

Undergraduate Academic Board Agenda

March 21, 2014

2:00-5:00

ADM 204

I. Roll

- | | | |
|------------------------------------|----------------------------|-----------------------------------|
| () Alberta Harder (FS) | () Dave Fitzgerald (CBPP) | () Michael Hawfield (KPC) |
| () Soren Orley (FS) | () Eileen Weatherby (COH) | () Sheri Denison (Mat-su) |
| () Francisco Miranda (CAS, Chair) | () Irasema Ortega (COE) | () Kathryn Hollis Buchanan (Kod) |
| () Barbara Harville (CAS) | () Cheryl Smith (CTC) | () Christina Stuive (ADV) |
| () Mari Ippolito (CAS) | () Utpal Dutta (SOE) | |
| () Len Smiley (CAS) | () Kevin Keating (LIB) | |

Ex-Officio Members

- () Susan Kalina
- () Lora Volden
- () Scheduling and Publications

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

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

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

V. Chair's Report

A. UAB Chair- Francisco Miranda

B. GERC

VI. Old Business

VII. New Business

VIII. Program/Course Action Request- Second Readings

Chg HUMS A496 Human Services Capstone (GER)(3 cr)(3+0)(pg. 7-11)

IX. Program/Course Action Request- First Readings

Add DMS A102 Foundations of Sonography (3 cr)(2+0)(pg. 12-16)

Chg AAS, Diagnostic Medical Sonography (pg. 17-25)

Add GEOL A430 Sedimentology (3 cr)(1+6)(pg. 26-30)

Add GEOL A431 Stratigraphy (3 cr)(3+0)(pg. 31-35)

Add GEOL A432L Sedimentary Petrology Laboratory (1 cr)(0+3)(pg. 36-38)

Chg ES A346 Introduction to Thermodynamics (3 cr)(3+0)(pg. 39-42)

Chg	AE A403	Arctic Engineering (Stacked with AE A603)(3 cr)(3+0)(pg. 43-50)
Chg		Minor, Sociology (pg. 51-54)
Add	BA A201	Introduction to Alaska Native Business (1 cr)(1+0)(pg. 55-57)
Add	BA A202	Alaska Native Organizations (3 cr)(3+0)(pg. 58-62)
Add	BA A401	Alaska Native Corporation Business Management (3 cr)(3+0)(pg. 63-67)
Add	BA A402	Indigenous Leadership (3 cr)(3+0)(pg. 68-71)
Add	BA A403	Inside the Boardroom of Alaska Native Organizations (1 cr)(1+0)(pg. 72-75)
Add	BA A490B	Selected Topics in Alaska Native Corporations (1-3 cr)(1-3+0)(pg. 76-80)
Add		Minor, Alaska Native Business Management (pg. 81-89)
Chg		Undergraduate Certificate, Retail Management (pg. 90-97)
Chg	JUST A443	Civil Liberties (GER)(Cross-listed with LEGL A443)(3 cr)(3+0)(pg. 98-103)
Add	LEGL A443	Civil Liberties (GER)(Cross-listed with JUST A443)(3 cr)(3+0)(pg. 104-108)
Chg	JUST A485	Tribal Courts and Alaska Native Rights (Cross Listed with LEGL A485) (3 cr)(3+0)(pg. 109-113)
Chg	LEGL A485	Tribal Courts and Alaska Native Rights (GER)(Cross Listed with JUST A485) (3 cr)(3+0)(pg. 114-118)

X. Informational Items and Adjournment
A.

Undergraduate Academic Board Summary

February 28, 2014

2:00-5:00

ADM 204

I. Roll

(x) Alberta Harder (FS)

(x) Soren Orley (FS)

(x) Francisco Miranda (CAS, Chair)

(x) Barbara Harville (CAS)

(x) Mari Ippolito (CAS)

(x) Len Smiley (CAS)

(x) Dave Fitzgerald (CBPP)

(x) Eileen Weatherby (COH)

(x) Irasema Ortega (COE)

(x) Cheryl Smith (CTC)

(x) Utpal Dutta (SOE)

(x) Kevin Keating (LIB)

(x) Michael Hawfield (KPC)

(x) Sheri Denison (Mat-su)

(x) Kathryn Hollis Buchanan
(Kod)

(x) Christina Stuve (ADV)

Ex-Officio Members

(E) Susan Kalina

(E) Lora Volden

(x) Scheduling and Publications

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

Approved with the postponement of PHYS/BIOL/CHEM A456 and HUMS A496

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

Approved

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

Reminder that the E-Catalog vendor will be on campus for training on March 26th and March 27th.

V. Chair's Report

A. UAB Chair- Francisco Miranda

B. GERC

Passed GEO A460 for second reading and accepted HUMS A496 for first reading

VI. Old Business

VII. New Business

A. First Reading of Purge List for the 2014-15 UAA Catalog (pg. 7-10)

B. First Reading of GER Purge List for 2014-15 UAA Catalog (pg. 11)

VIII. Program/Course Action Request- Second Readings

Chg Minor, Geological Sciences (pg. 12)

Chg Bachelor of Science, Geological Sciences (pg. 13-23)

GEOL programs are approved for second

Chg HUMS A496 Human Services Capstone (GER)(3 cr)(3+0)(pg. 24-28)

Postponed until HUMS A496 is approved for second reading through GERC

Add Minor, Human Services (pg. 29-31)

Chg Bachelor of Human Services (pg. 32-35)

HUMS programs are approved for second

Add Prefix, COHI (pg. 36-38)

Approved for second

Chg GEO A460 Geomatics Capstone Project (GER)(3 cr)(1+6)(pg. 39-43)
Approved for second

IX. Program/Course Action Request- First Readings

Chg GIS A433 Coastal Mapping (3 cr)(2+2)(pg. 44-49)
Waived for first reading, approved for second

Chg GIS A458 Spatial Data Management (3 cr)(2+2)(pg. 50-54)
Waived for first reading, approved for second

Chg Minor, GIS (pg. 55-61)
Waived for first reading, approved for second

Chg Undergraduate Certificate, GIS (pg. 62-66)
Waived for first reading, approved for second

Chg AAS, Geomatics (pg. 67-71)
Waived for first reading, approved for second

Chg BS, Geomatics (pg. 72-81)
Waived for first reading, approved for second

Add ENVI A370 Environmental Field Methods (3 cr)(3+0)(pg. 82-85)
Waived for first reading, approved for second

Chg Minor, Canadian Studies (pg. 86-87)
Waived for first reading, approved for second

Chg Minor, North Pacific Studies (pg. 88)
Waived for first reading, approved for second

Chg Bachelor of Arts, International Studies (pg. 89-104)
Waived for first reading, approved for second

Chg PSY A200 Introduction to Behavior Analysis (GER)(3 cr)(3+0)(pg. 105-109)
Accepted for first reading, course will go to GERC.

Chg PSY A400 Strategies of Behavior Analysis (Stacked with PSY A600)
(3 cr)(3+0)(pg. 110-120)
Waived for first reading, approved for second

Chg PSY A455 Interventions for Challenging Behavior (stacked with PSY A655)
(3 cr)(3+0)(pg. 121-137)
Accepted for first reading

Add PSY A447 Behavioral Treatment of Autism Spectrum Disorder (stacked with PSY A647)
(3 cr)(3+0)(pg. 138-153)
Accepted for first reading

Add PSY A467 Organizational Behavior Management (stacked with PSY A667)
(3 cr)(3+0)(pg. 154-164)
Accepted for first reading

Add PSY A478 Advanced Applications of Behavior Analysis (stacked with PSY A678)
(3 cr)(3+0)(pg. 165-176)
Accepted for first reading

Chg PSY A495A Applied Behavior Analysis Practicum and Professional Issues
(3 cr)(3+0)(pg. 177-183)

Waived for first reading, approved for second

Add PSY A495B Applied Behavior Analysis Supervised Practicum (1-3 cr)(0+9)(pg. 184-189)

Waived for first reading, approved for second

Chg BA, Psychology (pg. 190-192)

Waived for first reading, approved for second

Chg BS, Psychology (pg. 193-204)

Waived for first reading, approved for second

Add PHYS A381 Advanced Physics Laboratory (3 cr)(0+6)(pg. 205-208)

Waived for first reading, approved for second

Chg PHYS A403 Quantum Physics (stacked with PHYS A603)(4 cr)(4+0)(pg. 209-216)

Accepted for first reading

Chg PHYS A413 Statistical and Thermal Physics (stacked with PHYS A613)
(4 cr)(4+0)(pg. 217-224)

Accepted for first reading

Add PHYS A456 Nonlinear Dynamics and Chaos (GER)(Cross-listed with CHEM/BIOL A456
and stacked with CHEM/BIOL/PHYS A656)(3 cr)(3+0)(pg. 225-226)

