFLUENCE OF BUDDHIST ART
      1. Early Art in India
      2. The International Gupta Style I
      3. The International Gupta Style II a Style II
      4. The Expansion of Buddhist Art to East Asia I
      5. The Expansion of Buddhist Art to East Asia II
C. THE RISE OF NATIONAL INDIAN AND INDONESIAN STYLES
1. Early Hindu Art in India
2. Early Medieval Hindu Art in South and Central India I
3. Early Medieval Hindu Art in South and Central India II
4. Later Medieval Hindu Art I
5. Later Medieval Hindu Art II

D. CHINESE, KOREAN, AND JAPANESE NATIONAL STYLES AND THEIR INTERCONNECTIONS
1. The Rise of the Arts of Painting and Ceramics in China
2. The Beginnings of Developed Japanese Art Styles I
3. The Beginnings of Developed Japanese Art Styles II
4. Chinese Art of the Song Dynasty and Korean Ceramics of Koryo I
5. Chinese Art of the Song Dynasty and Korean Ceramics of Koryo II
6. Japanese Art of the Kamakura Period I
7. Japanese Art of the Kamakura Period II
8. Japanese Art of the Muromachi Period I
9. Japanese Art of the Muromachi Period II
10. Later Chinese Art: The Yuan, Ming, and Qing Dynasties I
11. Later Chinese Art: The Yuan, Ming, and Qing Dynasties II.
12. Later Japanese Art: the Momoyama and Edo Periods

E. ASIAN DEVELOPMENTS DURING THE 19TH CENTURY
1. India
2. China
3. Japan
4. Southeast Asia

F. ASIAN DEVELOPMENTS DURING THE 20TH CENTURY: THE MODERN PERIOD
1. India: The Modern Period
2. China: The Modern Period
3. Japan: The Modern Period
4. Speculations on Southeast Asia during the Modern Period

G. BETWEEN THE WARS: 1920-1945
1. India
2. China
3. Japan
4. Southeast Asia
5. Asian Diaspora and Cultural Identity

1. India
2. China
3. Japan
4. Southeast Asia
5. Asian Diaspora and Cultural Identity

I: POSTMODERN CONSIDERATIONS
1. India  
2. China  
3. Japan  
4. Southeast Asia  
5. Asian Diaspora and Cultural Identity

VII. Instructional Goals and Student Learning Outcomes  
A. Instructional Goals. The Instructor Will:  
   1. Develop the student's analytical skills at the historical, critical and aesthetic level that pertains to Asian art.  
   2. Develop an understanding of the various methodologies allowing the student to discriminate and construct viable paradigms and research techniques as it applies to Asian art.

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

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze primary and secondary research materials and use them effectively in writing a substantive research paper on Asian art</td>
<td>Research paper</td>
</tr>
<tr>
<td>Demonstrate the requisite written and oral skills of the students related to Asian art course work</td>
<td>In-class presentations and exams</td>
</tr>
<tr>
<td>Demonstrate a body of concepts and ideas that will effectively embody Asian art course material</td>
<td>Tests</td>
</tr>
</tbody>
</table>

VIII. Suggested Text  

IX. Bibliography and Resources  


Welch, Stuart Cary. *India: Art and Culture 1300-1900*. New York, NY: Metropolitan
# Course Action Request

University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<td>ART</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>A367</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

History of Photography

7. Type of Course

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☑ A-F ☐ P/NP ☐ NG

11. Implementation Date: semester/year

   From: Spring/2013 To: 9999

12. ☐ Cross Listed with ☐ Stacked with

   Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<td>96</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>3. AAS Digital Photography (KPC)</td>
<td>97</td>
<td></td>
<td>Jayne Jones, Celia Anderson</td>
</tr>
</tbody>
</table>

   Initiator Name (typed): Deborah Tharp  Initiator Signed Initials: ________________  Date: ________________

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

   Date: 11/11/11

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

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)

   Investigates the history of photography; its origins, chronology, culture context, and the significant contributions of individual photographers.

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

   ART A262 & (ENGL A111 with minimum grade of C)

16b. Test Score(s)  NA

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

16d. Other Restriction(s)

   ☐ College  ☐ Major  ☐ Class  ☐ Level

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

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

18. Justification for Action

   Change in course prerequisites to better reflect course level expectations.

   ____________________________________________________________     ___________

   Initiator (faculty only)         Date  Initiator (TYPE NAME)

   Deborah Tharp

   Date

   Approved   Disapproved

19. Justification for Action

   Change in course prerequisites to better reflect course level expectations.

   ____________________________________________________________     ___________

   Dean/Director of School/College    Date

   Approved   Disapproved

   Undergraduate/Graduate Academic Board Chairperson

   Date

   Approved   Disapproved

   Provost or Designee

   Date

   Approved   Disapproved

   Department Chairperson  Date

   Approved   Disapproved

   Curriculum Committee Chairperson  Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date

   September 2012

II. Course Information

   A. College: College of Arts and Sciences
   B. Course Title: History of Photography
   C. Course Number: ART A367
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3+0 Contact Time
   F. Grading Information: A - F
   G. Course Description: Investigates the history of photography; its
      origins, chronology, culture context, and the significant
      contributions of individual photographers.
   H. Status of course relative to a degree or certificate program:
      Applies to BA and BFA in Art degrees.
   I. Lab Fee: Yes
   J. Coordination: None required
   K. Course Prerequisite: ART A262 and (ENGL A111 with minimum grade of C)

III. Course Activities

   Lectures to include slides, films, videos, and actual early historical examples of
   books, cameras and photographs. Gallery and museum photographic shows and
   visiting lecturers. Class discussions and presentations.

IV. Evaluation

   Evaluation procedures are at the discretion of the instructor and will be discussed at the
   first class meeting of the semester. Students will be evaluated on class presentations,
   homework assignments, essay/journal/written work and research papers, mid-term and
   final exams, progress throughout semester, attendance and participation.

   A. Criteria for Grading

      1.0 To receive a grade of A:
         1.1 Scholarship/Research: Strong, exceeding all instructor
            requirements
         1.2 Initiative: Contributions exceed expectations for the class
         1.3 Attitude: Excellent interactive skills in the classroom
         1.4 Cooperation: Excels in contributions to group activities
         1.5 Demonstrates mastery and knowledge of the History of Photography

      2.0 To receive a grade of B:
         2.1 Scholarship/Research: Meets all instructor requirements
         2.2 Initiative: Contributions are above average for the class
         2.3 Attitude: Above average interactive skills in the classroom
         2.4 Cooperation: Above average contributions in group activities
         2.5 Demonstrates mastery and knowledge of the History of Photography

      3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments
3.2 Initiative: Contributions are average for the class
3.3 Attitude: Average interactive skills in the classroom
3.4 Cooperation: Average contributions to group activities
3.5 Demonstrates mastery and knowledge of the History of Photography

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class
4.3 Attitude: Below interactive skills in the classroom
4.4 Cooperation: Below average contributions to group activities
4.5 Demonstrates mastery and knowledge of the History of Photography

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification
History of Photography is an upper division Art History course that teaches the evolution of photography from its invention to present day artistic contemporary photographic works and artists. The course surveys style, approach, content and form of the major trends in Europe and America.

VI. Outline
1.0 Historical, Technological and Cultural Perspectives
   1.1 Antecedents to and the invention of photography from its earliest inception to digital photographic processes
   1.2 Contemporary applications and issues relevant to traditional and digital photography
2.0 Photographic Analysis
   2.1 Critical assessments pertaining to social, political, and economic photographic applications
   2.2 Photographic impact on the visual arts from the nineteenth to the twenty-first centuries
3.0 Critical Issues pertinent to Photographers and Fine Artists
   3.1 Early photographers during the nineteenth and twentieth century
   3.2 Photography as fine art
   3.3 Post World War II traditional and digital photographers

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals: Instructor Will:
   1. Provide foundation for understanding photography's development as an art form.
   2. Introduce the student to appropriate resource materials
   3. Develop an understanding of Photography's impact on the world as an invention and as an expressive art discipline.
   4. Establish a basis for a fundamental analytical evaluation of historical and contemporary photography.
B. Student Learning Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate developments in the world that led to the invention of photography</td>
<td>Test, papers, and in-class presentations.</td>
</tr>
<tr>
<td>Demonstrate how photography changed our view of the world</td>
<td>Test, papers, and in-class presentations.</td>
</tr>
<tr>
<td>Evaluate the impact of photography on society and the visual arts</td>
<td>Test, papers, and in-class presentations.</td>
</tr>
<tr>
<td>Demonstrate the use of contemporary applications to photography as an art form in a global context</td>
<td>Test, papers, and in-class presentations.</td>
</tr>
<tr>
<td>Demonstrate how photography continues to be a powerful form of communication</td>
<td>Test, papers, and in-class presentations.</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


IX. Bibliography and Resources

### Course Action Request

**University of Alaska Anchorage**

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

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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>(1-3+0)</td>
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</table>

#### Complete Course Title

**Selected Topics in Art Education**

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

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

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

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

**9. Repeat Status**

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

**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

- From: Spring/2013
- To: /9999

**12. Cross Listed with**

- Stacked with

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

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**13b. Coordination Email**

- Date: 11/11/11
- submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

- Date: 11/11/11

**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)*

**Topics in selected areas of Art Education.**

**Special Note:** May be repeated for credit in different topics for a maximum of 12 credits

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

ENGL A111 with minimum grade of C

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

NA

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

NA

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

- College
- Major
- Class
- Level

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

Instructor Permission

Prerequisites will vary depending upon topic

**17. Mark if course has fees**

- Yes

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

- Yes

**19. Justification for Action**

Change in course prerequisites to better reflect course level expectations and course description.

---

**Initiator Name:** Deborah Tharp

**Initiator Signed Initials:**

**Date:**

---

**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

- From: Spring/2013
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**12. Cross Listed with**

- Stacked with

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

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**13c. Coordination with Library Liaison**

- Date: 11/11/11

**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)*

**Topics in selected areas of Art Education.**

**Special Note:** May be repeated for credit in different topics for a maximum of 12 credits

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

ENGL A111 with minimum grade of C

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

NA

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

NA

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

- College
- Major
- Class
- Level

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

Instructor Permission

Prerequisites will vary depending upon topic

**17. Mark if course has fees**

- Yes

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

- Yes

**19. Justification for Action**

Change in course prerequisites to better reflect course level expectations and course description.

---

**Initiator (faculty only) only**

**Deborah Tharp**

**Initiator (TYPE NAME):**

**Date:**

---

**Approved**

**Disapproved**

**Dean/Director of School/College**

**Date:**

---

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic Board Chairperson**

**Date:**

---

**Approved**

**Disapproved**

**Provost or Designee**

**Date:**

82
I. Initiation Date
   September 2012

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Selected Topics in Art Education
C. Course Subject/Number: ART A392
D. Credit Hours: 1.0 - 3.0 Credits
E. Contact Time: 1-3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Topics in selected areas of Art Education.
   Special Note: May be repeated for credit in different topics for a maximum of 12 credits
H. Status of course relative to degree or certificate program:
   Applies to the BA in Art and BFA in Art Degrees
I. Lab Fees: YES
J. Coordination: None Required
K. Course Prerequisites: As noted on specific course and ENGL A111 with minimum grade of C
L. Registration Restriction: Instructor Permission
   Prerequisites will vary depending upon topic

III. Course Activities
Lecture/discussion course. Writing, readings, research and technological applications as required.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort, and ability to use technological applications. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

A. Criteria for Grading
1.0  To receive a grade of A:
   1.1 Scholarship/Research: Strong, exceeding all instructor requirements
   1.2 Initiative: Contributions exceed expectations for the class
   1.3 Attitude: Excellent interactive skills in the classroom
   1.4 Cooperation: Excels in contributions to group activities
1.5 Individual Improvement: Demonstrates mastery of advanced

2.0 To receive a grade of B:
2.1 Scholarship/Research: Meets all instructor requirements
2.2 Initiative: Contributions are above average for the class
2.3 Attitude: Above average interactive skills in the classroom
2.4 Cooperation: Above average contributions in group activities
2.5 Individual Improvement: Above average demonstration of

3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments
3.2 Initiative: Contributions are average for the class
3.3 Attitude: Average interactive skills in the classroom
3.4 Cooperation: Average contributions to group activities
3.5 Individual Improvement: Average demonstration of

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class
4.3 Attitude: Below average interactive skills in the classroom
4.4 Cooperation: Below average contributions to group activities
4.5 Individual Improvement: Below average demonstration of

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification
Expectations of previous studio work and background in art history fundamentals.
Ability to utilize critical thinking skills.

VI. Outline (sample outline)
An outline from an Art Education special topic offering is attached

TOPIC SUGGESTIONS
Foundations in Art and Museum Education
History and Philosophy of Art Education
Arts Experience: Social, Cultural, and Educational Perspectives
Art Education and Technology
Curriculum Planning and Interpretation of Art
Diversity and Visualization in Art Education

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The Instructor Will:
1. Introduce the student to the roles of technology in the classroom and art museums
   and its future development
2. Discuss critically, in written and verbal form, current issues and applications of
   technology in the classroom and art museums
3. Demonstrate the critical ideas and issues pertaining to the current developments in
4. Introduce various learning styles through instructional technology in the classroom and art museum settings
5. Develop criteria for research, planning and developing projects in their major areas of study pertinent to classroom pedagogy and art museum instruction
6. Demonstrate the applications of collaborative learning related to team based settings and problem solving context in the classroom and museums

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

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the role of technology in classroom and art museum settings and its potential for the future</td>
<td>Tests and papers</td>
</tr>
<tr>
<td>Discuss critically current issues and applications of instructional technology in the classroom and art museum settings relevant to art education</td>
<td>In-class discussions and papers</td>
</tr>
<tr>
<td>Evaluate basic technological requirements surrounding rapidly evolving changes in interactive learning pertinent to the classroom and art museums</td>
<td>Technical reports</td>
</tr>
<tr>
<td>Demonstrate different learning styles through the use of instructional technology as it pertains to the classrooms and art museums</td>
<td>Projects</td>
</tr>
<tr>
<td>Demonstrate a broader knowledge of various technological applications in the classroom and art museums contexts</td>
<td>Projects</td>
</tr>
<tr>
<td>Work collaboratively with others in team based learning and problem-solving in the classrooms and art museums</td>
<td>Group projects</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


IX. Bibliography and Resources

http://www.clir.org/pubs/abstract/pub88abst.html
Dewey, J. Art as Experience. NY: Perigee Books, 1934 or most recent addition.
Dinuccio, Darcy, Guidice, Maria, and Stiles, Lynne. Elements of Web Design: The
Orna, Elizabeth and Pettitt, Charles. Information Management in Museums. Burlington,
The Virtual and the Real: Media in the Museum edited by Mintz, Ann and Thomas,
The Wired Museum: Emerging Technology and Changing Paradigms edited by Jones-
Weinman, Lynda and Green, Garo. Dreamweaver 4: Hands-on Training (with CD-
Weinman, Lynda, Green, Garo, Norwosrtho, Cary. Photoshop 6.0 and Image Ready 3.0:
Arts Experience: Social, Cultural, and Educational Perspectives
Wednesdays, 1:00 -2:45 p.m. ARTS 311

Contact Information

Herminia Din, Ph.D.
Assistant Professor of Art Education
Office: Department of Art, Room 308
Phone: 907-786-1785
Email: hdin@uaa.alaska.edu
Office Hours: Wednesday 3-5 and Thursday 10-12
* I am also available by appointment or via e-mail for consultation or assistance with projects or any other aspect of the course work.

Course Description and Instructional Goals

Examine the shared human experience of making and responding to visual images and artifacts from different cultures and perspectives. Develop an understanding of the role of art experiences in their own lives and the lives of other. Discuss how understanding and appreciation of particular images and objects evolves, and how experience and learning interacts with fundamental processes of perception, and interpretation.

Student Goals and Outcomes

At the end of the course, the student will be able to

Understand and appreciate particular images and objects within specific cultures and subcultures
• Understand fundamental processes of perception, cognition, and interpretation of art
• Investigate personal reasons to teach art and understand how art experience has shaped personal conceptions of what it means to act as an art education and/or museum educator
• Create a personal portfolio that reflects art experiences

Required Textbook


**Expected Computer/Technical Skills**

Ability to use computer to write reports, finish online assignments, create a PowerPoint presentation, and find further resources and information on the Internet.

**Expectations**

It is expected that you will contribute your ideas, thoughts, and reflections to class discussions, and will listen respectfully to the contributions of others in the class. Please do not hesitate to ask questions during the class. You are here to learn and the attendance requirement is in place to reinforce the importance of the weekly interactions in class and the timely and thorough submissions of required assignments. It is expected that the final group project will reflect scholarly research, creativity, original thinking, and independent direction. It is expected that students will maintain standards of intellectual honesty in keeping with the academic policies of the University of Alaska Anchorage.

**Academic dishonesty** can refer to a range of inappropriate and unethical behaviors including but not limited to cheating on exams or attendance, falsification of sources, and so on. It is expected that students in this class to do your own work and conduct yourself in a fair, honest, and ethical manner.

**Plagiarism** is defined as any means by which a student uses unauthorized assistance to prepare materials submitted as their own. Refer to Academic Dishonesty in Chapter 5 of the UAA Course Catalog or to the Student Handbook for specifics.

**Support Services**

If you need disability related accommodations please notify Disability Support Services at 786-4530 located at the Business Education Building, first floor. If you need assistance in writing your papers visit the Reading/Writing Center where the Learning Center is in the Sally Monsard Building.

**Attendance (30 points)**

Attendance is required at all class meetings.

**Major Assignments (70 points)**

Any assignment not turned in by the due date will receive 0 points. Late assignments will not be accepted.

1. **Exhibition, Slide Lecture, or Community Arts Event Response Paper (20 points)**
Attend an exhibition, a slide lecture, or a community arts event, and write a 3-4 pages of response paper that focus on the discussion of art experience. Remember to attach a photo, postcard, handout, or ticket of the event with your paper.

2. **Electronic Art Portfolio (20 points)**
   Use PowerPoint as a primary tool to create your electronic art portfolio to document your personal art experience. This project will include creating an electronic story or statement about “ART” by incorporating written texts, digital movie or images as well as sound and special visual effects if it is possible. This electronic art portfolio can be presented as an electronic storybook, an art diary, an electronic art exhibit, or a photo album with reflective text. This project will help you to gain valuable computer and presentation skills while creating or editing this electronic art journal. Remember, this electronic art journal is not a haphazard collection of artifacts (i.e., a digital scrapbook or a multimedia presentation) but rather a reflective tool that demonstrates growth over time. Submit your art journal on a CD or a disc.

3. **Final Paper: A Book Review (30 points)**
   Please select one of the required textbooks and write a book review about the book. Follow the following guidelines to complete this project, and write a review article of 10-12 pages.

   [http://www.utoronto.ca/writing/credits.html](http://www.utoronto.ca/writing/credits.html)

   An analytic or critical review of a book or article that is not primarily a summary; rather, it comments on and evaluates the work in the light of specific issues and theoretical concerns in a course. The literature review puts together a set of such commentaries to map out the current range of positions on a topic; then the writer can define his or her own position in the rest of the paper. Keep questions like these in mind as you read, make notes, and write the review.

   1. What is the specific topic of the book or article? What overall purpose does it seem to have? For what readership is it written? (The preface, acknowledgements, bibliography and index can be helpful in answering these questions. Don't overlook facts about the author's background and the circumstances of the book's creation and publication.)
   2. Does the author state an explicit thesis? Does he or she noticeably have an axe to grind? What are the theoretical assumptions? Are they discussed explicitly? (Again, look for statements in the preface, etc. and follow them up in the rest of the work.)
   3. What exactly does the work contribute to the overall topic of your course? What general problems and concepts in your discipline and course does it engage with?
   4. What kinds of material does the work present (e.g. primary documents or secondary material, literary analysis, personal observation, quantitative data, biographical or historical accounts)?
   5. How is this material used to demonstrate and argue the thesis? (As well as indicating the overall structure of the work, your review could quote or summarize specific passages to show the characteristics of the author's presentation, including writing style and tone.)
   6. Are there alternative ways of arguing from the same material? Does the author show awareness of them? In what respects does the author agree or disagree?
7. What theoretical issues and topics for further discussion does the work raise?
8. What are your own reactions and considered opinions regarding the work?

Paper Submission Guidelines
- Your paper must be typed on 8½x11 plain paper, 12-pt. text, 1” margins, double spaced
- Organization of your paper is to be clear, logical and meaningful. Please proofread your paper for correct spelling, grammar and punctuation.
- All reference sources (books, articles, Web sites or interviews) must be cited. Citations must include author, title, publisher, date, page number and/or Web site address. For interviews, include name, title, topic, date, and place. (Who, What, When, Where)
- Follow APA Style – http://www.apastyle.org/elecref.html

Calculation of Final Grade (100 points)

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Class participation and attendance</td>
</tr>
<tr>
<td>20</td>
<td>Exhibition, slide lecture or arts event response paper</td>
</tr>
<tr>
<td>20</td>
<td>Electronic Art Portfolio</td>
</tr>
<tr>
<td>30</td>
<td>Final Book Review</td>
</tr>
</tbody>
</table>

Your attendance record and points of each assignment will be posted during each class meeting. Your grade depends solely on the sum of your assignment scores. It is your responsibility to check the progress weekly, and to notify the professor immediately if there is an error. Questions concerning grading (e.g., correction of a grading error) or attendance record must be submitted in writing within one week. No further adjustment will be made accordingly.

Grading Scale

- **A (90-100) Honor Grade** – Indicates comprehensive mastery of required works
- **B (80-89)** – Indicates high level of performance in meeting course requirements
- **C (70-79)** – Indicates satisfactory level of performance
- **D (60-69)** – Indicates minimal level of performance
- **F (0-59)** – Indicates failure

Schedule of Classes

**September**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction / Basic purposes of art to humankind</td>
</tr>
<tr>
<td>8</td>
<td>Human commonalities and concerns as motivations for and themes in art</td>
</tr>
<tr>
<td>15</td>
<td>Symbols, metaphors, and visual language</td>
</tr>
<tr>
<td>22</td>
<td>Intrapersonal and interpersonal visual communication</td>
</tr>
<tr>
<td></td>
<td>• Kimura Gallery – This Movies, An Installation by Don Mohr, Sept 6-30</td>
</tr>
</tbody>
</table>
29 How do we plan art activities and experiences? How do we talk with students about art?

October
6 No Class
• Museums Alaska Conference, Kodiak, AK, October 5-8

13 Ceremonies, celebrations and community building through art
• Alaska Art Education Conference Oct. 14-16, Girdwood, AK
• Kimura Gallery – What a Relief! An Exhibition of Prints by Susan Bremner, Scott Hansen, and Sara Tabbert, October 7-28

20 Aesthetics in various cultural contexts

27 Multiculturalism in art education
• Diversity in artists, artistic traditions, and students in the art classroom

November
3 Museums, public art and cultural events as extensions of the art classroom
• Required Field Trip – Anchorage Museum of History and Art (AMHA)- Meet at the Museum

10 Historic trends in art reflecting human themes and cultural meaning
• Kimura Gallery – Architectonic Propositions and Pinhole Camera Excursions, Ceramics, Pinhole Photography / Digital Printing by Jeff Dalton and Red Bradly, November 7-27

17 Human growth and development as related to art education

24 Thanksgiving – No Class

December
1 Values, beliefs, and intuition as artistic influences

8 Final Presentation

15 Final Exam Week [Required Attendance]
1a. School or College  
AS CAS  

1b. Division  
AFAR Division of Fine Arts  

1c. Department  
ART

2. Course Prefix  
ART

3. Course Number  
A403

4. Previous Course Prefix & Number  
NA

5a. Credits/CEUs  
3

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

6. Complete Course Title  
Arts and Technology

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Other 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/2013  
To: 9999

12.  
☐ Cross Listed with

☒ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
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<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA ART</td>
<td></td>
<td></td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>2. BFA ART</td>
<td></td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp  
Initiator Signed Initials: ___________  
Date: ___________

13b. Coordination Email  
Date: 11/11/11

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

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

14. General Education Requirement  
Mark appropriate box:

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

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

Surveys the growing use of technology in art classrooms and museums. Examines applications for information management in collections and digital imaging, and the use of technology in the service of art education, museum education and university web-based courses.

16a. Course Prerequisite(s) (list prefix and number)  
ART A203 & (Engl A111 with minimum grade of C)

16b. Test Score(s)  
NA

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Change in course prerequisites better reflect course level expectations and deletion of a registration restriction that is no longer applicable.

Initiator (faculty only)  
Deborah Tharp
Initiator (TYPE NAME)  

Approved  
Disapproved  

Dean/Director of School/College  

Date  

Undergraduate/Graduate Academic  

Board Chairperson  

Date  

Provost or Designee  

Date
UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE  

I. Initiation Date  
September 2012  

II. Course Information  
A. College: College of Arts and Sciences  
B. Course Title: Arts and Technology  
C. Course Subject/Number: ART A403  
D. Credit Hours: 3.0 Credits  
E. Contact Time: 3+0 Contact Time  
F. Grading Information: A-F  
G. Course Description: Surveys the growing use of technology in art classrooms and museums. Examines applications for information management in collections, digital imaging, and the use of technology in the service of art education, museum education, and university web-based courses.  
H. Status of course relative to degree or certificate program: Elective course for BA or BFA in Art degrees  
I. Lab Fees: Yes  
J. Coordination: Yes  
K. Course Prerequisites: ART A203 and (ENGL A111 with minimum grade of C)  

III. Course Activities  
Lecture course. Reading and written work assigned including brief research papers. Computer-based training.  

IV. Evaluation  
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, computer-based expertise, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.  

Criteria for Grading  
To receive a grade of A (superior):  
1. Scholarship/Research: Strong, exceeding all instructor requirements  
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness  
3. Cooperation: Leader in group activities; constant and spontaneous  
4. Individual Improvement: Marked and growing
To receive a grade of B (Above Average):
1. Scholarship/Research: Accurate and complete, meets all instructor requirements
2. Initiative: Good when stimulated by some desirable achievement
3. Cooperation: Good in group activities
4. Individual Improvement: Shows marks of improvement; responds to stimulation

To receive a grade of C (Average):
1. Scholarship/Research: Barely meets assignments; needs encouragement.
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Fair at times - lacking at other times
4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
1. Majority of work unacceptable or missing

V. Course Level Justification
Course builds on an advanced working knowledge of studio techniques and concepts in the discipline as well as the mastery of computer-based skills needed in the field of art education. Individual student input, directions and personal goals are stressed with an emphasis on teaching, learning, and creative growth. Critical thinking is addressed through contemporary issues and practices of art education.

VI. Outline
• Teaching art and technology
• Classroom technology and the arts
• Technology and art curriculum resources
• The Internet and art education
• Online resources and museum educational offerings
• Design instructional applications in general art classroom and/or museums
• Design educational Web site and multimedia programming
• Graphic skills for teachers
• PowerPoint as a presentation and a Web design tool
• Interactivity and aesthetics
• New Media and Web-artists - critical analysis of digital art work
• Evaluation criteria for Web resources
• Technology evolution and art education
VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Identify the role of technology in art classrooms and museums
2. Discuss current issues and applications of technology in art classrooms and museums
3. Provide various evaluation criteria for online educational resources and technological applications
4. Introduce various learning styles through instructional technology

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

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the role of technology in art classrooms and museums</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Review the ideas, issues and basic technological requirements surrounding rapidly evolving changes in digital communication and interactive learning</td>
<td>Written papers and assignments</td>
</tr>
<tr>
<td>Demonstrate critical and analytical skills and practical experience related to digital art and online learning</td>
<td>Written papers and assignments</td>
</tr>
<tr>
<td>Demonstrate knowledge of different learning styles through the use of instructional technology and online media</td>
<td>Electronic Design Portfolio</td>
</tr>
<tr>
<td>Discuss problem solving techniques in collaborative teaching environments</td>
<td>In-class discussions and written assignments</td>
</tr>
</tbody>
</table>

VIII. Suggested Text  Instructor will select appropriate text such as:


IX. Bibliography and Resources


McIntyre-Williams, R. *5 Basic Rules of Web Site Design and Layout*, 2000. [http://linz1.net/wdev/5Rules.html](http://linz1.net/wdev/5Rules.html)


   <http://pixels.filmtv.ucla.edu/gallery/web/julian_scaff/benjamin/essay.html>
   <http://www.siec.k12.in.us/~west/article/publish.htm>
   <http://grove.ufl.edu/~rolandc/comp_ethics_arted.html>
   Copyright, 1997.
   <http://www.cas.usf.edu/english/walker/papers/copyright/ipdummie.html>

Online Resources
Assey, Joan. The Future of Technology in K-12 Arts, 2000. (PDF file)
   <www.air.org/forum/abAssey.htm>
Powerpoint 2000 Tutorial
   <www.fgcu.edu/support/office2000/ppt>
Powerpoint in the Classroom by Craig Roland, 1994.
Richard, A. The Art of Information and Communications Technology for Teachers,
Roland, Craig. The Role of Technology in Today’s Art Classrooms, 2001.
   <plaza.ufl.edu/rolandc/arted/role_of_technology.html>
Preparing Children for the 21st Century: A Rationale for Integrating New
   Technology into School Arts Program, 1994.
   <grove.ufl.edu/~rolandc/arts~technology.html>
Powerpoint in the Classroom, 1994.
   <www.actden.com/pp>
Rothstein, Edward. “The Internet and the Culture of Copying.” New York Times,
Stein, G. Composition as Explanation, In CONTEXT No.8, A Forum for Literary Arts
   and Culture,
   <http://www.centerforbookculture.org/context/no8/stein.html>
Teaching Kids How to Create a Presentation: It's About the Story
   <www.youthlearn.org/learning/activities/multimedia/presentations.asp>
Teaching Multimedia Skills: Telling Stories in Words and Pictures
Teaching Simple Animation: Fun With Thaumatropes and Other Big Words
   <cmp1.ucr.edu/exhibitions/hoffer/motion/thaum.html>
Tomei, L. A. Challenges of Teaching with Technology Across the Curriculum: Issues
Walling, Donovan R. Rethinking Visual Arts Education: A Convergence of Influences,
   <www.pdkintl.org/kappan/kwal0104.htm>
   Connecticut: The MIT Press.
**Course Action Request**

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>A404</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

**Diversity and Visual Culture**

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

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

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

9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

10. Grading Basis

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

11. Implementation Date

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

12. [ ] Cross Listed with

13. Coordination Email

- Date: 11/11/11
- submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

13c. Coordination with Library Liaison

- Date: 11/11/11

14. General Education Requirement

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

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

Overview of the issues of diversity arising in art contexts, cultural institutions including museums, community arts organizations, and universities as well as visual culture, educational texts and history. Develop a theoretical foundation based on educational and cultural models of diversity addressing race, gender, class and pedagogical methodologies.

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

- ART A203 & (ENGL A111 with minimum grade of C)

16b. Test Score(s)

- NA

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

- NA

16d. Other Restriction(s)

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

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

- NA

17. [x] Mark if course has fees

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

19. Justification for Action

- Change in course prerequisites better reflect course level expectations and deletion of a registration restriction that is no longer applicable.

Initiator Name (typed): Deborah Tharp

Initiator Signed Initials: ________________________ Date: ___________

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

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

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<td>2. BFA ART</td>
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Initiator Name (typed): Deborah Tharp

Initiator Signed Initials: ________________________ Date: ___________

13b. Coordination Email

- Date: 11/11/11
- submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

13c. Coordination with Library Liaison

- Date: 11/11/11

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- [ ] Oral Communication
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16b. Test Score(s)

- NA

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

- NA

16d. Other Restriction(s)

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

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

- NA

17. [x] Mark if course has fees

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

19. Justification for Action

- Change in course prerequisites better reflect course level expectations and deletion of a registration restriction that is no longer applicable.

Initiator (faculty only) Date

Deborah Tharp

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College Date

Approved

Disapproved

Undergraduate/Graduate Academic Date

Approved

Disapproved

Board Chairperson

Approved

Disapproved

Provost or Designee Date
I. Initiation Date

September 2012

II. Course Information

A. College: College of Arts and Sciences
B. Course Title: Diversity and Visual Culture
C. Course Subject/Number: ART A404
D. Credit Hours: 3.0 Credits
E. Contact Time: 3+0 Contact Time
F. Grading Information: A-F
G. Course Description: Overview of the issues of diversity arising in art contexts, cultural institutions including museums, community arts organizations, and universities as well as visual culture, educational texts and history. Develop a theoretical foundation based on educational and cultural models of diversity addressing race, gender, class and pedagogical methodologies.
H. Status of course relative to degree or certificate program:
   Elective course for BA or BFA in Art degrees
I. Lab Fees: Yes
J. Coordination: Yes
K. Course Prerequisites: ART A203 and (ENGL A111 with minimum grade of C)

III. Course Activities

Lecture course. Reading and written work as assigned – including brief research papers.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

Criteria for Grading

To receive a grade of A (superior):
1. Scholarship/Research: Strong, exceeding all instructor requirements
2. Initiative: Contributions exceed assignments and demonstrate resourcefulness
3. Cooperation: Leader in group activities; constant and spontaneous
4. Individual Improvement: Marked and growing
To receive a grade of B (Above Average):
1. Scholarship/Research: Accurate and complete, meets all instructor requirements
2. Initiative: Good when stimulated by some desirable achievement
3. Cooperation: Good in group activities
4. Individual Improvement: Shows marks of improvement; responds to stimulation

To receive a grade of C (Average):
1. Scholarship/Research: Barely meets assignments; needs encouragement.
2. Initiative: Uncertain and apparent only at times
3. Cooperation: Not effective and very irregular
4. Individual Improvement: Ordinary, lacking in noticeable benchmarks

To receive a grade of D (Below Average, but Passing):
1. Scholarship/Research: Not meeting all instructor requirements and assignments
2. Initiative: Lacking
3. Cooperation: Fair at times – lacking at other times
4. Individual Improvement: Not noticeable

To receive a grade of F (Failure):
1. Majority of work unacceptable or missing

V. Course Level Justification
Course builds on a working knowledge of studio techniques and concepts in the discipline. Individual student input, directions and personal goals are stressed with an emphasis on teaching, learning, and creative growth. Critical thinking is addressed through contemporary issues and practices of art education.

VI. Outline (sample outline)
- What is postmodernism? How has it affected art education?
- Visual culture and art education
- Multiculturalism and post-colonialism
- Feminist perspectives and gender stereotypes
- Art and activism in the classroom
- Ecological pedagogy and art education
- Computer technology and new media art
- Integrated learning, pros and cons

VII. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
1. Develop an understanding of diversity issues in art contexts, cultural institutions and universities.
2. Discuss the dynamics of diversity emphasizing race, gender, sex, class, and pedagogical methodologies
3. Demonstrate how digital visual art communicates in and across diverse cultures –by comparing similarities and differences in digital cultures
4. Examine rationales for teaching visual culture in various grade levels
B. Student Learning Outcomes. Student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate cultural texts</td>
<td>In-class presentations and written assignments</td>
</tr>
<tr>
<td>Articulate how the concepts of “difference” relate to culturally diverse bodies of knowledge</td>
<td>Written assignments and papers</td>
</tr>
<tr>
<td>Discuss the major factors inherent in visual culture discourse that influence individual socio-cultural location, identity formation and interpretive voice</td>
<td>Written assignments and papers</td>
</tr>
<tr>
<td>Summarize the key elements of community practices in art and museum education</td>
<td>Written assignments and papers</td>
</tr>
</tbody>
</table>

VIII. Suggested Text
Instructor will select appropriate texts such as:


IX. Bibliography and Resources


Wagner-Ott, A. (2002). “Analysis of Gender Identity through Doll and Action Figure Politics in Art Education.” *Studies in Art Education* 43.3 (2002): 246-263.


# Course Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>A491</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Senior Seminar

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

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

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

If a change, mark appropriate boxes:

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

**Other Update CCG (please specify)**

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

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: Spring/2013</td>
</tr>
<tr>
<td>NG</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

| 12. Cross Listed with |  | Cross-Listed Coordination Signature |
|----------------------| |------------------------------------|
|                      | |                                    |

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
<td>Date: 11/11/11</td>
<td>Date: 11/11/11</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Deborah Tharp**  
**Initiator Signed Initials:**  
**Date:**

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
<td>Lectures, discussions, workshops and projects integrating the knowledge of professional and technical practices for the artist. Develops effective communication skills to be a practicing artist. Demonstrates the necessary art historical, aesthetic, and critical tools to resolve and assess creative problem solving approaches.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Integrative Capstone</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART A261, ART A262 &amp; (ENGL A111 with minimum grade of C)</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills)</td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

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

**19. Justification for Action**  
Change in course prerequisites to better reflect course level expectations and course description.