Postponed until cross-listing and stacked courses issue is resolved

Add BIOL A456 Nonlinear Dynamics and Chaos (GER)(Cross-listed with CHEM/PHYS A456
and stacked with CHEM/BIOL/PHYS A656)(3 cr)(3+0)(pg. 227)

Postponed until cross-listing and stacked courses issue is resolved

Add CHEM A456 Nonlinear Dynamics and Chaos (GER)(Cross-listed with PHYS/BIOL A456
and stacked with CHEM/BIOL/PHYS A656)(3 cr)(3+0)(pg. 228-231)

Postponed until cross-listing and stacked courses issue is resolved

Add PHYS A490 Special Topics in Physics (stacked with PHYS A690)
(1-4 cr)(1-4+0)(pg. 232-239)

Accepted for first reading

Add DMS A102 Foundations of Sonography (3 cr)(2+0)(pg. 240-244)

No motion, will return for first reading

Chg DMS A211 Small Parts Sonography (1 cr)(1+0)(pg. 245-249)

Waived for first reading, approved for second

Chg DMS A215 Breast Sonography (1 cr)(1+0)(pg. 250-254)

Waived for first reading, approved for second

Chg DMS A217 Fundamentals of Sonography Lab (1 cr)(0+2)(pg. 255-258)

Waived for first reading, approved for second

Add DMS A219 Practical Sonography Lab (3 cr)(0+9)(pg. 259-261)

Waived for first reading, approved for second

Chg DMS A295A Clinical Practicum I (9 cr)(1+40)(pg. 262-265)

Waived for first reading, approved for second

Chg DMS A295B Clinical Practicum II (9 cr)(0+40)(pg. 266-269)

Waived for first reading, approved for second

Chg DMS A392 Pathophysiology Seminar (2 cr)(2+0)(pg. 270-272)

Waived for first reading, approved for second

Chg DMS A395 Clinical Practicum III (8 cr)(0+32)(pg. 273-277)

Waived for first reading, approved for second

Courses are postponed until next meeting

Chg AAS, Diagnostic Medical Sonography (pg. 278-286)

Add GEOL A430 Sedimentology (3 cr)(1+6)(pg. 287-291)

Add GEOL A431 Stratigraphy (3 cr)(3+0)(pg. 292-296)

Add GEOL A432L Sedimentary Petrology Laboratory (1 cr)(0+3)(pg. 297-299)

Chg ES A346 Introduction to Thermodynamics (3 cr)(3+0)(pg. 300-303)

X. Informational Items and Adjournment

A. Joint UAB/GAB meeting will be held on March 21st from 11:00 to 1:00 in ADM 142



Course Action Request

University of Alaska Anchorage

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

1a. School or College CH College of Health		1b. Division ADHS Div of Human Svs Health Sci		1c. Department Human Services													
2. Course Prefix HUMS	3. Course Number A496	4. Previous Course Prefix & Number A495B	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Human Services Integrative Capstone <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input checked="" type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input checked="" type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input checked="" type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2014 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelors degree in Human Services</td> <td>9/30/13</td> <td>Laura Kelley</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelors degree in Human Services	9/30/13	Laura Kelley	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelors degree in Human Services	9/30/13	Laura Kelley															
2.																	
3.																	
Initiator Name (typed): <u>Jo Ann Bartley</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>9/30/13</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>9/30/13</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) The course is designed to prepare students to conduct basic applied research resulting in a Human Services related Integrated Capstone project. Through the lens of grant writing, the course also explores research models and scholarly writing.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) (HUMS A420 and HUMS A495A) with a grade C or better			16b. Co-requisite(s) (concurrent enrollment required) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Admitted to the Bachelor of Human Services degree with Senior standing and completion of all GER Tier 1 (Basic College-level skills) courses.														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Updating curriculum to meet the revised Council for Standards in Human Service Education standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Initiator (faculty only) Date <u>Jo Ann Bartley</u> Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chair Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair Date </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair Date </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee Date </div> </div> </div>																	

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

- | | |
|---|--|
| I. Date of Initiation | Fall, 2013 |
| II. Curriculum Action Request | |
| A. College | College of Health |
| B. Course Subject | Human Services |
| C. Course Number | HUMS A496 |
| D. Number of Credits | 3.0 |
| E. Contact Hours | (3+0) |
| F. Course Program | Bachelors Degree in Human Services |
| G. Course Title | Human Services Integrative Capstone |
| H. Grading Basis | A-F |
| I. Implementation Date | Fall, 2014 |
| J. Cross-listed/Stacked | N/A |
| K. Course Description | The course is designed to prepare students to conduct basic applied research resulting in a Human Services related Integrated Capstone project. Through the lens of grant writing, the course also explores research models and scholarly writing. |
| L. Course Prerequisites | HUMS A420 and HUMS A495A with a grade of C or better. |
| M. Test Scores | N/A |
| N. Course Co-Requisite | N/A |
| O. Other Restrictions | Major, Class |
| P. Registration Restrictions | Admitted to the Bachelor of Human Services degree with Senior standing and completion of all GER Tier 1 (Basic College-level skills) courses. |
| Q. Course Fees | N/A |
| III. Instructional Goals and Student Learning Outcomes | |
| A. The instructor will: | |
| 1. | Distinguish for students among the differences of historical, statistical, and qualitative techniques used to produce research. |
| 2. | Present to students research concepts to include importance of outcome data and its' generalization to human services agencies and system delivery. |
| 3. | Discuss with students the application of ethical standards in human services in research. |
| 4. | Present for students the intricacies of grant development including: review of literature, logic models, compliance reporting, implementation of outcome data, funding procurement, and maintenance including effective oral and written communication throughout the process. |
| 5. | Teach the students how to link the importance of grant writing skills/research development to work in the human services field in the 21 st century. |

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

Student Learning Outcomes and Assessment Measures		
1. Contrast the different types of research methodologies such as historical, statistical, and qualitative techniques used in research construction.	Written assignments Class discussion Examinations	Critical thinking and information literacy.
2. Integrate: purposes of research and the use of outcome data to improve human services delivery.	Class discussion Examines	Knowledge of integration, critical thinking and information literacy.
3. Apply ethical standards related to research in the human services field.	Class discussion Individual project	Information literacy, knowledge integration
4. Synthesize and apply the phases of grant development including review of literature, logic models, compliance, reporting to grantors, implementation of outcome data and maintenance of funding.	Small group activities Class discussion Examine	Knowledge of integration, effective communication and critical thinking.
5. Demonstrate the ability to critically analyze hypothesis design and research outcomes, through a written report and a public presentation.	Completion of a final written project report and presentation	Knowledge integration, critical thinking, information literacy, and oral and written communication skills

IV. Course Level Justification

The course fulfills the Integrative Capstone requirement. Course structure, content, and assignments requires students to integrate knowledge gained through Human Services classes and other GERS; to gain experience, using knowledge previously obtained; expand knowledge of human service theory and practice; and to develop as a human service professional applying critical thinking and information literacy demonstrated in the capstone project.

V. Topical Course Outline

- 1.0 Safety: General Campus Safety
- 2.0 Research in the Human Services
 - 2.1 Goals of research
 - 2.2 Applications of research
 - 2.3 Parallels and linkages between research and practice
- 3.0 The Logic of Social Research
 - 3.1 Sources of knowledge
 - 3.2 Theories in research and practice
 - 3.3 Concepts and hypotheses

- 3.4 Perspectives on science
- 3.5 Cause-and-effect relationships
- 4.0 Ethical Issues in Social Research
 - 4.1 The minority experience: The need for ethical standards
 - 4.2 Ethical issues
 - 4.3 Codes of ethics
 - 4.4 Scientific misconduct and fraud
- 5.0 Issues in Problem Formation
 - 5.1 Selecting a research problem
 - 5.2 Refining the problem
 - 5.3 Literature review
 - 5.4 Feasibility of a research project
 - 5.5 Utilization of research
- 6.0 Fundamentals of Measurement
 - 6.1 Ways of measuring
 - 6.2 Evaluating measures
 - 6.3 Sampling and surveys
 - 6.4 Focus groups
- 7.0 Evaluation
 - 7.1 Steps in writing up the project
 - 7.2 Analyzing the project
 - 7.3 Presentation of hypothesis and data
 - 7.4 Utilization of research
- 8.0 Grant Proposals for Agency Funding
 - 8.1 The grant-funding sources
 - 8.2 Grant proposal planning
 - 8.3 Clarifying an agency's mission
 - 8.4 Components of the grant proposal
 - 8.5 Components of a logic model
 - 8.6 Demonstrating outcomes
 - 8.7 Quarterly report writing

VI. Suggested Text

Monette, D. R., Sullivan, T. J., Dejong, C. R., & Hilton, T. P. (2014). *Applied social research: A tool for the human services* (9th ed.). Belmont, CA: Brooks/Cole.

VII. Bibliography and Resources

Barlow, D., Nock, M., & Hersen, M. (2009). *Single case experimental designs: Strategies for studying behavior change* (3rd ed.). Boston, MA: Pearson.