**Initiator (faculty only)**  
**Initiator (TYPE NAME)**  
**Date**  
**Approved**  
**Disapproved**  
**Dean/Director of School/College**  
**Date**  
**Approved**  
**Disapproved**  
**Undergraduate/Graduate Academic**  
**Board Chairperson**  
**Date**  
**Approved**  
**Disapproved**  
**Provost or Designee**  
**Date**
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date
   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Senior Seminar
   C. Course Subject/Number: ART A491
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3+0 Contact Time
   F. Grading Information: A-F
   G. Course Description: Lectures, discussions, workshops and projects integrating the knowledge of professional and technical practices for the artist. Develops effective communication skills to be a practicing artist. Demonstrates the art historical, aesthetic, and critical tools to resolve and assess creative problem solving approaches.
   H. Status of course relative to degree or certificate program:
      Required for Bachelor of Arts in Art and Bachelor of Fine Arts in Art degree and satisfies GER capstone requirement.
   I. Lab Fees: Yes
   J. Coordination: Yes
   K. Course Prerequisites: ART A261, ART A262 and (ENGL A111 with minimum grade of C)
   L. Registration Restrictions: Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills)

III. Course Activities
     Lecture seminar course. Readings, class discussions, research, writing assignments, and workshop presentations. Proposals for artistic projects will be written during this course.

IV. Evaluation
     Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.
A. Criteria for Grading

1.0 To receive a grade of A:
   1.1 Scholarship/Research: Strong, exceeding all instructor requirements
   1.2 Initiative: Contributions exceed expectations for the class
   1.3 Cooperation: Excels in contributions to group activities
   1.4 Individual Improvement: Demonstrates mastery of professional practices and skills in the arts

2.0 To receive a grade of B:
   2.1 Scholarship/Research: Meets all instructor requirements
   2.2 Initiative: Contributions are above average for the class
   2.3 Cooperation: Above average contributions in group activities
   2.4 Individual Improvement: Above average demonstration of professional practices and skills in the arts

3.0 To receive a grade of C:
   3.1 Scholarship/Research: Does required assignments
   3.2 Initiative: Contributions are average for the class
   3.3 Cooperation: Average contributions to group activities
   3.4 Individual Improvement: Average demonstration of professional practices and skills in the arts

4.0 To receive a grade of D:
   4.1 Scholarship/Research: Below average assignments
   4.2 Initiative: Contributions are below average for the class
   4.3 Cooperation: Below average contributions to group activities
   4.4 Individual Improvement: Below average demonstration of professional practices and skills in the arts

5.0 To receive a grade of F:
   5.1 Majority of work unacceptable or missing

V. Course Level Justification
   To fulfill the GER Capstone requirement for BA and BFA in Art and to prepare BFA students for thesis semester

VI. Outline
   A. Knowledge of Professional Practices for the Artist
      1. Art Proposal Research
      2. Proposal Development and Writing
      3. Topic selection
      4. Research
      5. Development of the proposal
      6. Historical and aesthetic influences on one’s art
   B. Exhibition/Presentation Planning Issues
      1. Site development
      2. Space usage in the gallery or museum
      3. Information and signage in the gallery or museum
Publicity

C. Business and Technical Applications to the Arts
   1. Starting up the business
   2. Fiscal and physical plant management
   3. Advertising

D. Professional Communication Skills
   1. Resume preparation
   2. Portfolio production
   3. Documentation of artwork

E. Creative Problem Solving in the Arts
   1. Innovative use of materials in the production of artwork
   2. Development of research methodologies to develop strategies for producing artwork
   3. Long term planning in a globally challenging and changing environment

F. Information Pertinent to Art Practices and Ethics
   1. Copyright and patent issues pertaining to the arts
   2. Ethical practices in business
   3. Fair use issues pertaining to the appropriation of art images and objects

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The Instructor will:
   1. Present the pertinent information regarding the integration and knowledge of professional practices for the artist
   2. Develop the necessary professional communication skills needed to be an effective practicing artist
   3. Foster critical thinking to address creative problem solving abilities in the arts
   4. Facilitate understanding of the importance of ethics in business practices and their relevance to the arts

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

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the integration and knowledge necessary to be a practicing artist regarding research as it applies to art proposals, exhibition and presentation planning concerns and the application of business and technical skills as they apply to the arts</td>
<td>Project designs and written assignments</td>
</tr>
<tr>
<td>Exhibit the necessary communication skills to be a practicing professional artist</td>
<td>In-class discussions and written assignments</td>
</tr>
<tr>
<td>Practice creative problem solving as it pertains to the use of materials, research and long term planning at a global level</td>
<td>Written assignments, in-class discussions and presentations</td>
</tr>
<tr>
<td>Integrate the ethical aspects associated with art production in a business context</td>
<td>In-class discussions and written assignments</td>
</tr>
</tbody>
</table>
VIII. Suggested Texts


IX. Bibliography and Resources


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

1a. School or College
   AS CAS

1b. Division
   AFAR Division of Fine Arts

1c. Department
   ART

2. Course Prefix
   ART

3. Course Number
   A492

4. Previous Course Prefix & Number
   NA

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Art History Seminar

7. Abbreviated Title for Transcript (30 character)
   Art History Seminar

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

9. Repeat Status Yes       # of Repeats   3     Max Credits 12

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

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

12. Cross Listed with
    ☐ Stacked with

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

Impacted Program/Course       Catalog Page(s) Impacted       Date of Coordination       Chair/Coordinator Contacted
1. BA ART 94       11/11/11       Mariano Gonzales
2. BFA ART 96       11/11/11       Mariano Gonzales
3. BA International Studies 111       11/11/11       Dom Von Dommele

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: ____________

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

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

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)
    Seminar in Art History.
    Special Note: May be repeated 3 times for credit in different topics for a maximum of 12 credits.

16a. Course Prerequisite(s) (list prefix and number)
    ART A261 or ART A262 or ART A360A or ART A360B & (ENGL A111 with minimum grade of C)

16b. Test Score(s)
    NA

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
    Change in course prerequisites to better reflect course level expectations and course description.

Initiator (faculty only)
Deborah Tharp
Initiator (TYPE NAME)

Approved
Disapproved

Date
Dean/Director of School/College

Date

Approved
Disapproved

Undergraduate/Graduate Academic

Date

Approved
Disapproved

Board Chairperson

Date

Approved
Disapproved

Provost or Designee

Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date
   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Art History Seminar
   C. Course Subject/Number: ART A492
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 3+0 Contact Time
   F. Grading Information: A-F
   G. Course Description: Seminar in Art History
      Special Note: May be repeated 3 times for credit in different topics for a maximum of 12 credits
   H. Status of course relative to degree or certificate program:
      Applies to the BA in Art and BFA in Art Degrees
   I. Lab Fees: YES
   J. Coordination: None Required
   K. Course Prerequisites: ART A261 History of Western Art I
      OR ART A262 History of Western Art II
      OR ART A360A History of Non-Western Art I
      OR ART A360B History of Non-Western Art II
      AND (ENGL A111 with a minimum grade of C)
   L. Registration Restriction: Instructor Permission

III. Course Activities
    Lecture/discussion course. Readings, research, and writings as required.

IV. Evaluation
    Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

A. Criteria for Grading
   1.0 To receive a grade of A:
      1.1 Scholarship/Research: Strong, exceeding all instructor requirements
      1.2 Initiative: Contributions exceed expectations for the class
      1.3 Attitude: Excellent interactive skills in the classroom
      1.4 Cooperation: Excels in contributions to group activities
1.5 Individual Improvement: Demonstrates mastery of drawing techniques

2.0 To receive a grade of B:
2.1 Scholarship/Research: Meets all instructor requirements
2.2 Initiative: Contributions are above average for the class
2.3 Attitude: Above average interactive skills in the classroom
2.4 Cooperation: Above average contributions in group activities
2.5 Individual Improvement: Above average demonstration of drawing techniques

3.0 To receive a grade of C:
3.1 Scholarship/Research: Does required assignments
3.2 Initiative: Contributions are average for the class
3.3 Attitude: Average interactive skills in the classroom
3.4 Cooperation: Average contributions to group activities
3.5 Individual Improvement: Average demonstration of drawing techniques

4.0 To receive a grade of D:
4.1 Scholarship/Research: Below average assignments
4.2 Initiative: Contributions are below average for the class
4.3 Attitude: Below average interactive skills in the classroom
4.4 Cooperation: Below average contributions to group activities
4.5 Individual Improvement: Below average demonstration of drawing techniques

5.0 To receive a grade of F:
5.1 Majority of work unacceptable or missing

V. Course Level Justification
Senior level course requiring a background in art history foundations. Appropriate writing and research skills are also expected.

VI. Outline (sample outline)
An outline from an Art History special topics offering is attached

TOPIC SUGGESTIONS
Mannerist Art
African American Art
Duchamp
Japanese Art
Latin American Art
Artist's Vision
20th Century Russian Art

VII. Instructional Goals and Student Learning Outcomes
Instructional goals and defined outcomes from a special topic course are attached.
A. Instructional Goals. The Instructor Will:
1. Develop student's historical, critical, and aesthetic analytical skills
2. Develop and understanding of the various methodologies allowing the student to discriminate and construct viable paradigms and research techniques.

3. Develop critical skills related to the assessment of formal characteristics of artwork, materials, process and media used for expressed purposes in various cultural contexts.

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

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze primary and secondary research materials</td>
<td>Research paper</td>
</tr>
<tr>
<td>Demonstrate written and oral skills</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Demonstrate an understanding of the various methodologies presented in course material</td>
<td>Tests and papers</td>
</tr>
<tr>
<td>Articulate a body of concepts and ideas that will effectively embody course material</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Assess similarities and differences across the cultures presented</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
<tr>
<td>Assess the formal qualities of art works, materials, processes and media as they apply to various cultural contexts usage</td>
<td>Tests, papers, and in-class presentations</td>
</tr>
</tbody>
</table>

VIII. Suggested Text

Instructor will select text appropriate to his or her teaching style.

IX. Bibliography and Resources

A bibliography from a special topics course is attached.
Course Title  African American Art

Course Description  An historical and critical survey and analysis of African-American visual arts from the years of slavery through the Postmodern era. African-American literature and music will also be used to augment the visual arts material for this course.

Course prerequisites  Art 262 or permission by instructor

Course Activities  Students attend lectures on a weekly basis. Lectures focus on required readings of course materials, reserve room readings as well as individual in-class presentations. A research paper based on the subject matter of the class is also essential to the course.

Evaluation  Evaluation of the course is based on the student’s in-class presentations, mid-term, final examination and an in-depth research paper.

Course Outline

I. Introduction: Issues pertinent to African American Studies in Academe
   A. African American Studies: Historical and Social Discussion
      1. Afrocentrism, Black Cultural Nationalism
   B. Multicultural Studies and American Education
      1. Corporate Multiculturalism
      2. Integrationist Ethic
      3. Liberal Multiculturalism
      4. Cultural Particularism
      5. Racial Essentialism
      6. Radical Democratic Multiculturalism
   C. Black Women’s Studies
      1. Black Feminism

II. African Slaves, the Fledgling Colonies and Republican Aspirations
   A. Africa and the Diaspora: America and Latin America
      1. African History and Western Civilization
      2. The Atlantic Slave Trade and Slavery
         a. Significance and Development in the United States and the Western World
         b. The Abolitionist Movement
         c. Middle Passage
         d. The Planter Class
         e. Rootlessness
         f. Underground Railroad
         g. White male supremacist ideology
      3. The Black Woman’s Role in Slave Communities
         a. Black Matriarchy Myth
b. Sexual Domination of Slaves
4. Brazilian Africans
   a. Cafundó
5. The African American Experience and its Relationship to Afrocentric Philosophy

III. The Colonies in America and Republicanism: 1700-1820

IV. Nineteenth-Century America, the Civil War and Reconstruction

V. Twentieth-Century America and Modern Art 1900-60
   A. Harlem Renaissance: Capitol of the Black World, and The New Negro
      1. African American culture, the New Negro and Art in the 1920s
         a. The Great Migration
   B. Black Expressive Culture: Music and Literature
      1. The Blues and Jazz
      2. The Parisian Connection: Expatriate African-Americans, The “Negro” colony
      3. Photographic Developments
      4. The New Negro Artist
      5. Graphic Art
      6. Painting
   C. The Patronage of the New Negro Artist
      1. The Federal Arts Project and its Impact
      2. The New Negro Movement and its Legacy
      3. Folk Art
      4. American Scene Painting
      5. WPA Workshops and community art centers
      6. Social Realism
      7. Abstract Art and Modernism in New York
      8. Abstract Figurative Painting
      9. Patronage and critical debate
   E. American Culture Post World War II
      1. Folk Art
      2. Painting; Expressionism and Surrealism
   F. Abstract Expressionism and African-American Art
      1. Primitivism
      2. Early Abstract Expressions: Bearden, Woodruff, and Alston
      3. Abstract Expressionism

VI. The Evolution of a Black Aesthetic: Identity and Solidarity 1960 to the Present
   A. Civil Rights and Black Nationalism
   B. Cultural Crisis: Black or American?
1. Black Identity and Ethnic Considerations
2. The Meaning of Black Identity
3. Spiral artists’ group 1963-6
4. Painting
C. Evolving a Modern Black Aesthetic
   1. Defining Black Art
   2. Painting
   3. Sculpture
D. Art Institutions and Artist’s Groups
   1. Mainstream Art Institutions
   2. Black Art Aesthetics
      a. African Philosophy and black Psychology
      b. Double consciousness
      c. Identity Crisis
      d. Psychic Alienation
      e. Black Art and Black Power
      f. Black Artists’ Groups
   3. Racism, Resistance and Radicalism
   4. The Black Arts Movement
E. Towards a New Abstraction
   1. When is “black” “black”
   2. Painting
   3. Sculpture

VII. The Postmodern Condition 1980-93
   A. Painting
   B. Video Art
   C. Sculpture
   D. Photography
   E. Performance and Installation Art

VIII. Moving into the 21st Century
   A. Late 90s and New Developments
   B. Is there a new “black aesthetic” or has it been assimilated into mainstream art?
   C. Considerations for the Future

VIII. Suggested Texts


IX. **Bibliography/Resources**


1. School or College
   AS CAS

2. Course Prefix
   ART

3. Course Number
   A499

4. Previous Course Prefix & Number
   NA

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Thesis

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

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

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other 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/2013
    To: /9999

12. Cross Listed with
    ○ Stacked with

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BFA ART</td>
<td>96-97</td>
<td>NA</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
</tr>
<tr>
<td>2. BA ART</td>
<td>Courtesy Coordination</td>
<td>11/11/11</td>
<td>Mariano Gonzales</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Deborah Tharp
Initiator Signed Initials: _________ Date:__________

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

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

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)
    Student will produce and exhibit a body of work based on an approved thesis proposal. Exhibition of work will be in designated group show. Special Note: Offered Spring Semester only.

16a. Course Prerequisite(s) (list prefix and number)
    ART A491

16b. Test Score(s)
    NA

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

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

16e. Registration Restriction(s) (non-codable)
    Declared major in BFA in ART and approval of BFA Committee

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
    Special Note added to Course Description to inform that Art A499 is only offered in Spring Semester.

Initiator (faculty only)
Deborah Tharp
Initiator (TYPE NAME)

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved

Approved
Disapproved
I. Initiation Date
   September 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Title: Thesis
   C. Course Subject/Number: ART A499
   D. Credit Hours: 3.0 Credits
   E. Contact Time: 0+6 Contact Time
   F. Grading Information: Pass/No Pass
   G. Course Description: Student will produce and exhibit a body of work based on
   an approved thesis proposal. Exhibition of work will be in
   designated group show.
   Special Note: Offered Spring Semester only.
   H. Status of course relative to degree or certificate program:
      Required: BFA in Art
   I. Lab Fees: Yes
   J. Coordination: None
   K. Course Prerequisites: ART A491
   L. Registration Restrictions: Declared BFA in Art and approval of BFA Committees

III. Course Activities
   See handbook attached. Independently directed studio course. Planning and execution of
   a body of work. Planning for a formal gallery exhibition.

IV. Evaluation
   See BFA Thesis Evaluation Format below

V. Course Level Justification
   Senior Thesis requiring substantive prerequisites, completion of primary studio
   concentration courses and approvals by BFA Committee

VI. Outline
   As directed by Thesis Proposal

VII. Instructional Goals and Student Learning Outcomes
   A. Instructional Goals. The Instructor will:
      1. Guide the student through the development of expressive properties in group
         critiques with faculty.
      2. Demonstrate application of conceptual properties to works of art in group
         critiques with faculty.
      3. Engage students in the use of formal properties in group critiques with faculty.

   B. Student Learning Outcomes. The student will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the successful use of expressive</td>
<td>Exhibition of art work</td>
</tr>
<tr>
<td>properties in the visual realization of the thesis proposal (See attached assessment form)</td>
<td>Demonstrate the use of qualitative properties, originality and growth in ideas and thoughts as applied to the thesis proposal (See attached assessment form)</td>
</tr>
<tr>
<td>Demonstrate the technical mastery of material and presentation as expressed by formal means (See attached assessment form)</td>
<td>Exhibition of art work</td>
</tr>
</tbody>
</table>

VIII. **Suggested Text**  
**Not applicable**

IX. **Bibliography and Resources**  
As directed by Thesis Proposal
Each member of the BFA Committee attending the final Thesis Evaluation Session will fill out this BFA Thesis Evaluation Form. Evaluation points will be awarded within each category (using decimal fractions ranging from 0 to 10). The final Thesis Grade will be calculated by the BFA Chair as a percentage from the highest possible total of all evaluation points awarded by the BFA Committee. Award of the thesis grade will be based on the following percentages of evaluation scores. A grade of B (80%) or better is considered a passing grade.

**POINTS AWARDED BY THIS REVIEWER**
(For Example, 10 Points = 100%, 9.5 = 95%, 8.3 = 83%, etc.)

1. EXPRESSIVE PROPERTIES
   Success in the visual realization of the Thesis Proposal.
   *For specific comments, see other side or attached.*

2. CONCEPTUAL PROPERTIES
   Quality, originality and growth in ideas/thoughts.
   *For specific comments, see other side or attached.*

3. FORMAL PROPERTIES
   Technical mastery of materials and presentation.
   *For specific comments, see other side or attached.*

---

**BFA COMMITTEE COMBINED TOTAL SCORE**
Total number of evaluators: ______
Highest possible score (10 x number of evaluators): _______

Total actual points awarded above by the BFA Committee: ______

Total Percentage: ______%  

Thesis Grade: ______PASS______NO PASS

---

80% or higher 79.99% or lower
PROPOSAL OUTLINE

Introduction

A written thesis proposal must be approved by the BFA Committee prior to enrolling in ART 499 Thesis. The proposal will describe a project that you will translate into a body of visual work sufficient to merit the award of 3 credits, as determined by the BFA Committee. A BFA thesis proposal may describe many different kinds of projects. In most instances, the thesis project will involve the completion of a focused body of visual work in your primary studio area. Thesis proposals that suggest a visual project outside your primary studio area may be approved at the discretion of the BFA Committee.