Bauer, D. G. (2011). *The "how to" grants manual: Successful grant seeking techniques for obtaining public and private grants* (7th ed.). Lanham, MD: Rowman and Littlefield.

Berg, B. L., & Lune, H. (2012). *Qualitative research methods for the social sciences* (8th ed.). Boston, MA: Person.

- Bloom, M., Fischer, J., & Orme, J. G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6th ed.). Boston, MA: Person.
- Brown, M. N., & Keely, S. M. (2012). *Asking the right questions: A guide to critical thinking* (10th ed.). Boston, MA: Longman.
- Corey, G., Corey, M. S., & Callanan, P. (2011). *Issues and ethics in the helping professions* (8th ed.). Belmont, CA: Brooks and Cole.
- Devillis, R. F. (2012). *Scale development: Theory and application* (3rd ed.). Thousand Oaks, CA: Sage.
- DeWalt, K. M., & DeWalt, B. R. (2011). *Participant observation: A guide for fieldworkers* (2nd ed.). Walnut Creek, CA: Alta Mira Press.
- Dillar, J. V. (2011). *Cultural diversity: A primer for human services* (4th ed.). Pacific Grove, CA: Brooks and Cole.
- Flick, U. (2009). *An introduction to qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- Groth-Marnat, G., (2009). *Handbook of psychological assessment* (5th ed.). New York, NY: John Wiley & Sons.
- Kazdin, A. E. (2010). *Single-case research designs* (2nd ed.). New York, NY: Oxford Press.
- Scheaffer, R. L., Mendenhall, W., Ott R. L., & Gerow, K. G. (2012). *Elementary survey sampling* Belmont, CA: Thompson/Brooks/Cole.
- Seale, C. (2010). *Using computers to analyze qualitative research data*. In D. Silverman (Ed.). *Doing quantitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Sheafor, B. W., & Horejsi, C. R. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston, MA: Person.
- Sullivan, T. J. (2012). *Introduction to social problems* (9th ed.). Boston, MA: Allyn & Bacon.
- Yin, R. K. (2009). *Case study research: Design and method* (4th ed.). Thousand Oaks, CA: Sage.



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

1a. School or College CH College of Health		1b. Division AHLIS Division of Health Safety		1c. Department Medical Imaging Sciences	
2. Course Prefix DMS	3. Course Number A102	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 2.0	5b. Contact Hours (Lecture + Lab) (2+0)	
6. Complete Course Title Foundations of Sonography <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2014 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Diagnostic Medical Sonography		09/25/2013		Ryan Parnell	
2.					
3.					
Initiator Name (typed): <u>RCP</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>01/21/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>01/21/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces the profession of sonography and basic skills with emphasis on sonographic terminology, sonographer and patient safety, effective communication, and legal/ethical aspects.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Departmental approval		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This course combines selected topics from DMS A101 and DMS A103 for a streamlined single course offering.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ Ryan Parnell Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>					

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

- I. Date of Initiation** September 2013
- II. Curriculum Action Request**
- | | | |
|----|---------------------------|--|
| A. | School | College of Health |
| B. | Course Subject | DMS |
| C. | Course Number | A102 |
| D. | Number of Credits | 2.0 |
| E. | Contact Hours | 2 + 0 |
| F. | Course Title | Foundations of Sonography |
| G. | Grading Basis | A-F |
| H. | Implementation Date | Fall 2014 |
| I. | Cross-Listed/Stacked | N/A |
| J. | Course Description | Introduces the profession of sonography and basic skills with emphasis on sonographic terminology, sonographer and patient safety, effective communication, and legal/ethical aspects. |
| K. | Course Prerequisites | N/A |
| L. | Corequisites | N/A |
| M. | Other Restrictions | N/A |
| N. | Registration Restrictions | Departmental approval |
| O. | Course Fees | No |
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Define the foundations of the diagnostic medical sonography profession and the sonographer's role.
 2. Discuss workplace and sonographer safety.
 3. Describe medical and sonographic terminology.
 4. Provide assignments that allow the students to practice describing the sonographic appearance of normal and abnormal anatomy.
 5. Discuss how to locate anatomy using reference points and anatomical divisions.
 6. Explain sonographic scanning planes and approaches.
 7. Discuss the relationship of anatomical structures in the body and on a sectional image.
 8. Explain the steps and considerations associated with performing a sonographic examination.
 9. Identify legal and ethical principles health care workers need to understand.

10. Discuss communication methods and challenges associated with providing patient care.
11. Describe patient monitoring methods, and measures to ensure patient safety.

B. The student will be able to:

Outcomes and Assessment Measures		
Student Learning Outcomes		Assessment Procedures
1.	Explain the diagnostic medical sonography profession and the sonographer's role.	Quizzes/Examination
2.	Identify risk factors associated with performing sonographic duties in the workplace, and measures to mitigate risk.	Quizzes/Examination
3.	Define basic medical and sonographic terminology.	Assignments Quizzes/Examination
4.	Describe the sonographic appearance of normal and abnormal anatomy using proper terminology.	Assignments Quizzes/Examination
5.	Define anatomical landmarks, divisions, and associated anatomy.	Assignments Quizzes/Examination
6.	Label sonographic images based on scanning plane and approach.	Assignments Quizzes/Examination
7.	Identify anatomical structures using verbal cues and from sonographic images.	Assignments Quizzes/Examination
8.	List the steps and considerations associated with performing a sonographic examination.	Assignments Quizzes/Examination
9.	Explain legal and ethical principles related to being a health care worker.	Assignments Quizzes/Examination
10.	Choose appropriate communication methods and recognize communication challenges.	Assignments Quizzes/Examination
11.	Explain patient monitoring methods and patient safety measures.	Assignments Quizzes/Examination

IV. Course Level Justification

This is an introductory course requiring no prerequisites.

V. Topical Course Outline

- 1.0 General Safety
 - 1.1 General Campus Safety
 - 1.2 Classroom Safety
 - 1.3 Fire Safety
- 2.0 Program Rules and Regulations
 - 2.1 Classroom
 - 2.2 Laboratory
 - 2.3 Clinical Practicum

- 3.0 Foundations
 - 3.1 History of Sonography
 - 3.2 The Sonographer
 - 3.3 Sonography Careers
 - 3.4 Professional Organizations
- 4.0 Sonographer Safety
 - 4.1 Musculoskeletal Injuries
 - 4.2 Physiology and Symptoms of Work-Related Injury
 - 4.3 Workplace Stress
 - 4.4 Internally Generated Stress
- 5.0 Terminology
 - 5.1 Medical
 - 5.2 Ultrasound
 - 5.3 Directional
- 6.0 Sonographic Appearance and Characterization
 - 6.1 Normal Anatomy
 - 6.2 Abnormal Findings
- 7.0 Location of Anatomy
 - 7.1 Surface Landmarks
 - 7.2 Body Divisions
 - 7.3 Body Planes
 - 7.4 Body Cavities
 - 7.5 Body Positioning
- 8.0 Ultrasound Scanning
 - 8.1 Sectional Planes
 - 8.2 Scanning Planes
 - 8.3 Sonographic Approach
- 9.0 Anatomy Layering and Sectional Anatomy
 - 9.1 Structure Orientation
 - 9.2 Body Structure Relationships
- 10.0 The Scanning Experience
 - 10.1 Clinical Criteria
 - 10.2 Imaging Criteria
 - 10.3 Scanning
- 11.0 Legal and Ethical Principles
 - 11.1 Patient's Rights and Privacy
 - 11.2 Ethics
 - 11.3 Legal Considerations
 - 11.4 Confirmation of Information
 - 11.5 Chaperones
- 12.0 Interpersonal Communication
 - 12.1 Modes of Communication
 - 12.2 Challenges in Communication
 - 12.3 Patient Interview for Clinical History
 - 12.4 Patient Education

- 13.0 Patient Monitoring and Safety
 - 13.1 Routine Monitoring
 - 13.2 Common Emergencies
 - 13.3 Patient Transfer
 - 13.4 Assisting with Medical Equipment
 - 13.5 Safety Provisions

VI. Suggested Texts

Craig, M. (2013). *Essentials of sonography and patient care*. (3rd ed.). St. Louis, MO: Saunders.

Curry, R. C., & Tempkin, B. B. (2011). *Sonography: Introduction to normal structure and function*. (3rd ed.). St. Louis, MO: Elsevier.

Curry, R. C., & Tempkin, B. B. (2011). *Workbook and lab manual for sonography: Introduction to normal structure and function*. (3rd ed.). St. Louis, MO: Elsevier.

McCorry, L. K., & Mason, J. (2011). *Communication skills for the healthcare professional*. Baltimore, MD: Lippincott Williams & Wilkins.

VII. Bibliography

Fremgen, F. F., & Frucht, S. S. (2013). *Medical terminology: A living language*. (5th ed.). Upper Saddle River, NJ: Pearson.