The BFA thesis proposal is a formal document developed and written by you in consultation with your advisor and the BFA Committee. It is to be typewritten, display complete sentence structure, and use proper English grammar, spelling, and punctuation. The written proposal is not a research paper, but may incorporate footnotes, references, and a bibliography in developing the rationale for the suggested project. Every effort should be made to write in a style that uses clear and precise language. NOTE: The proposal is to be on white paper.

Purpose

The purpose of the proposal is to inform the Committee of the intended outcome of your project. At minimum the Committee will want to know What, How, & When.

What do you intend the final result to be - including quantity and size
How will you make the work - including media
How will you use the media to achieve the outcome
When will your project be done.

The Committee requires the information outlined below. However, do not overlook the importance of the mechanics of the project when considering the content and theme.

Outline Sections
The suggested outline for the written thesis proposal is to divide the paper into several parts.

I. Introduction (1 paragraph)
Write a focused overview of current interests, concerns, and activities that might serve as a theme or guide to the thesis work. Sometimes a quote of some sort is helpful here but is Not required ! !

II. Body of Proposal (1 - 2 paragraphs)
Discuss what your artwork is about. Include your ideas and concepts.
Discuss personal artistic directions of your ideas.
Discuss the process/processes that you have chosen to use to create the work. Be clear and explain why and how you plan to achieve the end result.

III. Historical References (1 -2 paragraphs)
Develop an explanation of how the proposed project relates to the work of other artists or to areas of special interest that influence you. Tell your reader how this information and knowledge has influenced you and supports your proposal.

IV. Proposed Project (1 -2 paragraphs)
Describe the project you intend to complete and why. Be as specific as possible while allowing for the project’s own natural growth and change. Explain the logistics of the project.

V. Presentation
ART 499 Thesis will culminate in a gallery exhibition or formal presentation. It is preferred by the Committee that all presentations occur in the Kimura Gallery during the BFA Group Show, which is scheduled at the end of each semester. Shorter individual time slots might be available.

VI. Summary paragraph
VII. Exhibition/Presentation

A statement of your Exhibition/Presentation plans should be included here. As a reminder you will need to meet with the ACE Committee well in advance of writing your proposal to coordinate logistics for your Exhibition/Presentation.

You need to think about the logistics of your presentation well before your semester of actual enrollment in ART 499 Thesis. It is preferred by the Committee that all presentations occur in the Kimura Gallery during the BFA Group Show scheduled at the end of each semester. Shorter individual time slots might be available for installation type exhibitions.

As soon as you have developed an idea or direction for your Thesis Project you will need to meet with the ACE Committee about the Exhibition/Presentation logistics. The sooner you do this the better, however, as you will be discussing these issues with the BFA Committee when you present your Thesis Proposal you will need to have met with the ACE Committee just prior to writing the Proposal at the latest. Special requests must be, in writing on a separate page, and presented to the BFA and ACE Committee at the time your Thesis Proposal is presented for approval.

BFA THESIS MEETING

Introduction

You and all the other students enrolled in ART 499 Thesis will meet twice during the semester with the BFA Committee to review progress. Meeting times will be available at the beginning of the semester. Contact the Art office for the latest schedule.

Attendance Required

BFA Candidates enrolled in ART 499 Thesis are required to attend all BFA Meetings. The Committee Chair must be notified in advance in the case of an unavoidable absence. Failure to attend all scheduled BFA Thesis Meetings may result in a failing grade for ART 499 Thesis. This also applies to Candidates with a deferred grade who have not completed their thesis project as yet.

Satisfactory Progress

If at any time during the Thesis semester the Committee determines that satisfactory progress is NOT being made you will be informed either by the committee or by your faculty advisor. Appropriate action will be recommended. In some cases this determination may be reached during business deliberations at a BFA Committee meeting.

Appropriate recommendation might include the suggestion that you accept a deferred grade and continue the project in subsequent semesters. Should that be the case you have 2 years to complete the project and convert a deferred grade into a final grade. Please note that as long as you are enrolled in ART 499 Thesis all requirements must be met including attendance at all Thesis Meetings.

All BFA Candidates not yet enrolled in Thesis are also invited to attend these meetings.

First Meeting Presentation

Unless otherwise instructed, you should come to the first meeting of the semester prepared to give a short presentation of your project. Generally about 10 minutes long. Remember, while the Committee has already reviewed and approved your proposal, there will be other students who have no idea what you will be working on. Therefore, while your presentation should be short and to the point, it should also be thorough.

Work in Progress

In addition, you need to bring all work in progress relating to your project. Should logistics be a problem, discuss alternative methods with your advisor and/or the Committee Chair. A short video tape may be acceptable, but photographs are not ideal for evaluating work. If you require a VCR and monitor, please ask the department secretary, several days in advance, to reserve one for you.

Additional Information
Bring to the first BFA Thesis Meeting a typed page noting your intended production schedule for your project, which outlines where you expect to be in your work schedule for each of the scheduled thesis meeting dates. Be prepared to address general questions concerning your presentation.

Other Meetings
At each subsequent BFA Thesis Meeting, you should continue to bring work in progress for discussion and critique. Also be prepared to ask any questions you might have about your work. This is open discussion time between all the students and the BFA Committee.

THESIS EVALUATION

Attendance Required
BFA Candidates enrolled in ART 499 Thesis are required to attend all BFA Meetings. The Committee Chair must be notified in advance in the case of an unavoidable absence. Failure to attend all scheduled BFA Thesis Meetings may result in a failing grade for ART 499 Thesis. This also applies to Candidates with a deferred grade who have not completed their thesis project as yet.

Satisfactory Progress
If at any time during the Thesis semester the Committee determines that satisfactory progress is NOT being made you will be informed either by the committee or by your faculty advisor. Appropriate action* will be recommended. In some cases this determination may be reached during business deliberations at a BFA Committee meeting. *This action could be taken right up to the day you plan to hang the show.

Appropriate recommendations might include the suggestion that you accept a deferred grade and continue the project in subsequent semesters. Should that be the case you have 2 years to complete the project and convert a deferred grade into a final grade. Please note that as long as you are enrolled in ART 499 Thesis all requirements must be met including attendance at all Thesis Meetings each month.

Grading Procedure
Upon completion of your project, and during the time of the formal presentation, you will be evaluated individually by the committee on a PASS/NO PASS basis. The members of the committee will pick up an evaluation form from the office at their convenience. When completed the form will be returned to the office, combined with the other evaluations, and the grade calculated.

Grading Criteria
The BFA Thesis project evaluation includes 3 categories. Each of the 3 categories are awarded points from 1-10 by each BFA Committee member. The grade will be calculated as a percentage from the highest possible total of all evaluation points awarded by the BFA Committee.

I. Expressive Properties
Success in the visual realization of the thesis proposal

II. Conceptual Properties
Quality, originality, and growth of thoughts and ideas

III. Formal Properties
Technical mastery of materials and the quality of presentation

Grading Points
Award of the Thesis Grade will be based on the following points:

90 - 100 % = A
80 - 89.99% = B Pass
79.99% - below No Pass
Awarding the Grade

You will receive notification of your grade and the Committee's comments by mail within 2 weeks of the end of the Exhibition. However, in addition to successfully completing the thesis requirement you must supply the Department of Art with several items before your final grade will be submitted to Enrollment Services as indicated below:

- A clean copy of your approved BFA Thesis Proposal
- A minimum of 10 color slides of your thesis work, in a slide sheet, with top and front properly labeled. Include title, if any, and any other information needed
- A clean copy of the artist’s statement, if generated
- Optional: a copy of your invitation to the presentation
- Hardcopy mailing list borrowed from the ACE Committee
- Kimura Gallery & Storage Room Keys
- Reimbursement for mailing cost for invitations
- Gallery Manager's acceptance of clean up & repair

Gallery Clean up and Repair

The post-exhibition condition of the Kimura Gallery must be acceptable to the Gallery Manager prior to awarding the grade. Failure to meet expectations may result in a Deferred Grade or possibly, in extreme cases, a Failing Grade.

Expectations include, but are not limited to, removal of all art work from gallery, hall, lobby, and storage areas; filling all holes and patching walls, floor, and ceiling; repair and return of pedestals to storage area; return of all tools to storage. Refer to section on Exhibition for more information and coordinate with the Gallery Manager.

Artist's Statement

It is understood that there will be some deviation from the thesis proposal as the project begins to grow in progress. If the project outcome moves significantly outside the scope of the proposal, you will need to prepare an Artist's Statement to discuss how the outcome is still related to the original proposal. This statement would be included in your formal presentation or exhibition and would be used by the BFA Committee to evaluate the end result. This should be succinct and articulate your ideas effectively.

EXHIBITION or FORMAL PRESENTATION

You need to think about the logistics of your Exhibition or Formal Presentation well before your semester of actual enrollment in ART 499 Thesis. It is preferred by the Committee that all presentations occur in the Kimura Gallery during the BFA Group Show. Time for this has been set aside at the end of each semester. Shorter individual time slots might be available for installation type exhibitions.

As soon as you have developed an idea or direction for your Thesis Project you will need to meet with the ACE Committee about the Exhibition/Presentation logistics. The sooner you do this the better, however, as you will be discussing these issues with the BFA Committee when you present your Thesis Proposal you will need to have met with the ACE Committee just prior to writing the Proposal at the latest.

Kimura Gallery

If you will be presenting your work in the Kimura Gallery you will want to coordinate with the ACE Committee, gallery managers. The members of the ACE Committee will be able to assist you in securing keys to the gallery and gaining access to hand tools and hardware. In addition they will be able to advise you on how the space can best be utilized.

If you will be presenting your work in a group show you will also want to coordinate with the other members of the group.

Campus Center Gallery

If you will be presenting your work in the Campus Center Gallery you will want to coordinate with the Gallery Manager. The manager will be able to assist you in securing keys to the gallery and gaining access to hand tools and hardware. In addition they will be able to advise you on how the space can best be utilized.
If you will be presenting your work in a group show you will also want to coordinate with the other members of the group.

**Installation/Site-Specific Work, Performance and other Works of Art**

Your thesis project might be an installation either inside or outside of a venue or might be a performance piece. These are special circumstances that will have to be discussed during the thesis proposal review and approved by the faculty. Installation/Site-Specific Work and Performance Art must be located in the Anchorage area and be reasonable for the faculty to travel to. Getting the faculty together to witness a performance piece, or to visit an installation/site-specific piece necessitates co-ordination and a time frame that would be amenable to the faculty. The site must be approved by your BFA Thesis Committee. Permission for site usage is the responsibility of the student.

To present work of this type on campus there are 2 possibilities. For a presentation in the Arts Building contact the Fine Arts Building Manager. He would be the contact for using areas like Music Recital (Arts 150) or the Dance Studio. For space in other areas of the campus contact Facilities and Planning.

We will try to help you as best we can in these matters, but it is important that you confer with your advisor and be prepared to discuss them at the BFA Thesis meetings.
Urban Drone

I have always been intrigued by the exchange that exists between sentient beings and the space they live in, particularly the occurrence of repeated behavior and the obsessive conduct we engage in. The tacit dialog of perception and reality when applied to the physical, figurative, and unconscious implications of this interaction are crucial concerns in developing my artistic direction. In pursuing this direction I want to explore the relationships that exist between the small repeated behaviors of atoms, insects, or humans to larger patterns of cells, hives and urban settings. To this end, I have chosen to use bees as my primary metaphor to address space as an architectural reference point to evolve solutions to urban problems.

We are faced with an urgency to find creative solutions to complex and often abstract problems at the global level (e.g. population growth, food and energy resources and urban congestion). Throughout the 20th century various artists and architects have addressed space and its relationship to urban and rural contexts. Architects such as Antonio Gaudi, Bruno Taut, and Le Corbusier have actually used the bee metaphor as inspiration in their architectural enterprises. Their works are seminal in my own direction in terms of architectonic considerations. Artists with a motivating approach to space and perception such as Rachel Whiteread and Magdalena Jetelova' are influential in my preoccupation with deliberate as well as oblivious interactions with space. Finally, the work of artists such as Mierle Ukeles, Robert Smithson and Peter Fend are especially informative for my own direction to find a means to integrate eco-art concerns in an urban setting.
Bees are incredibly efficient. They live in contained societies that I believe may offer some inspiration for current urban, spatial, and energy problems. People have been studying bees for centuries to offer models for utopian societies and other social concerns but I’d like to focus on what they may offer in the way of physical or engineering aspects of their systems.

For my BFA Thesis show I plan to present a body of work that will focus on two different but interrelated formats expressing the above concerns. First, I will be producing a series of three to five boxes that will function as three-dimensional prototypes of urban visions offering potential solutions to the current urban dilemma. These boxes will be similar to my current body of work involving enclosed boxes that can be viewed through various devices. Second, I will use a sequence of three to five large sewn photographs drawing visual parallels between bees, architecture and people that will complement the three-dimensional objects. Again, these two-dimensional objects will be analogous to my current direction of using Xerox copies that are sewn onto canvas. Both of these approaches are meant to integrate, explain and investigate new perceptions of the urban world. My ideas will develop as my research on bees and specific urban problems unfold and possible creative solutions present themselves.

The media used for my expressive needs will consist of wax, wood, electrical components, projection glasses, peepholes, canvas, photographs, and various sewn elements.

In conclusion, my proposal will be aimed in two directions. One direction will be to research the bee as metaphor. The other direction will use the structural implications inherent in the urban relationships.
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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

2. Course Prefix
    GEOL
3. Course Number
    A490
4. Previous Course Prefix & Number
   none
5a. Credits/CEUs
   1-4
5b. Contact Hours
   (Lecture + Lab) (1-4+0)

6. Complete Course Title
   Advanced Topics in Geology
   Abbreviated Title for Transcript (30 character)

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

8. Type of Action:
   ☑ Add
   ☐ Change
   ☐ Delete
   If a change, mark appropriate boxes:
   ☐ Prefix
   ☐ Credits
   ☐ Title
   ☐ Grading Basis
   ☐ Cross-Listed/Stacked
   ☐ Test Score Prerequisites
   ☐ Course Prerequisites
   ☐ Co-requisites
   ☐ Registration Restrictions
   ☐ Class
   ☐ Level
   ☐ College
   ☐ Major
   ☐ Other Restrictions (please specify)

9. Repeat Status Yes
   # of Repeats 2
   Max Credits 12

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

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

12. ☐ Cross Listed with
    ☑ Stacked with GEOL A690
    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.
    | Impact Program/Course | Catalog Page(s) Impacted | Date of Coordination | Chair/Coordinator Contacted |
    |-----------------------|--------------------------|----------------------|-----------------------------|
    | 1.                    |                          |                      |                             |
    | 2.                    |                          |                      |                             |
    | 3.                    |                          |                      |                             |

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

13b. Coordination Email
    Date: 10-8-12
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 10-8-12

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

15. Course Description (suggested length 20 to 50 words)
    Detailed study of selected topics in geology. Special note: May be repeated twice for a maximum of 12 credits with change of topic.

16a. Course Prerequisite(s) (list prefix and number)
    GEOL A221

16b. Test Score(s)

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

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

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

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action
    Designed as 400-level undergraduate course. Course takes advantage of the expertise of resident faculty, visiting faculty and community professionals. Current issues and topics not normally taught on a scheduled basis will be offered under this heading.

Initiator (faculty only)
Kristine J Crossen
Initiator Signed Initials: _____________
Date: _______________

Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College
Date

Approval
Disapproval

Board Chairperson
Date

Approval
Disapproval

Provost or Designee
Date
I. Date of Initiation: Spring 2013

II. Course Information:
   A. College or School: College of Arts and Sciences
   B. Course Title: Advanced Topics in Geology
   C. Course Subject/Number: GEOL A490
   D. Credit Hours: 1-4
   E. Contact time: (1-4 + 0)
   F. Grading Information: A-F
   G. Course Description: Detailed study of selected topics in geology. Special note: May be repeated twice for a maximum of 12 credits with change of topic.
   H. Status of course relative to degree program: May be used as upper-division elective to satisfy Geological Sciences major or minor.
   I. Course Attributes: Applies toward upper division requirement for Geological Sciences major or minor.
   J. Lab fees: yes
   K. Coordination: UAA faculty list serve
   L. Course Prerequisites: GEOL A221

III. Instructional Goals and Student Learning Outcomes:
   A. Instructional Goals. The instructor will:
      1) Convey the geological concepts to the study of the particular topic.
      2) Demonstrate the applications of the selected topic to solving geologic problems and problems related to environmental sciences or other areas of interest.
      3) Guide students to utilize their problem solving skills to understand both the principles and applications of the selected geologic topic.

   B. Student Learning Outcomes. The students will:
      1) Apply the principles of the selected topic to geologic, environmental, and other appropriate fields of study. Assessment: exams.
      2) Analyze recent literature and examples of modern applications of geological studies. Assessment: literature reviews.
      3) Develop research skills by participating in original research projects with their peers. Assessment: professional presentation.
IV. Course Activities

The course consists of lectures, discussions, and small group collaboration facilitated by the instructor.

V. Methods of Assessment:

Students will be evaluated based on homework assignments, exams, presentations, reports, and analysis, discussion, and synthesis of professional literature and the design and completion of research projects. Grades will be determined according to the syllabus of the individual instructor.

VI. Course Level Justification

Designed for Geological Science majors as an elective undergraduate course comparable to 400-level offerings at other universities. Designed to provide flexibility to offer and teach innovative senior-level lecture courses on a developmental basis. Such courses are essential to the student’s ability to succeed and integrate content with other 400-level courses in geological sciences.

VII. Topical Course Outline

Course outline will vary by topics selected.

Example from existing course - GEOL A465 - Isotope Geochemistry

1. Law of Radioactivity
2. Radioactive Decay Modes
3. Isotope geochronometers
4. Methods of Dating
5. Applications of Radioactive Isotopes to Environmental Problems
6. Principles of stable isotope geochemistry
7. Isotope fractionation
8. Equilibrium effects
9. Kinetic effects
10. Biological fractionation
11. Trace metal isotopes
12. Isotopes of other elements
VIII. Suggested Text(s)

Texts will vary depending on the topic of the course.

Example from Isotope Geochemistry above:


IX. Bibliography

References will vary depending on the selected topic.

Example from Isotope Geochemistry above.