Towsley-Cook, D. M., & Young, T. A. (2007) *Ethical and legal issues for imaging professionals*. (2nd ed.). St. Louis, MO: Elsevier.

COVER MEMO

TO: Undergraduate Academic Board

FROM: Ryan Parnell, Instructor
School of Allied Health

DATE: February 13, 2014

SUBJECT: Diagnostic Medical Sonography Program

I am submitting eight courses to be reviewed. Documents included in my submission are: Program Action Request, catalog document, Course Action Requests, and Course Content Guides.

Program courses needing approval are:

DMS A102	Foundations of Sonography	2+0	2	Add
DMS A211	Small Parts Sonography	1+0	1	Change
DMS A215	Breast Sonography	1+0	1	Change
DMS A217	Fundamentals of Sonography Lab	0+2	1	Change
DMS A219	Practical Sonography Lab	0+9	3	Add
DMS A295A	Clinical Practicum I	1+40	9	Change
DMS A295B	Clinical Practicum II	0+40	9	Change
DMS A392	Pathophysiology Seminar	2+0	2	Change
DMS A395	Clinical Practicum III	0+32	8	Change

The additions and changes to the academic and laboratory courses are based on recommendations by the course instructor, clinical site trainers, and advisory committee members. The change to DMS A392 coincides with an administrative change to DMS A395. The primary change to the three practicum courses is a redistribution of the required clinical training hours.

If there are any questions, I can be reached at 786-6976.



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 CH College of Health	1b. Department Medical Imaging Sciences		
2. Complete Program Title/Prefix Diagnostic Medical Sonography / DMS			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: _____ or Graduate: _____ Associate of Applied Science CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%;">PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Fall/2014 To: /9999			
6a. Coordination with Affected Units of Allied Health Initiator Name (typed): RCP Initiator Signed Initials: _____ Date: _____ Department, School, or College: Medical Imaging Sciences and School			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/21/2014			
6c. Coordination with Library Liaison Date: 01/21/2014			
7. Title and Program Description - Please attach the following: <div style="text-align: center;"><input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function</div>			
8. Justification for Action Course adjustments and additions made in response to feedback and recommendations from course instructor, clinical trainers, and advisory committee members.			
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div><div>Ryan Parnell Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Department Chair</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ College/School Curriculum Committee Chair</div></td><td style="width: 50%; vertical-align: top;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Dean/Director of School/College</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chair</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Provost or Designee</div></td></tr></table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div>Ryan Parnell Initiator (TYPE NAME)</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Department Chair</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ College/School Curriculum Committee Chair</div>	<div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Dean/Director of School/College</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Undergraduate/Graduate Academic Board Chair</div> <div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Provost or Designee</div>
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PHIL A305 Professional Ethics (3)

Other courses approved by a dental hygiene advisor (1-6)

Note: No more than three credits total of DH A395E and DH A495E can be counted toward this requirement.

Note: Courses applied toward a minor in another discipline cannot be counted toward this requirement.

Note: No more than six credits of DH A390 Selected Topics in Dental Hygiene may be applied toward this degree.

1. Complete with a minimum grade of C:

DH A424 Community Dental Health II 3
(GER integrative capstone course)

2. Complete 10 elective credits.
3. A total of 120 credits is required for the degree.
4. AAS degree-seeking students may take BSDH courses, provided prerequisite requirements are fulfilled.

FACULTY

Elizabeth Barnett, Assistant Professor, barnett@uaa.alaska.edu

Sandra Pence, Associate Professor, pence@uaa.alaska.edu

Carri Shamburger, Term Assistant Professor, cashamburger@uaa.alaska.edu

DIAGNOSTIC MEDICAL SONOGRAPHY

Allied Health Science Building (AHS), Room 148M, (907)786-6976

www.uaa.alaska.edu/alliedhealth/academics/mis/dms

Diagnostic medical sonographers typically work in a variety of medical settings under the supervision of a radiologist or attending physician. Sonographers use special equipment to direct high frequency sound waves into areas of the patient's body to form images that are interpreted by a physician for diagnosis. Diagnostic medical sonography requires the ability to sit or stand for long periods of time, employ excellent eye-hand coordination, communicate effectively, perform clinical assessments, use cognitive skills to adapt procedures as appropriate, use independent judgment to differentiate between normal and abnormal sonographic findings, and record sonographic data.

Associate of Applied Science, Diagnostic Medical Sonography

The Diagnostic Medical Sonography program is designed for individuals who already have training and experience in a profession that provides direct care or treatment to people. This program prepares competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Examples of examinations performed by sonographers include: abdominal, gynecological, fetal, breast, vascular, small part, and superficial structures. Graduates are prepared to sit for a national certification exam in diagnostic medical sonography.

Program Student Learning Outcomes

At the completion of the Diagnostic Medical Sonography program, students are able to:

1. Apply entry-level knowledge of physics, anatomy, physiology, and pathophysiology related to sonography.
2. Perform general sonography procedures with continuing competency.
3. Demonstrate proficiency in patient assessment and care activities related to sonography.
4. Utilize effective oral and written communication with patients, physicians, and other medical personnel.
5. Employ professional and ethical judgment in the performance of sonographic duties.

Advising

Special admission and application procedure requirements apply—see Admission Requirements. Students will be required to physically attend classes at the Anchorage campus for the first year, and may be assigned to clinical sites in other Alaskan communities at their expense during the second year. Due to the risks associated with working in a health care setting, students may be required to provide proof of health insurance prior to starting clinical training.

Admissions Requirements

See Associate's Degree Admissions Requirements in Chapter 7.

Students may be admitted to UAA with Diagnostic Medical Sonography as a pre-major.

Prior to being admitted as a full major, the student must meet special admission and application requirements, and be selected for entry into the program. Students must:

1. Meet one of the following:
 - a. Possess an Associate's Degree, or higher, in a healthcare, treatment, or therapy/rehabilitation profession providing direct patient care.
 - b. Possess a Bachelor Degree (any major) and a national certification or licensure in a healthcare, treatment, or therapy/rehabilitation profession providing direct patient care.
2. Provide proof of having worked in a healthcare, treatment, or therapy/rehabilitation profession providing direct patient care within the last five years.
3. Show, from official transcripts, successful completion of the following courses with a minimum grade of C:

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
ENGL A111	Introduction to Composition	3
MA A101	Medical Terminology	3
MATH A105	Intermediate Algebra	3
PHYS A123*	Basic Physics I	3

**RADT A151, or equivalent, will be accepted in lieu of PHYS A123.*

4. Submit a Diagnostic Medical Sonography program application.

Applicants must contact the department for the application requirements, selection criteria, and application procedure for the year they wish to apply since it is subject to change periodically. Completion of the admission requirements does not guarantee selection into the program.

General University Requirements

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

General Course Requirements

Complete the Associate of Applied Science General Degree Requirements located at the beginning of this chapter.

Major Requirements

1. Complete the following courses with a minimum grade of C or Pass:

DMS A102	Foundations of Sonography	2
DMS A105	Principles and Instrumentation I	3
DMS A107	Abdominal Sonography I	2
DMS A109	OB and Gyn Sonography I	2
DMS A205	Principles and Instrumentation II	2
DMS A207	Abdominal Sonography II	2
DMS A209	OB and Gyn Sonography II	2
DMS A211	Small Parts Sonography	1
DMS A213	Vascular Technology	2
DMS A215	Breast Sonography	1
DMS A217	Fundamentals of Sonography Lab	1
DMS A219	Practical Sonography Lab	3
DMS A221	Pediatric Sonography	1
DMS A295A	Clinical Practicum I	9
DMS A295B	Clinical Practicum II	9
DMS A392	Pathophysiology Seminar	2
DMS A395	Clinical Practicum III	8
RADT A231	Sectional Anatomy for Diagnostic Imaging	3

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

FACULTY

Ryan Parnell, Instructor, rparnell@uaa.alaska.edu

FIRE AND EMERGENCY SERVICES TECHNOLOGY

Allied Health Science Building (AHS), Room 153, (907) 786-6476

www.uaa.alaska.edu/alliedhealth/academics/fire.cfm

The Fire and Emergency Services Technology program provides entry-level knowledge and skills for students planning a career in emergency services as well as providing for career advancement and professional development of current firefighters.

It may take more than two years to complete the degree. The Associate of Applied Science degree has a technical core which follows the National Fire Academy's Fire and Emergency Service Higher Education model core curriculum for two-year degree programs. The technical core consists of courses in principles of emergency services, building construction, fire prevention, safety and survival, protection systems, and fire behavior and combustion. Each student must complete the technical core as well as MATH A105 or GER Quantitative Skills course, a natural science with lab, and remaining UAA AAS General Course Requirements (see earlier in this chapter for further details). The student also completes courses from a variety of program electives.

For baccalaureate degree options, contact a Fire and Emergency Services Technology advisor.

Advising

Upon admission to the program, students are strongly encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

Associate of Applied Science, Fire and Emergency Services Technology

Program Student Learning Outcomes

Students graduating with an Associate of Applied Science in Fire and Emergency Services Technology will be able to:

- Discuss the history, support organizations, resources, incident management, training, and emergency operations and relate how each plays a role within emergency services.
- Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
- Relate how fire prevention and fire inspections are connected.
- Demonstrate the importance of public education in relation to fire prevention.
- Identify the equipment and systems used in control and extinguishment of fire.
- Identify the types of building construction and their uniqueness under fire conditions and how these components are related to firefighter and life safety.
- Relate how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.

Admission Requirements

Satisfy the Admission to Certificate and Associate's Degree Program Requirements in Chapter 7. Although it is not required, it is highly recommended that students be members of a paid or volunteer fire department prior to or shortly after being admitted to the program.

Academic Progress

In order to progress within the Associate of Applied Science Fire and Emergency Services Technology program, students must earn a satisfactory grade (C or higher or P) in all Fire and Emergency Service Technology (FIRE and EMT) courses required for the degree.

Degree 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 Course Requirements located at the beginning of this chapter.
3. Complete the Major Requirements listed below with a minimum grade of C.

Major Requirements

1. Complete the following required courses (28 credits):

FIRE A101	Principles of Emergency Services	3
FIRE A105	Fire Prevention	3
FIRE A121	Fire Behavior and Combustion	3

PHIL A305 Professional Ethics (3)

Other courses approved by a dental hygiene advisor (1-6)

Note: No more than three credits total of DH A395E and DH A495E can be counted toward this requirement.

Note: Courses applied toward a minor in another discipline cannot be counted toward this requirement.

Note: No more than six credits of DH A390 Selected Topics in Dental Hygiene may be applied toward this degree.

1. Complete with a minimum grade of C:

DH A424 Community Dental Health II 3
(GER integrative capstone course)

2. Complete 10 elective credits.
3. A total of 120 credits is required for the degree.
4. AAS degree-seeking students may take BSDH courses, provided prerequisite requirements are fulfilled.

FACULTY

Elizabeth Barnett, Assistant Professor, barnett@uaa.alaska.edu

Sandra Pence, Associate Professor, pence@uaa.alaska.edu

Carri Shamburger, Term Assistant Professor, cashamburger@uaa.alaska.edu

DIAGNOSTIC MEDICAL SONOGRAPHY

Allied Health Science Building (AHS), Room 148M65, (907)786-6976

www.uaa.alaska.edu/alliedhealth/academics/mis/dms

Diagnostic medical sonographers typically work in a variety of medical settings under the supervision of a radiologist or attending physician.

~~Diagnostic medical s~~onographers use special equipment to direct high frequency sound waves into areas of the patient's body to form images that are interpreted by a physician for diagnosis. Diagnostic medical sonography requires the ability to sit or stand for long periods of time, employ excellent eye-hand coordination, communicate effectively, perform clinical assessments, use cognitive skills to adapt procedures as appropriate, use independent judgment to differentiate between normal and abnormal sonographic findings, and record sonographic data, and communicate findings to the appropriate physician. ~~Examples of examinations performed by sonographers include: abdominal, gynecological, fetal, breast, vascular, small part, and superficial.~~

Associate of Applied Science, Diagnostic Medical Sonography

The Diagnostic Medical Sonography program is designed for individuals who already have training and experience in a profession that provides direct care or treatment to people. This program prepares competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. ~~provides education and training to prepare students for employment as a general sonographer. Examples of examinations performed by sonographers include: abdominal, gynecological, fetal, breast, vascular, small part, and superficial structures.~~ Graduates are prepared eligible to sit for a national certification exams in diagnostic medical sonography.

Program Student Learning Outcomes

At the completion of the Diagnostic Medical Sonography program, students are able to ~~demonstrate:~~

1. Apply eEntry-level knowledge of physics, anatomy, physiology, and pathophysiology related to sonography.
2. Perform Competence in the performance of general sonography procedures with continuing competency.
3. Demonstrate pProficiency in patient assessment and care activities related to sonography.
4. Utilize effective oral and written communication with patients, physicians, and other medical personnel.
5. Employ professional and ethical judgment in the performance of sonographic duties.

Advising

Special admission and application procedure requirements apply ~~—see Admission Requirements. Interested students should contact the Diagnostic Medical Sonography faculty to review the procedures and requirements for admission. Completion of admission requirements does not guarantee acceptance into the program.~~ Students will be required to physically attend classes at the Anchorage campus for the first year three semesters, and may be assigned practicums may require the need for travel to clinical sites in other Alaskan communities at their expense during the second year. Due to the risks associated with working in a health care setting, students may be required to provide proof of have health insurance prior to starting clinical training. ~~Health insurance is available for purchase through the UAA Student Health and Counseling Center.~~

Admissions Requirements

See Associate's Degree Admissions Requirements in Chapter 7.
Students may be admitted to UAA with Diagnostic Medical Sonography as a pre-major.

Prior to being admitted as a full major, the student must ~~complete the following additional~~ meet special admission and application requirements, and be selected for entry into the program. ~~Students must:~~

- 1. Meet one ~~or both~~ of the following:
 - a. Possess an Associate's Degree, or higher, in a healthcare, treatment, or therapy/rehabilitation ~~centered~~ profession providing direct patient care.
 - b. Possess a Bachelor Degree (any major) and a national certification or licensure in a healthcare, treatment, or therapy/rehabilitation ~~centered~~ profession providing direct patient care.
- 2. Provide proof of having worked in a healthcare, treatment, or therapy/rehabilitation ~~centered~~ profession providing direct patient care within the last five years.
- 3. Show, from official transcripts, successful completion of the following courses with a minimum grade of C:

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
<u>ENGL A111</u>	<u>Introduction to Composition</u>	<u>3</u>
<u>MA A101</u>	<u>Medical Terminology</u>	<u>3</u>
<u>MATH A105</u>	<u>Intermediate Algebra</u>	<u>3</u>
PHYS A123*	Basic Physics I	3

*RADT A151, or equivalent, will be accepted in lieu of PHYS A123.

4. Submit a Diagnostic Medical Sonography program application.

~~4.~~ Applicants must contact the department for the application requirements, selection criteria, and application procedure for the year they wish to apply since it is subject to change periodically. Completion of the admission requirements does not guarantee selection into the program.

~~5. Show, from official transcripts, successful completion of the following courses with a minimum grade of C; or placement in a higher level course:~~

<u>ENGL A111</u>	<u>Introduction to Composition</u>	<u>3</u>
<u>MATH A105</u>	<u>Intermediate Algebra</u>	<u>3</u>

~~6. Submit a Diagnostic Medical Sonography program application.~~

~~7. Provide a copy of current Basic Life Support for Healthcare Providers certification.~~

~~8. Provide proof of the following:~~

- ~~a. Immunity to measles, mumps, and rubella.~~
- ~~b. Immunity to chickenpox.~~
- ~~c. Immunity to hepatitis A and hepatitis B must have started the vaccination series prior to enrollment.~~
- ~~d. Tetanus/diphtheria/pertussis (Tdap) vaccination.~~
- ~~e. Freedom from active tuberculosis, proven by negative PPD skin test and a health examination.~~
- ~~f. Screening for HIV (results not required).~~

~~9. Appear before a student selection panel for an interview.~~

~~10. Once admitted, and prior to the program start, submit to a national level criminal background check.~~

General University Requirements

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

General Course Requirements

Complete the Associate of Applied Science General Degree Requirements located at the beginning of this chapter.

Major Requirements

- 1. Complete the following courses with a minimum grade of C or Pass:

<u>DMS A102</u>	<u>Foundations of Sonography</u>	<u>2</u>
<u>DMS A101</u>	<u>Introduction to Sonography</u>	<u>1</u>
<u>DMS A103</u>	<u>Patient Care in Sonography</u>	<u>2</u>
DMS A105	Principles and Instrumentation I	3

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DMS A107	Abdominal Sonography I	2
DMS A109	OB and Gyn Sonography I	2
DMS A205	Principles and Instrumentation II	2
DMS A207	Abdominal Sonography II	2
DMS A209	OB and Gyn Sonography II	2
DMS A211	Small Parts Sonography	12
DMS A213	Vascular Technology	2
DMS A215	Breast Sonography	12
DMS A217	Fundamentals of Sonography Lab	12
DMS A219	Practical Sonography Lab	3
DMS A221	Pediatric Sonography	1
DMS A295A	Clinical Practicum I	98
DMS A295B	Clinical Practicum II	98
DMS A392	Pathophysiology Seminar	2
DMS A395	Clinical Practicum III	840
RADT A231	Sectional Anatomy for Diagnostic Imaging	3

2. A total of ~~704~~ credits are required for the degree.

FACULTY

Ryan Parnell, Instructor, rparnell@uaa.alaska.edu

FIRE AND EMERGENCY SERVICES TECHNOLOGY

Allied Health Science Building (AHS), Room 153, (907) 786-6476

www.uaa.alaska.edu/alliedhealth/academics/fire.cfm

The Fire and Emergency Services Technology program provides entry-level knowledge and skills for students planning a career in emergency services as well as providing for career advancement and professional development of current firefighters.