# Course Action Request

## University of Alaska Anchorage

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

## 1. General Information

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

## 2. Course Details

2. **Course Prefix**: GEOL
3. **Course Number**: A690
4. **Previous Course Prefix & Number**: None
5a. **Credits/CEUs**: 1-4
5b. **Contact Hours (Lecture + Lab)**: (1-4+0)

## 3. Course Title Details

### 6. Complete Course Title

**Graduate Topics in Geology**

- **Abbreviated Title for Transcript (30 character)**: Graduate Topics in Geology

### 7. Type of Course

- **Academic**: ☒
- **Preparatory/Development**: ☐
- **Non-credit**: ☐
- **CEU**: ☐
- **Professional Development**: ☐

## 8. Type of Action

- **Add**: ☐
- **Change**: ☒
- **Delete**: ☐

### 9. Repeat Status

- **Repeat Status**: Yes
- **# of Repeats**: 2
- **Max Credits**: 12

### 10. Grading Basis

- **A-F**: ☒
- **P/NP**: ☐
- **NG**: ☐

### 11. Implementation Date

- **From**: Spring 2013
- **To**: 

### 12. Cross Listed with

- **Stacked**: ☒
- **Cross Listed with**: GEOL A490
- **Cross-Listed Coordination**: Cross-Listed Coordination

## 13. Other Course Details

### 13a. Impacted Courses or Programs

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

### 13b. Coordination Email

- **Date**: 10-8-12
- **To**: Kristine J Crossen
- **From**: Spring/Summer 2013
- **To**: Kristine J Crossen

### 13c. Coordination with Library Liaison

- **Date**: 10-8-12

## 14. General Education Requirement

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

## 15. Course Description

- **(suggested length 20 to 50 words)**: Intensive study of narrowly defined topic in geology with emphasis on current problems. Independent research project required.

## 16. Prerequisite(s)

- **Graduate status**: ☐
- **list prefix and number**: (list prefix and number)

## 17. Other Restrictions

### 17. Mark if course has fees

- **Mark if course is a selected topic course**: ☒

### 18. Justification for Action

- **Designed as 600-level graduate course requiring independent research. Course takes advantage of the expertise of resident faculty, visiting faculty and community professionals. Current issues and topics not normally taught on a scheduled basis will be offered under this heading.**

## 19. Approval Process

- **Initiator Signed Initials**: ______
- **Date**: ______________

### 20. Approval Signatures

1. **Initiator (faculty only)**: Kristine J Crossen
2. **Dean/Director of School/College**: Date
3. **Undergraduate/Graduate Academic**: Date
4. **Provost or Designee**: Date

---

**Initiator Signed Initials**: ______

**Date**: ______________
I. Date of Initiation: Spring 2013

II. Course Information:
   A. College or School: College of Arts and Sciences
   B. Course Title: Graduate Topics in Geology
   C. Course Subject/Number: GEOL A690
   D. Credit Hours: 1-4
   E. Contact time: (1-4 + 0)
   F. Grading Information: A-F
   G. Course Description: Intensive study of narrowly defined topic in geology with emphasis on current problems. Independent research project required.. Special note: May be repeated twice for a maximum of 12 credits with change of topic.
   H. Status of course relative to degree program: Graduate level course to serve students in interdisciplinary studies, the AEST joint CAS/SOE master’s program, and other M.S. degree programs.
   I. Course Attributes: Applies toward graduate level degree programs in interdisciplinary studies, AEST and other M.S. programs.
   J. Lab fees: yes
   K. Coordination: UAA faculty list serve
   L. Registration restrictions: Graduate standing

III. Instructional Goals and Student Learning Outcomes:
   A. Instructional Goals. The instructor will:
      1) Convey the geological concepts to the study of the particular topic.
      2) Demonstrate the applications of the selected topic to solving geologic problems and problems related to environmental sciences or other areas of interest.
      3) Guide students to utilize their problem solving skills to understand both the principles and applications of the selected geologic topic.
      4) Guide students in choosing a research topic and completing it in a professional manner.

   B. Student Learning Outcomes. The students will:
      1) Apply the principles of the selected topic to geologic, environmental, and other appropriate fields of study. Assessment: exams.
      2) Analyze recent literature and examples of modern applications of geological studies. Assessment: literature reviews and discussions.
3) Demonstrate research skills by participating in original research projects. Assessment: presentations and written papers.

4) Produce a professional quality presentation and a professional quality report at the conclusion of an individual research project. Improve their critical thinking skills through the analysis, discussion and synthesis of relevant professional literature. Assessment: professional quality presentations and written reports.

IV. Course Activities

The course consists of lectures, discussions, and small group collaboration facilitated by the instructor. Each student will initiate and complete a research project under the direction of the instructor.

VI Methods of Assessment:

Students will be evaluated based on homework assignments, exams, presentations, reports, and analysis, discussion, and synthesis of professional literature and the design and completion of professional quality research projects. Grades will be determined according to the syllabus of the individual instructor.

VI. Course Level Justification

Designed to be used as graduate level course to serve students in interdisciplinary studies, the AEST joint CAS/SOE master’s program, and other M.S. degree programs. Independent research, professional quality presentations and written reports required.

VII. Topical Course Outline

Course outline will vary by topics selected.

Example from existing course - GEOL A665 - Isotope Geochemistry

1. Law of Radioactivity
2. Radioactive Decay Modes
3. Isotope geochronometers
4. Methods of Dating
5. Applications of Radioactive Isotopes to Environmental Problems
6. Principles of stable isotope geochemistry
7. Isotope fractionation
8. Equilibrium effects
9. Kinetic effects
10. Biological fractionation
11. Trace metal isotopes
12. Isotopes of other elements

VII. Suggested Text(s)

Texts will vary depending on the topic of the course.

**Example from Isotope Geochemistry above:**


IX. Bibliography

References will vary depending on the selected topic.

**Example from Isotope Geochemistry above.**


**Course Action Request**

**University of Alaska Anchorage**

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

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<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>No Division Code</td>
<td>Military Science and Leadership</td>
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<table>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>(1+0)</td>
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<td>Leadership and Personal Development</td>
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<td>Leadership and Personal Dev</td>
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<td>☐ Preparatory/Development</td>
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<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
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<tr>
<td>☐ Professional Development</td>
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| 8. Type of Action: | ☐ Add | ☒ Change | ☐ Delete |

If a change, mark appropriate boxes:

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

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<tr>
<td>☒ A-F</td>
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<tr>
<td>From: Fall/2013</td>
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</thead>
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<tr>
<td>☐ Stacked with</td>
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<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Army ROTC</td>
<td>188</td>
<td>10/29/2012</td>
<td>LTC Adam Carson <a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
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<td>2. MILS A102</td>
<td>451</td>
<td>10/29/2012</td>
<td>LTC Adam Carson <a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
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<td>10/29/2012</td>
<td>LTC Adam Carson <a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Timothy M. Brower   Initiator Signed Initials: ___________   Date: ___________

13b. Coordination Email Date: 11/02/2012   submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/02/2012

14. General Education Requirement

Mark appropriate box:

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

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

Introduces students to the personal challenges and competencies that are critical for effective leadership. Educates students on how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, Officership, and Army operations. Develops basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

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

16b. Test Score(s) N/A

16c. Co-requisite(s) (concurrent enrollment required) MILS A150

16d. Other Restriction(s)

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

This course is designed for one contact hour per week, not three.
<table>
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<th>Role</th>
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<th>Disapproved</th>
<th>Date</th>
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</thead>
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<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Timothy M. Brower</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Department Chairperson</td>
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<td>Curriculum Committee Chairperson</td>
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<tr>
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</table>

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Course Content Guide
University of Alaska Anchorage
Community and Technical College

Department: MILS
Date: Fall 2013
Course Number: MILS A101
Credits: 1.0 CR
Course Title: Leadership and Personal Development

I. Course Description:
Introduces students to the personal challenges and competencies that are critical for effective leadership. Educates students on how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, Officership, and Army operations. Develops basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

II. Course Design:
A. This course is designed for first year ROTC students and any other UAA students that want to increase their leadership skills.
B. Credits: 1.0
C. Total Student Involvement time: 15 contact hours+30 hours outside class preparation.
D. This course is not part of a degree program.
E. There is no lab fee associated with this course.
F. This course may be taught in any time frame.
G. This is a revised course.
H. Coordinated with UAF listserv
I. Course level justification: This is the introductory course for the senior ROTC basic course. It is designed for students with no prior cadet experience or military training and provides an overview of subjects that are basic to personal development and leadership.

III. Course Activities:
This class will be conducted in an interactive manner and everyone will be responsible for contributing to the success of the learning experience. Lectures will be brief and interactive. Students will have extensive small group discussions and exercises throughout the class.

IV. Course Prerequisites:
None

Course Co-requisites:
MILS A150

V. Course Evaluation:
Grading Basis: A-F.

VI. Outline:
1.0 Safety
2.0 Leadership
   2.1 Army Leadership
   2.2 Leadership Styles
3.0 Personal Development
   3.1 Time Management
   3.2 Health and Fitness
   3.3 Introduction to Stress Management
4.0 Tactics and Techniques
   4.1 Orienteering
   4.2 Elements of a Fire Team

5.0 Officership
   5.1 ROTC Rank Structure
   5.2 US Military Customs and Courtesies
   5.3 Officership and the Army Profession

6.0 Values and Ethics
   6.1 Introduction to Warrior Ethos
   6.2 Introduction to the Army Values

VII. Suggested Text:

VIII. Bibliography:


IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:
   Introduce students to the Army’s leadership philosophies and integrate them into the students’ personal development experiences.

B. Student Outcomes and Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Explain the Warrior Ethos.</td>
<td>Written evaluations and practical exercises.</td>
</tr>
<tr>
<td>Identify change and operate within complex environments.</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Demonstrate effective time management skills.</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Communicate effectively with cadre, university personnel, and fellow students.</td>
<td>Small group presentations.</td>
</tr>
<tr>
<td>Explain the impact of cultural factors on Army operations.</td>
<td>Written evaluations and small group presentations.</td>
</tr>
<tr>
<td>Use the Troop Leading Procedures (TLPs) to accomplish various missions.</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Understand and use land navigation and terrain analysis techniques to move tactically in small unit operations.</td>
<td>Written evaluations and practical exercises.</td>
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Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

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<td>3. Course Number</td>
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<td>1.0 CR</td>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab) (1+0)</td>
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6. Complete Course Title  
Introduction to Tactical Leadership
Intro to Tactical Leadership

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

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

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

11. Implementation Date  From:  Fall/2013  Semester/year:  /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

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<td>LTC Adam Carson <a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
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<td>452</td>
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<td>LTC Adam Carson <a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
</tr>
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</table>

Initiator Name (typed): Timothy M. Brower  Initiator Signed Initials: __________  Date: __________

13b. Coordination Email  Date: 11/02/2012

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

13c. Coordination with Library Liaison  Date: 11/02/2012

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

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

Overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Explores dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.

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

16b. Test Score(s)  N/A  

16c. Co-requisite(s) (concurrent enrollment required)  MILS A150

16d. Other Restriction(s)  

☐ College  ☐ Major  ☐ Class  ☐ Level

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This course is designed for one contact hour per week, not three.

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

Timothy M. Brower

Initiator (TYPE NAME)

☐ Approved  ☐ Disapproved

Department Chairperson  Date  Provost or Designee  Date

Approved  Disapproved

Undergraduate/Graduate Academic  Date  Board Chairperson  Date

Approved  Disapproved

Provost or Designee  Date
I. Course Description:
Overview leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Explores dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.

II. Course Design:
A. This course is designed for first year ROTC students and any other UAA students that want to increase their leadership skills.
B. Credits: 1.0
C. Total Student Involvement time: 15 contact hours + 30 hours outside class preparations.
D. This course is not part of a degree program.
E. There is no lab fee associated with this course.
F. This course may be taught in any time frame.
G. This is a revised course.
H. Coordinated with UAA listserv.
I. Course level justification: This is the second course in the senior ROTC basic course. It is designed to further prepare students for the second year of the senior ROTC basic course.

III. Course Activities:
This class will be conducted in an interactive manner and everyone will be responsible for contributing to the success of the learning experience. Lectures will be brief and interactive. Students will have extensive small group discussions and exercises throughout the class. Time will be given in class to discuss projects and papers.

IV. Course Prerequisites:
None

Course Co-requisites:
MILS A150

V. Course Evaluation:
Grading Basis: A-F.

VI. Outline:
1.0 Safety
2.0 Leadership
  2.1 Character and Presence
  2.2 Leader Intelligence
  2.3 Core Leader Competencies
3.0 Personal Development
  3.1 Goal Setting – Personal Mission Statement
  3.2 Intro to Effective Army Communication
4.0 Tactics and Techniques
  4.1 Tactics I
4.2 Tactics II
4.3 Map Reading
4.4 Land Navigation

VII. Suggested Text:

VIII. Bibliography:


IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:
Explore in more detail the Army’s leadership philosophy and learn fundamental military concepts.

B. Student Outcomes and Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe leadership attributes and core leader competencies.</td>
<td>Small group presentations.</td>
</tr>
<tr>
<td>Explain how values impact leadership.</td>
<td>Written evaluations and practical exercises.</td>
</tr>
<tr>
<td>Develop personal mission statement and goals.</td>
<td>Practical exercises.</td>
</tr>
<tr>
<td>Describe the components and roles of a fire team.</td>
<td>Written evaluations and practical exercises.</td>
</tr>
<tr>
<td>Demonstrate the three individual movement techniques.</td>
<td>Practical exercises and small group presentations.</td>
</tr>
<tr>
<td>Identify symbols, line types, and colors on a military map.</td>
<td>Written exercises.</td>
</tr>
</tbody>
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# Course Action Request

**University of Alaska Anchorage**

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

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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>MILS</td>
<td>A450</td>
<td>A250</td>
<td>3.0 CR</td>
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<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tbody>
<tr>
<td>History of the United States Army</td>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action: □ Add or □ Change or □ Delete</th>
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<tbody>
<tr>
<td></td>
<td>If a change, mark appropriate boxes:</td>
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<tr>
<td></td>
<td>□ Prefix</td>
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<td>□ Repeat Status</td>
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<td>□ Add</td>
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<th>9. Repeat Status No</th>
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<th>□ of Changes</th>
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<th>10. Grading Basis</th>
<th>□ A-F</th>
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<tr>
<th>11. Implementation Date</th>
<th>From:</th>
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<td>Fall/2013</td>
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<tr>
<th>12. □ Cross Listed with</th>
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<tr>
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8. Cross-Listed Coordination Signature

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
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<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Army ROTC</td>
<td>188 (three times)</td>
<td>10/29/2012</td>
<td>LTC Adam Carson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:ajcarson@uaa.alaska.edu">ajcarson@uaa.alaska.edu</a></td>
</tr>
<tr>
<td>2. Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis</td>
<td>189</td>
<td>10/29/2012</td>
<td>LTC Adam Carson</td>
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<td>3.</td>
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<table>
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<tr>
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<th>Initiator Signed Initials:</th>
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<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date:</th>
<th>13c. Coordination with Library Liaison</th>
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<tbody>
<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
<td>11/02/2012</td>
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<th>14. General Education Requirement</th>
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<td>□ Oral Communication</td>
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<tr>
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<td>□ Written Communication</td>
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<td>□ Fine Arts</td>
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<td>□ Social Sciences</td>
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<td>□ Quantitative Skills</td>
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<td>□ Humanities</td>
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<td>□ Natural Sciences</td>
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<td>□ Integrative Capstone</td>
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<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Develops student awareness of the relationship of the military establishment to society in the United States. Examines the evolution of war and the progression of military professionalism and provides an awareness and purpose for military operations from colonial America to present day. Discusses the importance of understanding United States Army history as a part of the military profession. Analyzes the evolution of both tactics and force structure of the United States Army during this period.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s)</th>
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<tr>
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<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<td>College</td>
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<th>17. □ Mark if course has fees</th>
<th>18. □ Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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<tr>
<td>This course was originally numbered MILS A250. However, the academically challenging content of the course is designed for juniors and seniors. MILS A450 is a part of the senior ROTC advanced course and a requirement for the Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis.</td>
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Course Content Guide
University of Alaska Anchorage
Community and Technical College

Department: MILS  Date: Fall 2013
Course Number: MILS A450  Credits: 3.0 CR
Course Title: History of the United States Army

I. Course Description:
Develop student awareness of the relationship of the military establishment to society in the United States. Examines the evolution of war and the progression of military professionalism and provides an awareness and purpose for military operations from colonial America to present day. Discusses the importance of understanding United States Army history as a part of the military profession. Analyzes the evolution of both tactics and force structure of the United States Army during this period.

II. Course Design:
A. This course is designed for third and fourth year ROTC students and any other UAA students who desire to learn about the history of the U.S Army.
B. Credits: 3.0
C. Total Student Involvement time: 45+90 hours
D. This course is part of the Minor in National Defense, Strategic Studies, and Leadership
E. There is no lab fee associated with this course.
F. This course may be taught in any time frame, but not more than one credit per week.
G. This course was previously numbered MILS A250.
H. Coordinated with UAA listserv.
I. Course level justification: This course was originally numbered MILS A250. However, it is the final course in the senior ROTC advanced course and a requirement for the Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis. The course examines the U.S. Army from colonial America to present day at the strategic and operational levels of warfare and challenges students to exercise critical thinking skills at these levels.

III. Course Activities:
Throughout the course, students analyze the American military experience from its colonial origins to today’s Global War on Terrorism. Students reach this objective by means of reading, writing, analyzing, and discussing American military history with a focus on the U.S. Army. They visit a local museum and conduct a virtual staff ride in order to, not only study, but experience historical artifacts and battlefields. As part of the curriculum, students are responsible for preparing and presenting information on a historical battle. They also study the effects of U.S. society on its military and the reverse, in particular civil-military relations.

IV. Course Prerequisites:
None

Course Co-requisites:
None

V. Course Evaluation:
Grading Basis: A-F.

VI. Outline:
1.0 Safety
2.0 Analytical Frameworks
   2.1 Principles of War
IX. Instructional Goals, Student Outcomes, and Assessment Procedures:

A. Instructional Goal:
Develop knowledge of the history of the United States Army and integrate the knowledge into practical uses by company grade officers on today’s battlefield.

B. Student Outcomes and Assessment Procedures

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Compare and contrast the three components of the United States Army</td>
<td>Written evaluation and small group presentations.</td>
</tr>
<tr>
<td>Examine the reasons why the United States Army has a full-time and part-time force and the unique abilities of each.</td>
<td>Written evaluation.</td>
</tr>
<tr>
<td>Differentiate between total and limited warfare; appraise historical wars accordingly.</td>
<td>Small group presentations.</td>
</tr>
<tr>
<td>Evaluate the changes in United States Army small unit tactics.</td>
<td>Written evaluation.</td>
</tr>
<tr>
<td>Examine the evolution of the United States Army force structure and the major factors for its change.</td>
<td>Written evaluation and small group presentation.</td>
</tr>
<tr>
<td>Extrapolate historical lessons learned into the current operational environment.</td>
<td>Practical exercise.</td>
</tr>
<tr>
<td>Evaluate historical events using various analytical tools (Principles of War, Levels of War, Instruments of National Power, etc.).</td>
<td>Individual presentations and written evaluation.</td>
</tr>
</tbody>
</table>
ATCC-HAK-UA

02 November 2012

MEMORANDUM FOR

Dean, Community and Technical College
Chair, Undergraduate Academics Board

SUBJECT: Proposed Changes to Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis

1. I am proposing to change the course number of MILS A250 History of the United States Army to MILS A450 History of the United States Army. This academically challenging course is designed for juniors and seniors. It is part of the senior ROTC advanced course curriculum and a requirement for the Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis.