It may take more than two years to complete the degree. The Associate of Applied Science degree has a technical core which follows the National Fire Academy's Fire and Emergency Service Higher Education model core curriculum for two-year degree programs. The technical core consists of courses in principles of emergency services, building construction, fire prevention, safety and survival, protection systems, and fire behavior and combustion. Each student must complete the technical core as well as MATH A105 or GER Quantitative Skills course, a natural science with lab, and remaining UAA AAS General Course Requirements (see earlier in this chapter for further details). The student also completes courses from a variety of program electives.

For baccalaureate degree options, contact a Fire and Emergency Services Technology advisor.

Advising

Upon admission to the program, students are strongly encouraged to meet with their academic advisor each semester for the purpose of reviewing their academic progress and planning future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

Associate of Applied Science, Fire and Emergency Services Technology

Program Student Learning Outcomes

Students graduating with an Associate of Applied Science in Fire and Emergency Services Technology will be able to:

- Discuss the history, support organizations, resources, incident management, training, and emergency operations and relate how each plays a role within emergency services.
- Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
- Relate how fire prevention and fire inspections are connected.
- Demonstrate the importance of public education in relation to fire prevention.
- Identify the equipment and systems used in control and extinguishment of fire.
- Identify the types of building construction and their uniqueness under fire conditions and how these components are related to firefighter and life safety.
- Relate how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.

Admission Requirements

Satisfy the Admission to Certificate and Associate’s Degree Program Requirements in Chapter 7. Although it is not required, it is highly recommended that students be members of a paid or volunteer fire department prior to or shortly after being admitted to the program.

Academic Progress

In order to progress within the Associate of Applied Science Fire and Emergency Services Technology program, students must earn a satisfactory grade (C or higher or P) in all Fire and Emergency Service Technology (FIRE and EMT) courses required for the degree.

Degree 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 Course Requirements located at the beginning of this chapter.
- 3. Complete the Major Requirements listed below with a minimum grade of C.

Major Requirements

- 1. Complete the following required courses (28 credits):

FIRE A101	Principles of Emergency Services	3
FIRE A105	Fire Prevention	3
FIRE A121	Fire Behavior and Combustion	3



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 A430	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (1+6)	
6. Complete Course Title Sedimentology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2014 To: /9999		
<input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____			Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. BS Geological Sciences		103-105	2/28/13	LeeAnn Munk	
2.					
3.					
Initiator Name (typed): <u>Kristine Crossen</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/28/13</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>4/1/13</u>		
14. General Education Requirement <i>Mark appropriate box:</i>		<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Written Communication	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Humanities
		<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social Sciences	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Integrative Capstone
15. Course Description (<i>suggested length 20 to 50 words</i>) Survey of sediments including origins, classification, transportation, composition, structures, and diagenesis. Lab analysis of grain size, sedimentary structures, concretions, hand samples, and thin sections. Field practicum. Special Notes: Students are required to provide their own transportation to field locales					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) GEOL A310 and (STAT A253 or STAT A307) or instructor permission		16b. Test Score(s) NA		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) NA	
16d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) Junior standing			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action A substantial revision of the previous class, now separated into 3 classes. Requires additional upper level prerequisites and additional laboratory time in class.					

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Kristine Crossen</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

Course Content Guide
University of Alaska Anchorage

GEOL A430
Sedimentology

I. Date of Initiation: Spring 2013

II. Course Information:

- A. College: CAS
- B. Course Subject: Geological Sciences
- C. Course Number: GEOL A430
- D. Number of Credits: 3 (1 + 6)
- E. Course Title: Sedimentology
- F. Grading Basis: A-F
- G. Course Description:
Survey of sediments including origins, classification, transportation, composition, structures, and diagenesis. Lab analysis of grain size, sedimentary structures, concretions, hand samples, and thin sections. Field practicum.
Special Notes: Students are required to provide their own transportation to field locales.
- H. Course Prerequisites: GEOL A310 and (STAT A253 or STAT A307) or instructor permission
- I. Restrictions: Junior Standing
- J. Lab Fees: Yes

III. Instructional Goals and Student Learning Outcomes

- A. Instructional Goals. The instructor will:
 - 1. Synthesize the processes of flowing water on beaches, in streams, and along the seafloor to help students understand the formation of ripples, bedding, surface markings, and soft sediment deformation.
 - 2. Explain possible sites for sediment concentrations by investigating glacial, desert, lacustrine, fluvial, deltaic, coastal, and oceanic basins.
 - 3. Explain physical separation and statistical analysis of grain size variations in the lab, and show students techniques for field projects.
 - 4. Present lab and field problems that require synthesis and critical thinking from students.
- B. Student Learning Outcomes and Evaluation. Upon course completion, the students will be able to:

Student Learning Outcomes	Evaluation
Reconstruct the processes and environments of formation from diagrams and identify bedding, sedimentary structures, surface markings, and ripples in lab samples and field outcrops	Exams and lab exercises
Operate laboratory equipment for the separation of grain sizes and apply statistical techniques to analyze the resultant graphs, diagrams, and numerical calculations	Lab reports and statistical analyses
Analyze hand samples to interpret provenance and depositional environments	Exams and lab exercises
Determine the depositional environment of lab samples, field locations, or analytical samples based on the diagrams, descriptions, and samples	Exams and field reports
Gather field and laboratory data, propose one or more hypotheses to explain the data, and justify hypotheses in class discussions	Field reports

IV. Course Evaluations

The course will be evaluated using lecture and laboratory exams, laboratory exercises, field exercises and reports, microscope and statistical analyses of sediments, and group research on sediments from unknown sites.

V. Course Level Justification

This course requires both geology and statistics prerequisites, and builds upon knowledge from previous curricula.

VI. Topical Course Outline

- A. Sedimentary Structures
 - 1. Hydrologic processes
 - 2. Grain sizes
 - 3. Bedding
 - 4. Ripples
 - 5. Tool marks
- B. Soft Sediment Deformation
 - 1. Concretions
 - 2. Bioturbation
- C. Depositional Environments
 - 1. Deserts and alluvial fans
 - 2. Lacustrine
 - 3. Fluvial and deltaic
 - 4. Glacial and glacial marine
 - 5. Coastal, shelf, and deep marine environments
- D. Lab Group Research Project
 - 1. Assorted samples and sediment analysis
 - 2. Gravel analysis
 - 3. Sand analysis
 - 4. Pipette analysis

5. Research of unknown sand and aeolian samples

E. Local Field Sedimentary Sections

1. Turbidites
2. Glacial lacustrine
3. Glacial outwash
4. Aeolian

VII. Suggested Text

Boggs, S., 2012, Principles of Sedimentology and Stratigraphy, Prentice-Hall, N.J., 726 p.

VIII. Bibliography

Collinson, J.D. and Thompson, D.B., 2002, Sedimentary Structures, Allen and Unwin, London, 194 p.

Davis, R. A., 2005, Depositional Systems, Prentice-Hall, N.J., 604 p.

Leeder, M.J., 1999, Sedimentology: Process and Product, Chapman and Hall, London, 344 p.

Leeder, M., 2003, Sedimentology and Sedimentary Basins, Blackwell, London, 592 p.

Nichols, G., 2009, Sedimentology and Stratigraphy, Wiley-Blackwell, West Sussex, 419 p.

Reineck, H. and Singh, I.H., 1986, Depositional Sedimentary Environments, Springer-Verlag, Berlin, 551 p.



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 A431	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Stratigraphy																					
Abbreviated Title for Transcript (30 character)																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits																		
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<table border="1" style="width:100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width:35%;">Impacted Program/Course</th> <th style="width:20%;">Catalog Page(s) Impacted</th> <th style="width:20%;">Date of Coordination</th> <th style="width:25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Geological Sciences BS</td> <td>103-105</td> <td>2/28/13</td> <td>LeeAnn Munk</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. Geological Sciences BS	103-105	2/28/13	LeeAnn Munk	2.				3.			
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15. Course Description (suggested length 20 to 50 words) Introduction to concepts and applications in stratigraphic analyses. Includes concepts of lithostratigraphy, magnetostratigraphy, biostratigraphy, chronostratigraphy, seismic stratigraphy, and sequence stratigraphy. Discussion of the completeness of the stratigraphic record and the North American Stratigraphic Code.																					
16a. Course Prerequisite(s) (list prefix and number) GEOL A430		16b. Test Score(s)		16c. Co-requisite(s) (concurrent enrollment required)																	
16d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) Junior standing																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course																			
19. Justification for Action The Department is making a curriculum change to this course. One class is being separated into three because this topic needs more coverage.. This change will bring the program into line with other geology programs nationwide.																					