2. Therefore, the Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis will adjust to reflect the course number change of MILS A250 to MILS A450.

3. POC for this request is the undersigned at (907) 786-6093 or email: tmbrower@uaa.alaska.edu

TIMOTHY M. BROWER
Major
UAA Army ROTC
1a. School or College
   CT CTC

1b. Department
   Military Science and Leadership

2. Complete Program Title/Prefix
   Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis

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

   This program is a Gainful Employment Program: □ Yes or □ No

4. Type of Action:
   PROGRAM
   □ Add
   ◐ Change
   □ Delete

   PREFIX
   □ Add
   □ Change
   □ Inactivate

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

6a. Coordination with Affected Units
   Department, School, or College:
   Initiative Name (typed): Timothy M. Brower
   Date:________________ Initiation Signed Initials: ___________

6b. Coordination Email submitted to Faculty Listserv (uua-faculty@lists.uaa.alaska.edu) Date: 11/02/2012

6c. Coordination with Library Liaison Date: 11/02/2012

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

8. Justification for Action
   One of the required courses to receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis, will change to an upper division level course. MILS A250 History of the United States Army is becoming MILS A450. This change updates the program/catalog to reflect accurate course information.

Timothy M. Brower
   Initiator (TYPE NAME)

   Date

   Approved
   Disapproved

   Dean/Director of School/College Date

   Approved
   Disapproved

   Undergraduate/Graduate Academic Date

   Approved
   Disapproved

   Board Chair Date

   Approved

   Provost or Designee Date

   Disapproved

   College/School Curriculum Committee Chair Date

   Disapproved
ARMY ROTC

The Army Reserve Officers’ Training Corps (ROTC) Program is America’s primary officer training program. Army ROTC in a cooperative effort by the United States Army and UAA educates, trains, and prepares students to serve as officers in the Regular Army, Army Reserve, or Army National Guard. Army ROTC has two-, three-, and four-year programs that lead to a commission as a Second Lieutenant. Army ROTC is divided into a basic course for freshmen and sophomores and the advanced course for juniors and seniors. Programs and courses can be adjusted to meet specific needs of individual students who desire to enroll but are past their freshmen year. Prior to completing Army ROTC, students may receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis. The courses focus on military history, Army force structure, leadership, time and stress management, decision making through academic instruction, and operations in the contemporary operating environment. Non-contracted students may take the 100- and 200-level academic courses without incurring a military obligation. However, only contracted Cadets may take MILS A302, MILS A401, and MILS A402.

The leadership and physical training laboratory provides practical military training. Activities include staff rides to Army bases, physical fitness training, conducting drill and ceremony, and leadership exercises. To attend the leadership laboratory, UAA students must not have a medical condition that would preclude service in the Armed Forces.

To become an officer through Army ROTC, a student must, at a minimum, complete the two-year program (300- and 400-level courses plus leadership laboratory), the U.S. Army Leader Development and Assessment Course, and earn a baccalaureate degree in any major from UAA. Upon graduation and commissioning, new lieutenants must serve eight years in the regular Army, Army Reserves, and/or Army National Guard.

In order to receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis, students must complete the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form_login.cfm).

Three hours of mandatory Physical Training (PT) and a two hour lab are required each week. Times and location of PT sessions to be announced.

Two-Year Program
1. Available to UAA students with two years remaining until graduation: students complete the U.S. Army Leader’s Training Course, the U.S. Army Leader Development and Assessment Course, and the following courses.

   MILS A150  Army ROTC Leadership Laboratory (1)  4
   MILS A301  Adaptive Team Leadership  3
   MILS A302  Applied Team Leadership  3
   MILS A401  Adaptive Leadership  3
   MILS A402  Leadership in a Complex World  3
   MILS A450  History of the United States Army  3

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of four semesters and 4 credits. Academic courses are taken in the order listed, beginning with MILS A301 Adaptive Team Leadership in the fall semester. MILS A450 may be taken at any time throughout the program.

Three-Year Program
1. Available to UAA students with three years remaining until graduation: students complete the U.S. Army Leader Development and Assessment Course and the following courses.

   MILS A150  Army ROTC Leadership Laboratory (1)  6
   MILS A201  Foundations of Leadership  3
   MILS A202  Foundations of Tactical Leadership  3
2. Students take MILS A150 Army ROTC Leadership and Training Laboratory each semester for a total of six semesters and 6 credits. Academic courses are taken in the order listed, beginning with MILS A201 Foundations of Leadership in the fall semester. MILS A450 may be taken at any time throughout the program.

Four-Year Program

1. Available to UAA students with four years remaining until graduation: students complete the U.S. Army Leader Development and Assessment Course and the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILS A150</td>
<td>Army ROTC Leadership Laboratory (1)</td>
<td>8</td>
</tr>
<tr>
<td>MILS A101</td>
<td>Leadership and Personal Development</td>
<td>1</td>
</tr>
<tr>
<td>MILS A102</td>
<td>Introduction to Tactical Leadership</td>
<td>1</td>
</tr>
<tr>
<td>MILS A201</td>
<td>Foundations of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A202</td>
<td>Foundations of Tactical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A301</td>
<td>Adaptive Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A302</td>
<td>Applied Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A401</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A402</td>
<td>Leadership in a Complex World</td>
<td>3</td>
</tr>
<tr>
<td>MILS A450</td>
<td>History of the United States Army</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of eight semesters and 8 credits. Academic courses are taken in the order listed, beginning with MILS A101 Leadership and Personal Development in the fall semester. MILS A450 may be taken at any time throughout the program.

Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis

Students majoring in another subject who wish to minor in National Defense, Strategic Studies, and Leadership: Army Emphasis must complete the following requirements. A minimum of 19 credits are required for the minor, 12 credits of which must be upper division. Students must earn at least 3 credits in residence in this field. They must also earn a UAA cumulative GPA of at least 3.00 (B). Students must declare this minor utilizing the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form.cfm) no later than the deadline to submit an application form graduation.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>MILS A301</td>
<td></td>
<td>Adaptive Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
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<td>Army ROTC Leadership Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Term 2</td>
<td>MILS A302</td>
<td>Applied Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
<td></td>
<td>Army ROTC Leadership Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Term 3</td>
<td>MILS A401</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
<td></td>
<td>Army ROTC Leadership Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Term 4</td>
<td>MILS A402</td>
<td>Leadership in a Complex World</td>
<td>3</td>
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<tr>
<td>MILS A150</td>
<td></td>
<td>Army ROTC Leadership Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>May be taken during any term:</td>
<td>MILS A450</td>
<td>History of the United States Army</td>
<td>3</td>
</tr>
</tbody>
</table>
Scholarships and Incentive Payments
Army ROTC has numerous scholarship and incentive programs for high school seniors planning to enroll at UAA and for college students currently enrolled or planning to enroll at UAA. All students receiving a scholarship or incentive payment must be a full-time student (at least 12 semester credits for undergraduate or 9 semester credits for graduate students).

1. High school seniors can compete for Army ROTC scholarships that pay tuition, fees, and books at any university with an Army ROTC program. The scholarship includes a monthly stipend. Students can obtain applications from www.goarmy.com/rotc/scholarships.jsp, the UAA Army ROTC office or from a high school guidance counselor. Applications must be postmarked no later than January 10 of a student’s senior year. High school seniors may also compete for an Army ROTC scholarship locally at the UAA level. Contact UAA Army ROTC for more information. Army ROTC at UAA has several scholarship options for college students. These scholarships cover tuition, fees, and books for both undergraduate and graduate students. Scholarships also include a monthly stipend. Students compete for these scholarships during the academic term prior to activation. For example, a fall 100-level student can compete for a scholarship that would start in the spring of the student’s 100-level year.

2. All scholarships and incentives are subject to federally mandated age restrictions. Contact Army ROTC at UAA or go to www.goarmy.com/rotc/scholarships.jsp for more information.

COMMISSIONING
After completing the Army ROTC Program, graduating from UAA, and passing a commissioning physical, cadets will receive a commission as a Second Lieutenant in the United States Army.

1. Second Lieutenants will usually begin their Basic Officer Leaders Course B within one year of commissioning. Students compete nationally for their branch based on a combined score consisting of their GPA, on-campus evaluations, and Leader Development and Assessment Course evaluation. The United States Army has 16 branches with multiple careers in each one. Students receive the branch assignments during the 400-level year.

2. Students may also compete for medical and law school appointments. Scholarships cover tuition, fees, and books for a student’s undergraduate and medical school programs. Army ROTC at UAA has more information on this highly competitive program.

3. Second lieutenants incur an eight-year service commitment with the Army. They serve full time in the Army for four years and four years with the Individual Ready Reserve (IRR). Select Cadets may choose to serve part time in the Army Reserve or Army National Guard while pursuing a civilian career.

FACULTY
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Major Timothy M. Brower, Assistant Professor of Military Science, (907) 786-6093
Master Sergeant Donald G. Ramey, Senior Military Science Instructor, (907) 786-6092
Captain Cheryl L. Sahagun, Assistant Professor of Military Science, (907) 786-6094
ARMY ROTC

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The leadership and physical training laboratory provides practical military training. Activities include staff rides to Army bases, physical fitness training, conducting drill and ceremony, and leadership exercises. To attend the leadership laboratory, UAA students must not have a medical condition that would preclude service in the Armed Forces.

To become an officer through Army ROTC, a student must, at a minimum, complete the two-year program (300- and 400-level courses plus leadership laboratory), the U.S. Army Leader Development and Assessment Course, and earn a baccalaureate degree in any major from UAA. Upon graduation and commissioning, new lieutenants must serve eight years in the regular Army, Army Reserves, and/or Army National Guard.

In order to receive a minor in National Defense, Strategic Studies, and Leadership: Army Emphasis, students must complete the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form_login.cfm)

Three hours of mandatory Physical Training (PT) and a two hour lab are required each week along with a onetwo hour lab. Times and location of PT sessions to be announced.

Two-Year Program

1. Available to UAA students with two years remaining until graduation. Students must take the courses listed below and complete the U.S. Army Leader’s Training Course, before starting the 300-level courses and complete the U.S. Army Leader Development and Assessment Course, and the following courses before starting the 400-level courses.

   MILS A150 Army ROTC Leadership Laboratory (1) 4
   MILS A250 History of the United States Army 3
   MILS A301 Adaptive Team Leadership 3
   MILS A302 Applied Team Leadership 3
   MILS A401 Adaptive Leadership 3
   MILS A402 Leadership in a Complex World 3
   MILS A450 History of the United States Army 3
   MILS A150 Army ROTC Leadership Laboratory (1) 4

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of four semesters and 4 credits. Academic courses are taken in the order listed, beginning with MILS A301 Adaptive Team Leadership in the fall semester. MILS A250A450 may be taken at any time throughout the program.

Three-Year Program

1. Available to UAA students with three years remaining until graduation. Cadets students must take the courses listed below and complete the U.S. Army Leader Development and Assessment Course and the following before starting the 400-level courses.

   MILS A150 Army ROTC Leadership Laboratory (1) 4
   MILS A250 History of the United States Army 3
   MILS A301 Adaptive Team Leadership 3
   MILS A302 Applied Team Leadership 3
   MILS A401 Adaptive Leadership 3
   MILS A402 Leadership in a Complex World 3
   MILS A450 History of the United States Army 3
   MILS A150 Army ROTC Leadership Laboratory (1) 4

   MILS A250A450 may be taken at any time throughout the program.
**MILS A150** Army ROTC Leadership Laboratory (1)  
**MILS A201** Foundations of Leadership  
**MILS A202** Foundations of Tactical Leadership  
**MILS A250** History of the United States Army  
**MILS A301** Adaptive Team Leadership  
**MILS A302** Applied Team Leadership  
**MILS A401** Adaptive Leadership  
**MILS A402** Leadership in a Complex World  
**MILS A450** History of the United States Army  
**MILS A150** Army ROTC Leadership Laboratory (1)  

2. Students take MILS A150 Army ROTC Leadership and Training Laboratory each semester for a total of six semesters and 6 credits. Academic courses are taken in the order listed, beginning with MILS A201 Foundations of Leadership in the fall semester. MILS A250A450 may be taken at any time throughout the program.

**Four-Year Program**

1. Available to UAA students with four years remaining until graduation. Cadets students must take the courses listed below and complete the U.S. Army Leader Development and Assessment Course and the following before starting the 400-level courses.

<table>
<thead>
<tr>
<th>MILS A150</th>
<th>Army ROTC Leadership Laboratory (1)</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILS A101</td>
<td>Leadership and Personal Development</td>
<td>31</td>
</tr>
<tr>
<td>MILS A102</td>
<td>Introduction to Tactical Leadership</td>
<td>31</td>
</tr>
<tr>
<td>MILS A201</td>
<td>Foundations of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A202</td>
<td>Foundations of Tactical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A250</td>
<td>History of the United States Army</td>
<td>3</td>
</tr>
<tr>
<td>MILS A301</td>
<td>Adaptive Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A302</td>
<td>Applied Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A401</td>
<td>Adaptive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MILS A402</td>
<td>Leadership in a Complex World</td>
<td>3</td>
</tr>
<tr>
<td>MILS A450</td>
<td>History of the United States Army</td>
<td>3</td>
</tr>
<tr>
<td>MILS A150</td>
<td>Army ROTC Leadership Laboratory (1)</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Students take MILS A150 Army ROTC Leadership and Physical Training Laboratory each semester for a total of eight semesters and 8 credits. Academic courses are taken in the order listed, beginning with MILS A101 Leadership and Personal Development in the fall semester. MILS A250A450 may be taken at any time throughout the program.

**Minor, National Defense, Strategic Studies, and Leadership: Army Emphasis**

Students majoring in another subject who wish to minor in National Defense, Strategic Studies, and Leadership: Army Emphasis must complete the following requirements. A minimum of 19 credits are required for the minor, 152 credits of which must be upper division. Students must earn at least 63 credits in residence in this field. They must also earn a UAA cumulative GPA of at least 3.00 (B). Students must declare this minor utilizing the declaration of a minor form on the UAA website (www.uaa.alaska.edu/records/graduation/declaration_minor_form.cfm) no later than the deadline to submit an application form graduation.

**Term 1**

| MILS A301 | Adaptive Team Leadership | 3 |
| MILS A150 | Army ROTC Leadership Laboratory | 1 |

**Term 2**

| MILS A302 | Applied Team Leadership | 3 |
| MILS A150 | Army ROTC Leadership Laboratory | 1 |

**Term 3**

| MILS A401 | Adaptive Leadership | 3 |
| MILS A150 | Army ROTC Leadership Laboratory | 1 |

**Term 4**

| MILS A402 | Leadership in a Complex World | 3 |
Scholarships and Incentive Payments
Army ROTC has numerous scholarship and incentive programs for high school seniors planning to enroll at UAA and for college students currently enrolled or planning to enroll at UAA. All students receiving a scholarship or incentive payment must be a full-time student (at least 12 semester credits for undergraduate or 9 semester credits for graduate students).

1. High school seniors can compete for Army ROTC scholarships that pay tuition, fees, and books at any university with an Army ROTC program. The scholarship includes a monthly stipend. Students can obtain applications from www.goarmy.com/rotc/scholarships.jsp, the UAA Army ROTC office or from a high school guidance counselor. Applications must be postmarked no later than January 10th of a student’s senior year. High school seniors may also compete for an Army ROTC scholarship locally at the UAA level. Contact UAA Army ROTC for more information.

2. All scholarships and incentives are subject to federally mandated age restrictions. Contact Army ROTC at UAA or go to www.goarmy.com/rotc/scholarships.jsp for more information.

COMMISSIONING
After completing the Army ROTC Program, graduating from UAA, and passing a commissioning physical, cadets will receive a commission as a Second Lieutenant in the United States Army.

1. Second Lieutenants will usually begin their Basic Officer Leaders Course [Phase III] within one year of commissioning. Students compete nationally for their branch based on a combined score consisting of their GPA, on-campus evaluations, and Leader Development and Assessment Course evaluation. The United States Army has 16 branches with multiple careers in each one. Students receive the branch assignments during the 400-level year.

2. Students may also compete for medical and law school appointments. Scholarships cover tuition, fees, and books for a student’s undergraduate and medical school programs. Army ROTC at UAA has more information on this highly competitive program.

3. Second lieutenants incur an eight-year service commitment with the Army. They serve full time in the Army for four years and four years with the Individual Ready Reserve (IRR). Select Cadets may choose to serve part time in the Army Reserve or Army National Guard while pursuing a civilian career.

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Captain Cheryl L. Sahagun, Assistant Professor of Military Science, (907) 786-6094
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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<th>7. Type of Course</th>
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<table>
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<th>8. Type of Action:</th>
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<tbody>
<tr>
<td>☐ Add or ☒ Change or ☐ Delete</td>
<td>☒ Prefix</td>
<td>☐ Course Number</td>
<td>☐ Contact Hours</td>
</tr>
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<td>☐ Grading Basis</td>
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<td>☐ Course Description</td>
<td>☒ Course Prerequisites</td>
<td></td>
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<td>☐ Test Score Prerequisites</td>
<td>☐ Co-requisites</td>
<td>☐ Registration Restrictions</td>
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<tr>
<td>☐ Other Restrictions</td>
<td>☐ College</td>
<td>☐ Major</td>
<td></td>
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<tr>
<td>☒ Other Goals &amp; Outcomes (please specify)</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>☒ A-F</td>
<td>☒ P/NP</td>
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<td>☒ A-F</td>
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<th>12. Cross Listed with</th>
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<tr>
<td>☐ Stacked with</td>
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<tr>
<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

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

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

Initiator Name (typed): Mark Fitch  
Initiator Signed Initials: _________  
Date: __________

13b. Coordination Email Date: 10/08/12  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 10/08/12

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

15. Course Description (suggested length 20 to 50 words)  
Covers equations and inequalities, function theory, solution of equations greater than first degree, matrices and determinants, systems of equations and inequalities, exponential and logarithmic functions, graphs and equations of conic sections, including applications of all these topics; binomial theorem; and sequences and series.  
Special Note: A student may apply no more than 7 credits from any combination of MATH A107, A108, and A109 toward the graduation requirements for any baccalaureate degree.

16a. Course Prerequisite(s) (list prefix and number)  
MATH A105 with minimum grade of C.