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
Initiator (TYPE NAME)			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
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<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

**Course Content Guide
University of Alaska Anchorage**

**GEOL A431
Stratigraphy**

I. Date of Initiation: Spring 2013

II. Course Information

- A. College or School: CAS
- B. Course Subject: Geological Sciences
- C. Course Number: GEOL A431
- D. Number of Credits: 3.0 (3+0)
- E. Course Title: Stratigraphy
- F. Grading Basis: A-F
- G. Course Description: Introduction to concepts and applications in stratigraphic analyses. Includes lithostratigraphy, magnetostratigraphy, biostratigraphy, chronostratigraphy, hydrostratigraphy, seismic stratigraphy, sequence stratigraphy, and basin analysis. Discussion of the completeness of the stratigraphic record, and the North American Stratigraphic Code.
- H. Course Prerequisites: GEOL A430
- I. Restrictions: Junior standing
- J. Fees: Yes

III. Instructional Goals and Student Learning Outcomes

- A. Instructional Goals. The instructor will:
 - 1) Introduce concepts and methodologies of stratigraphic analysis.
 - 2) Provide application based stratigraphic exercises that will develop critical thinking skills.
 - 3) Provide special focus on the completeness of the stratigraphic record and proper use of the North American Stratigraphic Code.
- B. Student Learning Outcomes. Upon course completion, the students will be able to:

Student Learning Outcomes	Evaluation
Perform stratigraphic analysis	Exercises and exams
Define the utility and limitation of different stratigraphic techniques	Exercises and projects
Develop skills required to utilize multiple types of data to address a research question in stratigraphic correlation	Student presentation

IV. Course Evaluation

Students will be evaluated based on homework assignments, laboratory exercises, exams, a literature review paper and an oral presentation.

V. Course Level Justification

This course will introduce basic concepts in stratigraphy and the utility of the stratigraphic record. Students must have a firm background in sedimentology, depositional systems, and historical geology in order to effectively utilize stratigraphic concepts and techniques. Critical thinking skills and sufficient background knowledge in sedimentology is a necessity as stratigraphic techniques require students to interpret data in both spatial and temporal contexts.

VI. Topical Course Outline

A. Lithostratigraphy

- 1) Stratigraphic contacts
- 2) Sedimentary facies
- 3) Walther's Law
- 4) North American Stratigraphic Code
- 5) Correlation of lithostratigraphic unit

B. Magnetostratigraphy

- 1) Remnant magnetism
- 2) Magnetic polarity time scale
- 3) Classification of magnetostratigraphic units
- 4) Applications of magnetostratigraphy

C. Biostratigraphy

- 1) Stratigraphic subdivision from fossils
- 2) Biostratigraphic Units
- 3) Biostratigraphic Zonation
- 4) Biocorrelation

D. Chronostratigraphy

- 1) Geologic time units
- 2) Geologic time scale
- 3) Radiochronology
- 4) Chronocorrelation
- 5) Event Stratigraphy

E. Hydrostratigraphy

- 1) Hydrofacies development
- 2) Correlation of hydrostratigraphic units
- 3) Groundwater resource development

F. Seismic Stratigraphy

- 1) Principles of seismic methods
- 2) Seismic facies
- 3) Seismic stratigraphic correlation

G. Sequence Stratigraphy

- 1) Fundamental concepts and models
- 2) Sequence stratigraphic data

- 3) Applications to depositional systems
- 4) Applications to petroleum exploration

VI. Suggested Text(s)

Boggs, Jr., S., 2012, Principles of Sedimentology and Stratigraphy, 4th Edition: Upper Saddle River, Prentice Hall, 662 p.

Catuneanu, O., 2006, Principles of Sequence Stratigraphy: Italy, Elsevier, 387 p.

VII. Bibliography

Ager, D.V., 1993, The Nature of the Stratigraphical Record, 3rd Edition: New York, Wiley, 166 p.

Allen, J.R.L., 2001, Principles of Physical Sedimentology: Caldwell, The Blackburn Press, 272 p.

Coe, A., Bosence, D., Church, K., Flint, S., Howell, J., and Wilson, C., 2002, The Sedimentary Record of Sea Level Change: Cambridge, Cambridge University Press, 288 p.

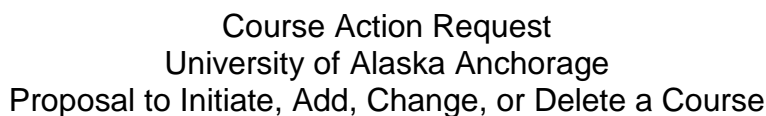
Emery, D., and Myers, K.J., editors, 1996, Sequence Stratigraphy: Oxford, Blackwell Science, 297 p.

Fichter, L.S. and Poché, D.J., 2001, Ancient Environments and the Interpretation of Geologic History, 3rd Edition, Upper Saddle River, Prentice-Hall, 309 p.

Nichols, G., 2009, Sedimentology and Stratigraphy, 2nd Edition: Oxford, Wiley-Blackwell, 432 p.

Payton, C.E., Editor, 1977, Seismic Stratigraphy-applications to hydrocarbon exploration, AAPG Memoir 26: Tulsa, The American Association of Petroleum Geologists, 516 p.

Williams, D.F., Lerche, I., and Full, W.E., 1988, Isotope Chronostratigraphy: Theory and Methods: San Diego, Academic Press, 345 p.

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Course Content Guide
University of Alaska Anchorage
Department of Geological Sciences

GEOL A432L
Sedimentary Petrology Laboratory

I. Date of Initiation: Spring 2013

II. Course Information:

- A) College or School: College of Arts and Sciences
- B) Course Title: Sedimentary Petrology Laboratory
- C) Course Subject/Number: GEOL A432L
- D) Credit Hours: 1
- E) Contact Time: (0+3)
- F) Grading Information: A-F
- G) Course Description: Introduction to clastic petrology, carbonate petrology, and sedimentary petrography. Emphasis on hand sample identification and petrographic techniques.
- H) Course Prerequisites: GEOL A321 and (GEOL A430 or concurrent enrollment)
- I) Restrictions: Junior standing
- J) Lab Fees: Yes

III. Instructional Goals and Student Learning Outcomes

A) Instructional Goals. The instructor will:

- 1) Introduce students to concepts of sedimentary petrology.
- 2) Demonstrate hand sample and petrographic techniques used to determine sedimentary rock petrogenesis.
- 3) Guide students to obtain and utilize petrological data to determine the origin and environment of deposition of sedimentary rocks.

B) Student Learning Outcomes. The students will:

Student Learning Outcomes	Evaluation
Identify unknown sedimentary rocks given sets of hand samples, thin sections, and a petrographic microscope	Lab reports and quizzes
Determine the petrogenesis of a sedimentary rock given petrologic data	Lab reports and final project
Construct stratigraphic correlations using petrologic data	Lab reports and final project

IV. Course Activities

The course will consist of brief introductory lectures, lab work, and group work facilitated by the instructor.

V. Methods of Assessment

- A) Lab reports consist of completing lithologic descriptions of thin sections, completing lithologic descriptions of hand samples, and determining petrogenesis of samples.
- B) Quizzes consist of identifying a suite of unknown thin sections and hand samples.
- C) Final Project includes working in groups to identify unknown sedimentary samples, constructing stratigraphic correlations, and interpreting petrologic data.

VI. Course Level Justification

This course is designed to refine basic skills learned in introductory geology courses and build on advanced geological skills learned in GEOL 321, 340 and 341.

VII. Topical Course Outline

- A) Siliciclastic rocks
 - 1) Conglomerates
 - 2) Sandstones
 - 3) Mudrocks
- B) Carbonate Rocks
 - 1) Limestones
 - 2) Dolomites
- C) Other Rocks
 - 1) Siliceous
 - 2) Evaporites

VIII. Suggested Texts

Boggs, S., Jr., 2012. Principles of Sedimentology and Stratigraphy of 4th ed., Pearson Prentice-Hall, 662p.

IX. Bibliography

Cummins, W.A., 1962, The greywacke problem: Liverpool-Manchester Geological Journal, v. 3, p. 51-72.

Dickinson, W.R., 1970, Interpreting detrital modes of greywacke and arkose; Journal of Sedimentary Petrology, v. 40, p. 695-707.

Dickinson, W.R., and Suczek, C.A. 1979, Plate tectonics and sandstone compositions: American Association of Petroleum Geologists Bulletin, v. 63, p. 2164-2182.

Harris, P.M., Ellis, J., Purkis, S. 2010, Delineating and quantifying depositional facies patterns of a modern carbonate sand deposits on Great Bahama Bank: Society of Economic Paleontologists and Mineralogists, DVD.

Trop, T.M., Szuch, D.A., Rioux, M., Blodgett, R.B. 2005, Sedimentology and provenance of the upper Jurassic Naknek Formation, Talkeetna Mountains, Alaska: Bearings on the accretionary tectonic history of the Wrangellia composite terrane. GSA Bulletin, v. 117, p. 570-588.