16b. Test Score(s)  
N/A

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

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

16e. Registration Restriction(s) (non-codable)  
If prerequisite is not satisfied, appropriate SAT or ACT scores or approved UAA Placement Test required.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Departmental periodic review of curriculum
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<th>Initiator (TYPE NAME)</th>
<th>Approved</th>
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<table>
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<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
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<tbody>
<tr>
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<tr>
<td>Impacted Program/Course</td>
<td>Catalog Page(s) Impacted</td>
<td>Date of Coordination</td>
<td>Chair/Coordinator</td>
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<tr>
<td>Liberal Studies</td>
<td>115</td>
<td>10/8/2012</td>
<td>Martha Hatch</td>
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<tr>
<td>BBA, Accounting</td>
<td>136</td>
<td>10/8/2012</td>
<td>Pat Fort</td>
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<tr>
<td>AAS, Small Business Administration</td>
<td>139</td>
<td>10/8/2012</td>
<td>Edward Forrest</td>
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<tr>
<td>Bachelor of Business Administration (Economics, Finance, Global Logistics and Supply Chain Management, Management, Marketing)</td>
<td>139-140</td>
<td>10/8/2012</td>
<td>Edward Forrest</td>
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<td>AAS, Business Computer Information Systems</td>
<td>142</td>
<td>10/8/2012</td>
<td>Minnie Yen</td>
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<tr>
<td>BBA, Management Information Systems</td>
<td>142</td>
<td>10/8/2012</td>
<td>Minnie Yen</td>
</tr>
<tr>
<td>AAS, Logistics and Supply Chain Operations</td>
<td>146</td>
<td>10/8/2012</td>
<td>Darren Prokop</td>
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<tr>
<td>BS, Medical Laboratory Science</td>
<td>170</td>
<td>10/8/2012</td>
<td>Heidi Mannion</td>
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<tr>
<td>AAS, Radiologic Technology</td>
<td>173</td>
<td>10/8/2012</td>
<td>Erica Koch Wight</td>
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<td>10/8/2012</td>
<td>Rocky Capozzi</td>
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<td>Rich Kochis</td>
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<td>AAS, Computer Systems Technology</td>
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<td>Harry Banks / Alan Fugleberg</td>
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<td>AAS, Construction Management</td>
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<td>Donn Ketner Jr.</td>
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<td>BS, Dietetics</td>
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<td>Anne Bridges</td>
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<tr>
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<td>217</td>
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<td>Henry Haney</td>
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<tr>
<td>BS, Technology</td>
<td>233</td>
<td>10/8/2012</td>
<td>Angela Dirks</td>
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<tr>
<td>BS, Technology Business Emphasis</td>
<td>234</td>
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<tr>
<td>AAS, Geomatics</td>
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<td>Nicholas William Hazelton</td>
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<tr>
<td>BS, Geomatics</td>
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<td>Nicholas William Hazelton</td>
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Date: September 28, 2012

Course Information:
Course Subject/Number: MATH A107
Course Title: College Algebra
Credits: 4.0
Contact Hours: 4+0
Grading Basis: A-F

Course Description:
Covers equations and inequalities, function theory, solution of equations greater than first degree, matrices and determinants, systems of equations and inequalities, exponential and logarithmic functions, graphs and equations of conic sections, including applications of all these topics; binomial theorem; and sequences and series.

Special Note: A student may apply no more than 7 credits from any combination of MATH A107, A108 and A109 toward the graduation requirements for any baccalaureate degree.

Prerequisites: MATH A105 with minimum grade of C.

Registration Restrictions: If prerequisite is not satisfied, appropriate SAT or ACT scores or approved UAA Placement Test required.

Fees: Yes.

1. Instructional Goals and Student Learning Outcomes

Instructional Goals: The instructor will
- Present proper algebraic notation and terminology
- Demonstrate the classification and algebraic methods for solving problems
- Present applications and algebraic methods of modeling

Student Learning Outcomes: Students will be able to
- Use proper algebraic notation and terminology
- Classify problems and use algebraic methods to solve them
- Apply analytic reasoning skills to develop algebraic models of applications

2. Guidelines for evaluation

The grading policy is left to the discretion of the instructor and such policies and procedures will be discussed during the first class meeting. Evaluation procedures will include quizzes or tests and a comprehensive final examination.

3. Course level justification

The course is similar to standard College Algebra courses taught nationwide at the freshman level.
4. Topical Course Outline

1.0 Basic Concepts The student is expected to know these topics prior to enrolling
1.1 Sets of number and their properties
1.2 Integer exponents and scientific notation
1.3 Rational exponents and radicals
1.4 Polynomials
1.5 Factoring polynomials
1.6 Algebraic fractions

2.0 Lines (review)
2.1 Linear equations
2.2 Linear inequalities
2.3 Slope and equations of lines
2.4 Proportion and variation

3.0 Equations and Inequalities
3.1 Linear equations and modeling applications
3.2 Quadratic equations and modeling applications
3.3 Complex numbers
3.4 Polynomial and radical equations
3.5 Inequalities and absolute value

4.0 Graphs of equations
4.1 Cartesian coordinate system
4.2 Slopes and equations of lines
4.3 Graphs of other equations
4.4 Proportion and variation

5.0 Functions
5.1 Functions and function notation
5.2 Quadratic functions
5.3 Polynomial and other functions
5.4 Graphs of linear, quadratic, polynomial, and other functions
5.5 Solutions to quadratic and radical equations
5.6 Transformations of graphs of functions
5.7 Rational functions including vertical and other asymptotes
5.8 Operations on functions
5.9 Inverse functions

6.0 Exponential and logarithmic functions
6.1 Exponential functions and applications
6.2 Logarithmic functions and applications
6.3 Properties of logarithms
6.4 Exponential and logarithmic equations
7.0 Polynomial equations
    7.1 Remainder and factor theorems
    7.2 Synthetic division (optional)
    7.3 Descartes' rules of signs and bounds on roots (optional)
    7.4 Finding rational roots of polynomial equations
    7.5 Approximating irrational roots of polynomial equations (optional)

8.0 Linear systems
    8.1 Systems of linear equations
    8.2 Gaussian elimination and matrix methods
    8.3 Cramer's rule (optional)
    8.4 Systems of inequalities and linear programming
    8.5 Matrix algebra
    8.6 Matrix inversion
    8.7 Partial fractions

9.0 Conic sections and Quadratic Systems
    9.1 Circle (review)
    9.2 Parabola
    9.3 Ellipse
    9.4 Hyperbola
    9.5 Solving systems involving second-degree equations

10.0 Natural number functions
    10.1 Binomial theorem and combinatoric notation
    10.2 Sequences, series and the summation notation
    10.3 Arithmetic and geometric sequences and applications
    10.4 Mathematical induction (optional)

5. Suggested Texts

6. Bibliography
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Mathematical Sciences</td>
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<th>2. Course Prefix</th>
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<td>A430</td>
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6. Complete Course Title

Concepts of Topology

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:

- Add
- Change
- Delete

If a change, mark appropriate boxes:

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

9. Repeat Status No

- # of Repeats
- Max Credits

10. Grading Basis

- A-F
- P/NP
- NG

11. Implementation Date

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

12. Cross Listed with

- Stacked with

13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

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Initiator Name (typed): Sam Cook

Initiator Signed Initials: __________________________ Date: __________

13b. Coordination Email

Date: 10/15/2012

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

13c. Coordination with Library Liaison

Date: 10/15/2012

14. General Education Requirement

Mark appropriate box:

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

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

Covers axiomatic definition of a topological space, mappings between topological spaces, continuity, homeomorphism, connectivity, completeness, and compactness. Also covers examples and applications from analysis and geometry. May include homotopy (the fundamental group with low-dimensional applications) and/or knot theory.

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

MATH A324 with a minimum grade of C

16b. Test Score(s)

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

MATH A303

16d. Other Restriction(s)

- College
- Major
- Class
- Level

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Topology is an important and pervasive field of mathematics. The mathematical sciences faculty recognize the value of offering this course as part of the curriculum, and the course will better prepare our students for graduate study in mathematics and other endeavors.

Initiator (faculty only) Date

Sam Cook

Initiator (TYPE NAME)

Approved Disapproved

Dean/Director of School/College Date

Approved Disapproved

Department Chairperson Date

Approved Disapproved

Board Chairperson Date

Approved Disapproved

Curriculum Committee Chairperson Date

Approved Disapproved

Provost or Designee Date
Date: March 21, 2012

Course Information:
Course Subject/Number: MATH A430
Course Title: Concepts of Topology
Credits: 3
Contact Hours: 3+0
Grading Basis: A-F
Status of Course: Course can be used as a selective used to satisfy upper division requirements.

Course Description:
Covers axiomatic definition of a topological space, mappings between topological spaces, continuity, homeomorphism, connectivity, completeness, and compactness. Also covers examples and applications from analysis and geometry. May include homotopy (the fundamental group with low-dimensional applications) and/or knot theory.

Prerequisites: MATH A324 with minimum grade of C.
Corequisites: MATH A303.
Fees: No.

1. Instructional Goals and Student Learning Outcomes
Instructional Goals: The instructor will
- Introduce students to the concepts of topology
- Present proofs of major theorems of topology
- Introduce examples and applications of topology to mathematics and other areas of study

Student Learning Outcomes: Students will be able to
- Recognize topological spaces and their properties
- Understand proofs of key theorems
- Prove topological results

2. Guidelines for evaluation
The grading policy is left to the discretion of the instructor and such policies and procedures will be discussed during the first class meeting. Evaluation procedures may include homework, quizzes, tests and/or a comprehensive final examination.

3. Course level justification
Students must have previous experience with abstraction of mathematical concepts and knowledge of the fundamentals of set theory and analysis. The MATH A324 prerequisite ensures that examples of topological spaces from analysis will be familiar to the student.
The MATH A303 corequisite ensures that the fundamental group may be introduced without a break in presentation.

4. Topical Course Outline

1.0 Topological spaces
2.0 Axiomatic definition of a topology
3.0 Topologies defined by metrics
4.0 Subspace topology, product topology; quotient topology (optional)
5.0 Continuity and homeomorphism, open and closed maps
6.0 Completeness, total boundedness in metric spaces
7.0 Separation axioms, countability; separability (optional)
8.0 Compactness
9.0 Connectedness
10.0 Optional topics selected from
   10.1 Homotopy and the fundamental group
   10.2 Knot theory
   10.3 Classification of surfaces
   10.4 Manifold theory
   10.5 Dimension theory

Note: Instructors wishing to place emphasis on optional topics should clearly state those intentions in Syllabi.

5. Suggested Texts

6. Bibliography

* This text is a classic in the field.
Memorandum

To:        CAS Course and Curriculum
From:      Department of Mathematical Sciences
Date:      11/27/2012
Re:        Program Changes

The Department of Mathematical Sciences is proposing the following changes to the Bachelor of Arts, Mathematics; Bachelor of Science, Mathematics; and minor in Mathematics.

- Adding the course Math A430 Concepts of Topology
- Adding Math A430 Concepts of Topology to the list of approved upper division mathematics courses for the majors and minor
- Changing the student learning outcomes for the baccalaureate degrees in mathematics

The Concepts of Topology course has been offered in the past as a special topics course. Feedback from students and review of programs nationwide indicates the value of adding this as a regular course.

The department revised the wording of the program student learning outcomes to increase clarity. The B.A. and B.S. in mathematics share the same student learning outcomes.

1. Demonstrate knowledge of the techniques of modern mathematical subjects including calculus, linear algebra, modern algebra, and probability and statistics.
2. Demonstrate an ability to construct proofs and solve problems using deductive logic, data analysis, computation, modeling, and connections.
3. Demonstrate an ability to read, write, and speak mathematics.
4. Be cognizant of their mathematical knowledge, of mathematics around them, and the need for life-long learning.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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

2. Complete Program Title/PREFIX  
Minor, Mathematics

3. Type of Program

Choose one from the appropriate drop down menu:  
Undergraduate: or Graduate:  
Other: specify type in box 2  
CHOOSE ONE

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

5. Implementation Date (semester/year)

From: Fall/2013  
To: 9999

6a. Coordination with Affected Units

Department, School, or College:  
Initiator Name (typed): Mark Fitch  
Initiator Signed Initials:  
Date:

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 10/10/2012

6c. Coordination with Library Liaison  
Date: 10/10/2012

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

8. Justification for Action

Math A430: Topology is an important and pervasive field of mathematics. The mathematical sciences faculty recognize the value of offering this course as part of the curriculum, and the course will better prepare our students for graduate study in mathematics and other endeavors.  
Student Learning Outcomes: Revised wording better matches current departmental assessment methods.

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

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

Curriculum Committee Chairperson  
Date  
☐ Approved  
☐ Disapproved  
Provost or Designee  
Date
1a. School or College  
AS CAS

1b. Division  
AMSC Division of Math Science

1c. Department  
Mathematical Sciences

2. Complete Program Title/Prefix  
Bachelor of Arts, Mathematics

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

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

PREFIX  
☐ Add  
☐ Change  
☐ Inactivate

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

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

Initiator Name (typed): Mark Fitch  
Initiator Signed Initials: _________  
Date:________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 10/10/2012

6c. Coordination with Library Liaison  
Date: 10/10/2012

7. Title and Program Description - Please attach the following:  
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8. Justification for Action  
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Student Learning Outcomes: Revised wording better matches current departmental assessment methods.

Initiator (faculty only)  
Mark Fitch  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Undergraduate/Graduate Academic  
Date

☐ Approved  
☐ Disapproved  
Board Chairperson  
Date

☐ Approved  
☐ Disapproved  
Provost or Designee  
Date
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College
    AS CAS

1b. Division
    AMSC Division of Math Science

1c. Department
    Mathematical Sciences

2. Complete Program Title/Prefix
    Bachelor of Science, Mathematics

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

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

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

6a. Coordination with Affected Units
    Department, School, or College: Mathematical Sciences, CAS
    Initiator Name (typed): Mark Fitch
    Initiator Signed Initials: Date:

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
    Date: 10/10/2012

6c. Coordination with Library Liaison
    Date: 10/10/2012

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

8. Justification for Action
    Math A430: Topology is an important and pervasive field of mathematics. The mathematical sciences faculty recognize the value of offering this course as part of the curriculum, and the course will better prepare our students for graduate study in mathematics and other endeavors.
    Student Learning Outcomes: Revised wording better matches current departmental assessment methods.

Initiator (faculty only) Date
Mark Fitch

Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College

Approved
Disapproved

Undergraduate/Graduate Academic

Approved
Disapproved

Board Chairperson

Approved
Disapproved

Provost or Designee

Approved
Disapproved

Department Chairperson

Approved
Disapproved

Curriculum Committee Chairperson

Approved
Disapproved
The Department of Mathematical Sciences offers a Bachelor of Science degree and a Bachelor of Arts degree in Mathematics.

Student Learning Outcomes

- Demonstrate knowledge of the techniques of modern mathematical subjects including calculus, linear algebra, modern algebra, and probability and statistics.
- Demonstrate an ability to construct proofs and solve problems using deductive logic, data analysis, computation, modeling, and connections.
- Demonstrate an ability to read, write, and speak mathematics.
- Be cognizant of their mathematical knowledge, of mathematics around them, and the need for life-long learning.

Each degree has two options: the Traditional Option and the Secondary Teaching Preparation Option. The Traditional Option in the baccalaureate degree programs in Mathematics offer an excellent foundation for any career involving theoretical or applied mathematics. Well-trained mathematicians are in demand in many sectors of society including business, finance, education, computing, and government. The Traditional Option also prepares a student for graduate study in the mathematical sciences. Both the Traditional Option (with appropriately chosen electives) and the Secondary Teaching Preparation Option satisfy NCATE standards, and prepare a student to teach mathematics at the high school level.

In addition, the Department of Mathematical Sciences offers courses and programs for those students who wish to:

- Obtain an Associate of Applied Science degree
- Obtain an Associate of Arts degree
- Obtain a variety of certificates
- Study mathematics for use in another discipline
- Improve job-related mathematics skills
- Study mathematics for self-interest

Honors in Mathematics

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

1. Meet the requirements for Graduation with Honors as listed in Chapter 7, Academic Standards and Regulations.
2. Meet the requirements for a BA/BS degree in Mathematics.
3. Earn a grade point average of 3.50 or above in the major requirements.
4. Complete a minimum of 12 upper division credits required for the major in residence.

Bachelor of Arts, Mathematics

Admission Requirements

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

Graduation Requirements

Students must complete the following graduation requirements.

A. General University Requirements

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

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.
C. College of Arts and Sciences Requirements

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

D. Major Requirements

Students pursuing a Bachelor of Arts degree in Mathematics may choose from two options:

1. Complete the following core courses (28 Credits)

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<tbody>
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<td>MATH A215</td>
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<td>3</td>
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<td>Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
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2. Complete one of the following options:

   - **Traditional Option (21 Credits)**
     
     | Course Code | Course Title                             | Credits |
     |-------------|------------------------------------------|---------|
     | MATH A302   | Ordinary Differential Equations         | 3       |
     | MATH A321   | Analysis of Several Variables            | 3       |
     | MATH A324   | Advanced Calculus                       | 3       |
     | MATH A410   | Introduction to Complex Analysis         | 3       |
     | or          | MATH A422 Partial Differential Equations | 3       |

   a. Complete three additional courses from the following list: MATH A305, MATH A306, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A426, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

   *A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

   b. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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

   **Secondary Teaching Preparation Option (15 Credits)**

   The Secondary Teaching Preparation Option is intended for students interested in pursuing Secondary Teacher Certification to teach mathematics at the middle school and high school level. To obtain Secondary Teacher Certification, an approved Teacher Preparation Program must be successfully completed through the College of Education. Students choosing the Secondary Teacher Preparation Option should obtain advising from an academic advisor in the College of Education no later than the beginning of the junior year.

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

**Bachelor of Science, Mathematics**

**Admission Requirements**

Complete the Baccalaureate Degree Programs Admission Requirements listed at Languages Vary the beginning of this chapter.

**Graduation Requirements**

Students must complete the following graduation requirements.

**A. General University Requirements**

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

**B. General Education Requirements**

Complete the General Education Requirements for Baccalaureate Degrees listed in Chapter 7, Academic Standards and Regulations.

**C. College of Arts and Sciences Requirements**

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

**D. Major Requirements**

Students pursuing a Bachelor of Science in Mathematics may choose from two options:

1. Complete the following core courses (28 Credits)

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<td>or</td>
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<tr>
<td>CS A111</td>
<td>Visual Basic .Net Programming</td>
<td>3</td>
</tr>
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<td>or</td>
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a. Complete three additional courses from the following list: MATH A305, MATH A306, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.*

b. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

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

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The Secondary Teaching Preparation Option is intended for students interested in pursuing Secondary Teacher Certification to teach mathematics at the middle school and high school level. To obtain Secondary Teacher Certification, an approved Teacher Preparation Program must be successfully completed through the College of Education. Students choosing the Secondary Teaching Preparation Option should obtain advising from an academic advisor in the College of Education no later than the beginning of the junior year.

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Minor, Mathematics

Students majoring in another subject who wish to minor in Mathematics must complete the following requirements. A total of 18 credits is required for the minor, 6 of which must be approved upper division Mathematics credits.

- MATH A200  Calculus I  4
- MATH A201  Calculus II  4
- MATH A202  Calculus III  4

Complete two additional courses from the following list:

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

FACULTY

Arthur Bukowski, Professor Emeritus
Samuel Cook, Assistant Professor, sam.cook@uaa.alaska.edu
Hilary Davies, Professor, mdavies@uaa.alaska.edu
Mark Fitch, Associate Professor, mafitch@uaa.alaska.edu
Stefanos Folias, Assistant Professor, sefolias@uaa.alaska.edu
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Joan Haig, Professor, jmhaig@uaa.alaska.edu
Alberta Harder, Assistant Professor, ambarder@uaa.alaska.edu
Robert McCoy, Professor, romccoy@uaa.alaska.edu
Deborah Narang, Professor, dlnarang@uaa.alaska.edu
Kamal Narang, Professor, knarang@uaa.alaska.edu
Gail Opalinski, Term Assistant Professor, gopalinski@uaa.alaska.edu
Leonard Smiley, Professor, lmsmiley@uaa.alaska.edu
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Yelena Yagodina, Term Assistant Professor, yyagodina@uaa.alaska.edu
The Department of Mathematical Sciences offers a Bachelor of Science degree and a Bachelor of Arts degree in Mathematics. Each degree has two options: the Traditional Option and the Secondary Teaching Preparation Option.

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**Bachelor of Arts, Mathematics**

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Students must complete the following graduation requirements.

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

D. Major Requirements
Students pursuing a Bachelor of Arts degree in Mathematics may choose from two options:

1. Complete the following core courses (28 Credits)
   - CS A109 Computer Programming (Languages Vary) (3) 3
   - or
   - CS A110 Java Programming (3)
   - or
   - CS A111 Visual Basic.Net Programming (3)
   - or
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   - MATH A200 Calculus I 4
   - MATH A201 Calculus II 4
   - MATH A202 Calculus III 4
   - MATH A215 Introduction to Mathematical Proofs 3
   - MATH A303 Introduction to Modern Algebra 3
   - MATH A314 Linear Algebra 3
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2. Complete one of the following options:
   - Traditional Option (21 Credits)
     - MATH A302 Ordinary Differential Equations 3
     - MATH A321 Analysis of Several Variables 3
     - MATH A324 Advanced Calculus 3
     - MATH A410 Introduction to Complex Analysis (3) 3
     - or
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     - b. *A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.
     - c. All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

   - Secondary Teaching Preparation Option (15 Credits)
   - The Secondary Teaching Preparation Option is intended for students interested in pursuing Secondary Teacher Certification to teach mathematics at the middle school and high school level. To obtain Secondary Teacher Certification, an approved Teacher Preparation Program must be successfully completed through the College of Education. Students
choosing the Secondary Teacher Preparation Option should obtain advising from an academic advisor in the College of Education no later than the beginning of the junior year.

MATH A305 Introduction to Geometries 3
MATH A306 Discrete Methods 3
MATH A420 History of Mathematics 3

a. Complete two additional courses from the following list: MATH A302, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405.

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

Bachelor of Science, Mathematics

Admission Requirements

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Graduation Requirements

Students must complete the following graduation requirements.

A. General University Requirements

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D. Major Requirements

Students pursuing a Bachelor of Science in Mathematics may choose from two options:

1. Complete the following core courses (28 Credits)

   CS A109 Computer Programming
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   or

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2. Complete one of the following options:

**Traditional Option (21 Credits)**

- MATH A302 Ordinary Differential Equations 3
- MATH A321 Analysis of Several Variables 3
- MATH A324 Advanced Calculus 3
- MATH A410 Introduction to Complex Analysis (3) 3
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- MATH A422 Partial Differential Equations (3)

a. Complete three additional courses from the following list: MATH A305, MATH A306, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

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- MATH A305 Introduction to Geometries 3
a. Complete two additional courses from the following list: MATH A302, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A422, MATH A426, MATH A430, MATH A490A*, MATH A490B*, STAT A308, STAT A402, STAT A403, STAT A404, STAT A405, STAT A407, STAT A408.

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Complete two additional courses from the following list:

MATH A302, MATH A303, MATH A305, MATH A306, MATH A314, MATH A321, MATH A324, MATH A371, MATH A407, MATH A408, MATH A410, MATH A420, MATH A422, MATH A423, MATH A426, MATH A430, MATH A490A*, MATH A490B*.

Approved upper division Mathematics electives* 6

*A maximum of 6 credits of MATH A490A and/or MATH A490B may be applied to the degree requirements.

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Leonard Smiley, Professor, lmsmiley@uaa.alaska.edu
Brian Wick, Professor Emeritus
Yelena Yagodina, Term Assistant Professor, yyagodina@uaa.alaska.edu
1a. School or College
EN SOENGR

1b. Division
No Division Code

1c. Department
Geomatics

2. Course Prefix
GEO

3. Course Number
A365

4. Previous Course Prefix & Number
NA

5a. Credits/CEUs
4

5b. Contact Hours
(4 + 0)

6. Complete Course Title
Geomatics Adjustment and Analysis
Geom Adjustment & Analysis

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

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

9. Repeat Status No

10. Grading Basis
☒ A-F ☒ P/NP ☐ NG

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

12. ☐ Cross Listed with

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

13b. Coordinator Name (typed): N.W.J. Hazelton Initiator Signed Initials __________________________ Date: ____________

13c. Coordination with Library Liaison Date: 10/15/2012

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

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

16a. Course Prerequisite(s) (list prefix and number)
(MATH A272, STAT A253, GEO A256) with a minimum grade of C.

16b. Test Score(s)

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update course title, course description and prerequisites to reflect other changes in the Geomatics program, as well as slight updating of the course.

Initiator (faculty only)
N.W.J. Hazelton
Initiator (TYPE NAME)

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Undergraduate/Graduate Academic Date

Approved Disapproved
Board Chairperson Date

Approved Disapproved
Provost or Designee Date
I. Date Initiated: 15th October, 2012

II. Information for the Course Action Request

College/School: EN – School of Engineering

Department: Geomatics

Course Prefix: GEO

Course Number: A365

Title: Geomatics Adjustment and Analysis

Credits: 4

Contact Hours: 4 hours lecture per week (4+0)

Grading Basis: A–F

Implementation Date: Fall, 2013


Course Prerequisites(s): (MATH A272, STAT A253, GEO A256) with a minimum grade of C.

Test Scores(s): N/A

Corequisite(s) N/A

Registration Restrictions: N/A

Course Fee: ☒ Yes ☐ No
III. Course Level Justification
This course builds on 200-level courses, and develops Geomatics skills beyond the AAS level.

IV. Instructional Goals
The instructor will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain the nature of errors in spatial data</td>
</tr>
<tr>
<td>2.</td>
<td>Explain how errors propagate through spatial data processes</td>
</tr>
<tr>
<td>3.</td>
<td>Explain how to model error propagation and develop an error budget</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the fundamentals of least squares adjustment</td>
</tr>
<tr>
<td>5.</td>
<td>Explain how to design and develop least squares adjustment for a wide range of Geomatics measurements</td>
</tr>
<tr>
<td>6.</td>
<td>Explain how to undertake least squares adjustments for various Geomatics applications</td>
</tr>
</tbody>
</table>

V. Student Learning Outcomes and Assessment Procedures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the course, the student will be able to do the following:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>1. Analyze geomatics data and provide an error budget for measurements</td>
<td>Assignments, tests, exams</td>
</tr>
<tr>
<td>2. Analyze the propagation of errors through sequential processes</td>
<td>Assignments, tests, exams</td>
</tr>
<tr>
<td>3. Design least squares adjustments for a range of geomatics applications</td>
<td>Assignments, tests, exams</td>
</tr>
<tr>
<td>4. Undertake a least squares adjustment and analyze the results</td>
<td>Assignments, tests, exams</td>
</tr>
<tr>
<td>5. Apply least squares adjustment to a wide range of Geomatics applications</td>
<td>Assignments, tests, exams</td>
</tr>
</tbody>
</table>

VI. Course Outline
1. Introduction
2. Error propagation and linearization
3. Concept of adjustment
4. Least squares adjustment
5. Probability theory applied to least squares adjustment
6. Variance-covariance propagation
7. Statistical analysis for spatial data
8. General least squares adjustment
9. Applications in Geomatics
VII. Suggested Text(s)


VIII. Bibliography


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

| 1a. School or College | EN SOENGR |
| 1b. Division | No Division Code |
| 1c. Department | Geomatics |

| 2. Course Prefix | GEO |
| 3. Course Number | A490 |
| 4. Previous Course Prefix & Number | NA |
| 5a. Credits/CEUs | 1-6 |
| 5b. Contact Hours (Lecture + Lab) | (0-6+0-12) |

6. Complete Course Title
Selected Advanced Topics in Geomatics
Sel Adv Topics in Geomatics
Abbreviated Title for Transcript (30 character)  

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

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

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

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

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

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

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science, Geomatics</td>
<td>250</td>
<td>10/15/2012</td>
<td>N.W.J. Hazelton</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Certificate, GIS</td>
<td>249</td>
<td>10/15/2012</td>
<td>N.W.J. Hazelton</td>
<td></td>
</tr>
</tbody>
</table>

13b. Coordination Email
Date: 10/15/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 10/15/2012

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

15. Course Description (suggested length 20 to 50 words)
Advanced theoretical or practical concepts in Geomatics. Specific course content is determined by student needs, developments in technology, or licensing requirements. May be repeated with change of topics.

16a. Course Prerequisite(s) (list prefix and number)
GEO A256 with a minimum grade of C.

16b. Test Score(s)

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

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

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

17. ☒ Mark if course has fees

18. ☒ Mark if course is a selected topic course

19. Justification for Action
Update of course to add repeatability and basic prerequisite.

Initiator Name (typed): N.W.J. Hazelton
Initiator Signed Initials: _________
Date: __________

19a. Approved
19b. Disapproved

Dean/Director of School/College
Date

19c. Approved
19d. Disapproved

Department Chairperson
Date

19e. Approved
19f. Disapproved

Curriculum Committee Chairperson
Date

19g. Approved
19h. Disapproved

Provost or Designee
Date

19i. Approved
19j. Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

19k. Approved
19l. Disapproved

Provost or Designee
Date

19m. Approved
19n. Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

19o. Approved
19p. Disapproved

Provost or Designee
Date

19q. Approved
19r. Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

19s. Approved
19t. Disapproved

Provost or Designee
Date

19u. Approved
19v. Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

19w. Approved
19x. Disapproved

Provost or Designee
Date

19y. Approved
19z. Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

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19b. Disapproved

Dean/Director of School/College
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19w. Approved
19x. Disapproved

Provost or Designee
Date

19y. Approved
19z. Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

19a. Approved
19b. Disapproved

Dean/Director of School/College
Date
I. Date Initiated: 15th October, 2012

II. Information for the Course Action Request

College/School: EN – School of Engineering
Department: Geomatics
Course Prefix: GEO
Course Number: A490
Title: Selected Advanced Topics in Geomatics
Credits: 1-6
Contact Hours: 0-6 + 0-12
Grading Basis: A–F
Implementation Date: Spring, 2013
Course Description: Advanced theoretical or practical concepts in Geomatics. Specific course content is determined by student needs, developments in technology, or licensing requirements. May be repeated with change of topics.

Course Prerequisites(s): GEO A256 with a minimum grade of C
Test Scores(s): NA
Corequisite(s) NA
Registration Restrictions: None
Course Fee: ☒ Yes ☐ No

III. Course Level Justification

Advanced selected topics course able to be taken by junior and senior students.
IV and V. Instructional Goals, Student Learning Outcomes, Assessment Measures

A. Instructional Goals

During the course, the instructor will:

1. Present the selected topics in detail and attempt to tailor presentations to the interests of the class;
2. Include guest lecturers as possible to broaden and deepen the topic offered;
3. Present theoretical and practical examples that are professionally useful to the class participants on finishing the class; and
4. Encourage students to participate by sharing their professional experience with the class.

B. Student Learning Outcomes

On successful course completion, students will be able to:

1. Apply the principles and information provided to real-world problems;
2. Apply critical and constructive thinking to understand technical and societal issues related to the topic;
3. Evaluate, analyze data and synthesize solutions to problems in the topic area, and communicate this to other professionals; and
4. Demonstrate an advanced understanding of the topic offered.

Specific student learning outcomes will be developed for each specific topic.

C. Assessment Measures

Assessment will be done based on assignments, in-class discussion and activities, laboratories, projects, presentations and examination, as determined by the instructor. Specific assessment methods will be developed for each specific topic.

VI. Course Outline

Specific topics and content will be proposed for each implementation of the course.

VII. Suggested Text(s)

To be determined by the instructor for each implementation of the course.

VIII. Bibliography

To be determined by the instructor for each implementation of the course.
Example: Implementation Details of this Course

Title: GEO A490 Laser Scanning: Theory and Practice 1 credit.

Course Description

Theoretical foundations of terrestrial and aerial laser scanning systems (LiDAR), together with practical application of terrestrial scanners and software. Measurement techniques and project planning.

Textbook


Instructional Goals

The instructor will cover material on the theory and application of laser scanning, both terrestrial and aerial. The class will work with the Leica ScanStation 2 to scan various scenes and process the measurement data, using Leica Cyclone software. The method used will be a combination of lectures and laboratory work.

Student Learning Outcomes

Upon successful completion of the course, students will be able to do the following:

1. Describe how laser scanning works;
2. Operate scanner software operates and explain their use of it;
3. Be able to design and implement a terrestrial laser scanning job; and
4. Be able to use a terrestrial laser scanner to undertake simple jobs.

Assessment Procedures

A combination of homework, labs, quizzes and participation will be used to assess student success in the course. The primary assessment method will be successful completion of the laboratory component.

Topical Outline

Theory of scanning and scanners
Error models
Reconstructing the image space from the point cloud
Joining point clouds
Introducing control and minimizing error
Production processes
Recent advances
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
EN SOENGR
1b. Division
No Division Code
1c. Department
Geomatics

2. Course Prefix
GIS
3. Course Number
A490
4. Previous Course Prefix & Number
NA
5a. Credits/CEUs
1-6
5b. Contact Hours (Lecture + Lab)
(0-6+0-12)

6. Complete Course Title
Selected Advanced Topics in GIS
Sel Adv Topics in GIS

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

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

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

9. Repeat Status
Yes
# of Repeats
4
Max Credits
20

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

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

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

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

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<td>2. Bachelor of Science, Geomatics</td>
<td>250</td>
<td>10/15/2012</td>
<td>N.W.J. Hazelton</td>
</tr>
<tr>
<td>3. Geographic Information Systems Minor</td>
<td>250</td>
<td>10/15/2012</td>
<td>N.W.J. Hazelton</td>
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Initiator Name (typed): N.W.J. Hazelton
Initiator Signed Initials: ____________________
Date: ____________________

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

15. Course Description (suggested length 20 to 50 words)
Advanced theoretical or practical concepts in GIS. Specific course content is determined by student needs, program needs and developments in technology. May be repeated with change of topics.

16a. Course Prerequisite(s) (list prefix and number)
GIS A268 with a minimum grade of C

16b. Test Score(s)

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

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

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

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action
Update of course to add repeatability and basic prerequisite.

Initiator (faculty only)
N.W.J. Hazelton
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Department Chairperson
Date

Approved
Disapproved
Curriculum Committee Chairperson
Date

Approved
Disapproved
Provost or Designee
Date
I. Date Initiated: 15th October, 2012

II. Information for the Course Action Request

College/School: EN – School of Engineering
Department: Geomatics
Course Prefix: GIS
Course Number: A490
Title: Selected Advanced Topics in GIS
Credits: 1-6
Contact Hours: 0-6 + 0-12
Grading Basis: A-F
Implementation Date: Spring, 2013
Course Description: Advanced theoretical and practical concepts in GIS. Specific course content is determined by student needs, program needs and development in technology. May be repeated with change of topics.

Course Prerequisites(s): GIS A268 with a minimum grade of C
Test Scores(s): NA
Corequisite(s) NA
Registration Restrictions: NA
Course Fee: ☑ Yes ☐ No

III. Course Level Justification

Advanced selected topics course able to be taken by junior and senior students.
IV and V. Instructional Goals, Student Outcomes, and Assessment Measures

A. Instructional Goals

During the course, the instructor will:

1. Present the selected topics in detail and attempt to tailor presentations to the interests of the class;
2. Include guest lecturers as possible to broaden and deepen the topic offered;
3. Present theoretical and practical examples that are professionally useful to the class participants on finishing the class; and
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2. Apply critical and constructive thinking to understand technical and societal issues related to the topic;
3. Evaluate, analyze data and synthesize solutions to problems in the topic area, and communicate this to other professionals; and
4. Demonstrate an advanced understanding of the topic offered.

Specific student learning outcomes will be developed for each specific topic.

C. Assessment Measures

Assessment will be done based on assignments, in-class discussion and activities, laboratories, projects, presentations and examination, as determined by the instructor. Specific assessment methods will be developed for each specific topic.

VI. Course Outline

Specific topics and content will be proposed for each implementation of the course.

VII. Suggested Text(s)

To be determined by the instructor for each implementation of the course.

VIII. Bibliography

To be determined by the instructor for each implementation of the course.
Example: Implementation Details of this Course

**Title:** GIS A490 Advanced Geospatial Problem Solving 3 credits

**Description**

Development of solutions to advanced problems in geospatial analysis, especially using GIS and computational implementation, based on Python, MatLab, Surfer, Voxler, ArcGIS and various analytical packages.

**Instructional Goals**

The instructor will present the theoretical foundation of various analytical methods and their application to a range of problems in geospatial analysis. A series of laboratory and project exercises will be used to develop practical experience in applying a range of methods to advanced problem solving.

**Student Learning Outcomes**

Upon successful course completion the student will be able to do the following:

1. Develop a range of programs and macros in Python;
2. Discuss the fundamental ideas of object-oriented programming;
3. Develop software for use in a range of problem solving situations;
4. Use a range of analytical packages to solve problems in geospatial analysis;
5. Discuss different methods of problem solving using the tools introduced in the course.

**Assessment Procedures**

Homework, written examinations, practical examinations, laboratory work, project work and participation will be used to assess the course. The primary assessment tools will be written and practical examinations.

**Topical Outline**

Applications packages for spatial data analysis and modeling
Interfaces for Python in ArcGIS and other application packages
Scripting, macros and programming
Object-orientation in software
Using MatLab for geospatial information analysis
Applying Excel to geospatial science analysis problems