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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department ME	
2. Course Prefix ES	3. Course Number A346	4. Previous Course Prefix & Number ES A346	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Introduction to Thermodynamics <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
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13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. BSE ME		11/13/2013		Jeff Hoffman	
2.					
3.					
Initiator Name (typed): <u>Jennifer M. Brock</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: _____ <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: _____		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Fundamental principles and elementary applications of thermodynamics, including the first and second laws of thermodynamics, thermodynamic systems, properties, processes and cycles.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A201 and (CHEM A106 or PHYS A211) with a minimum grade of C.			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard engineering course fee.			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This CCG was last updated in 2005. In addition to updating the course description, title and prerequisites, the CCG has been updated.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"><u>Jennifer McFerran Brock</u></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME)</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div style="border-bottom: 1px solid black; width: 40%;">Department Chair</div> <div style="border-bottom: 1px solid black; width: 40%;">Date</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div style="border-bottom: 1px solid black; width: 40%;">College/School Curriculum Committee Chair</div> <div style="border-bottom: 1px solid black; width: 40%;">Date</div> </div> </div> <div style="width: 45%;"> <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div style="border-bottom: 1px solid black; width: 40%;">Dean/Director of School/College</div> <div style="border-bottom: 1px solid black; width: 40%;">Date</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div style="border-bottom: 1px solid black; width: 40%;">Undergraduate/Graduate Academic Board Chair</div> <div style="border-bottom: 1px solid black; width: 40%;">Date</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div style="border-bottom: 1px solid black; width: 40%;">Provost or Designee</div> <div style="border-bottom: 1px solid black; width: 40%;">Date</div> </div> </div> </div>					

COURSE CONTENT GUIDE

University of Alaska Anchorage, School of Engineering

ES A346

Introduction to Thermodynamics

1. Change Date 16 October 2013

2. Course Information

A. College	School of Engineering (EN)
B. Course Prefix	ES
C. Course Number	A346
D. Number of Credits and Contact Hours	Number of Credits: 3 Contact Hours: 3+0
E. Course Title	Introduction to Thermodynamics
F. Grading Basis	A-F
G. Implementation Date	Fall 2014
H. Course Description	Fundamental principles and elementary applications of thermodynamics, including the first and second laws of thermodynamics, thermodynamic systems, properties, processes and cycles.
I. Course Prerequisites	MATH A201 and (CHEM A106 or PHYS A211) with a minimum grade of C.
J. Course Fee	Yes, standard engineering course fee.

3. Course Level Justification

This course introduces the study of thermodynamics at a fundamental level, concentrating on properties, processes and simple thermodynamic cycles. It is intended for students who have advanced to a sufficient level in their studies of mathematics and the physical sciences, but at the same time is considered a foundational, entry-level course for engineering students.

4. Instructional Goals

The instructor will

1. Introduce thermodynamic properties of matter and the energy and mass transfer processes that cause these properties to change.
2. Provide a thorough introduction to the first and second laws of thermodynamics.

3. Introduce basic thermodynamic cycles and their applications for power generation and refrigeration.
4. Introduce psychrometric processes and the psychrometric chart.
5. Emphasize the importance of approaching engineering problems in a systematic manner.

5. Student Learning Outcomes and Assessment Methods

Students will be evaluated using a variety of tools at the instructor's discretion which may include but are not limited to those listed below:

Student Learning Outcome	Assessment Method
Upon completion of this course, students should be able to:	
1. Determine thermodynamic properties of substances.	Homework assignments, projects, quizzes, midterm exams, in-class presentations, and a final/comprehensive exam
2. Apply the first law of thermodynamics to both closed and open systems.	Homework assignments, projects, quizzes, midterm exams, in-class presentations, and a final/comprehensive exam
3. Apply the second law of thermodynamics to both closed and open systems.	Homework assignments, projects, quizzes, midterm exams, in-class presentations, and a final/comprehensive exam
4. Analyze thermodynamic cycles for both power generation and refrigeration.	Homework assignments, projects, quizzes, midterm exams, in-class presentations, and a final/comprehensive exam
5. Analyze psychrometric processes.	Homework assignments, projects, quizzes, midterm exams, in-class presentations, and a final/comprehensive exam
6. Approach engineering problem solutions in a systematic manner and communicate the steps of the analysis clearly.	Homework assignments, projects, quizzes, midterm exams, in-class presentations, and a final/comprehensive exam

6. Topical Course Outline

This course will cover a variety of topics related to heat transfer, which may include but are not limited to:

1. Introductory concepts
 - a. Thermodynamic properties
 - b. Energy transfer
2. First law of thermodynamics

3. Second law of thermodynamics
4. Power generation cycles
5. Refrigeration cycles
6. Atmospheric air and psychrometrics

7. Suggested Texts

Cengel Y.A. and Boles M.A. Thermodynamics: An Engineering Approach, 7th Ed., New York, NY: McGraw-Hill, 2011.

8. Bibliography

Cengel Y.A. and Ghajar A.J. Heat and Mass Transfer: Fundamentals and Applications, 4th Ed., New York, NY: McGraw-Hill, 2007.

Moran M.J. and Shapiro H.N. Fundamentals of Engineering Thermodynamics, 7th Ed., New York, NY: John Wiley & Sons, Inc., 2011.



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 Civil Engineering	
2. Course Prefix AE	3. Course Number A403	4. Previous Course Prefix & Number CE A403	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Arctic Engineering Arctic Engineering <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Spring/2015 To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with AE A603 _____ <small>Signature</small> Cross-Listed Coordination		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. BS of Civil Engineering		254	1/24/2014	Osama Abaza	
2. BS of Construction Management		223	2/4/2014	Jeffrey Callahan	
3. BS of Engineering, EE/ME		260, 261	12/6/2013	Jens Munk/Jeff Hoffman	
Initiator Name (typed): <u>Hannele Zubeck</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/4/2014</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>2/4/2014</u>		
14. General Education Requirement <i>Mark appropriate box:</i>			<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone		
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces students to a broad spectrum of engineering challenges unique to cold regions. Physical principles and practical data collection methods, analyses, designs, and construction methods are discussed. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) N/A		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) Upper class standing in an accredited undergraduate program in engineering or construction management.			
17. <input checked="" type="checkbox"/> Mark if course has fees CoEng fee		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.					
Initiator (faculty only) <u>Hannele Zubeck</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date			<input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chairperson _____ Date <input type="checkbox"/> Disapproved		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date		

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

- A. College: College of Engineering
- B. Course Title: Arctic Engineering
- C. Course Subject/Number: AE A403
- D. Credit Hours: 3.0
- E. Contact: 3+0
- F. Grading Information: A-F
- G. Course Description: Introduces students to a broad spectrum of engineering challenges unique to cold regions. Physical principles and practical data collection methods, analyses, designs, and construction methods are discussed. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.
- H. Status of course relative to degree or certificate program: Applies to the BS programs in Civil Engineering, Engineering with Mechanical and Electrical Engineering concentrations, and Construction Management.
- I. Lab Fees: CoEng Fee
- J. Coordination: UAA/CoEng/CE faculty list serves
- K. Course Prerequisites: NA
- L. Registration Restrictions: Upper class standing in an accredited undergraduate program in engineering or construction management.

III. Course Activities

Faculty presentations, homework assignments, exams and class discussions.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments and exams.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that of upper class standing in engineering or construction management programs.

VI. Course Outline

- Global Perspectives and Climate Change
- Units of Measure and Heat Transfer
- Ice Engineering
- Snow Engineering
- Frozen Ground Engineering
- Arctic Roads
- Arctic Buildings
- Arctic Utilities
- Arctic Construction
- Mechanical and Electrical Engineering Issues in Cold Regions
- Winter Safety and Survival

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Introduce the students to a variety of Arctic Engineering issues and prepare them for further study in each topic in the course outline.
2. Provide students with understanding and skills to evaluate the effects of ice, snow and freezing temperatures on the design and construction of arctic buildings and infrastructure.
3. Provide students with understanding and skills to include climate variation conditions in arctic design.
4. Provide students with understanding and skills to calculate basic heat transfer and moisture migration in buildings.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Include climate variation considerations in arctic designs.	Homework assignments and exams
2. Conduct basic heat transfer calculations with an ability to convert units of measure.	Homework assignments and exams
3. Evaluate the effects of ice and snow on arctic infrastructure.	Homework assignments and exams
4. Evaluate the effects of ground freezing on foundations and roads.	Homework assignments and exams
5. Evaluate the effects of freezing air temperatures and snow on building design.	Homework assignments and exams
6. Avoid design failures of arctic utilities due to arctic conditions.	Homework assignments and exams
7. Evaluate the effects of arctic conditions on construction, winter safety and survival.	Homework assignments and exams
8. Use psychrometric chart and calculate moisture migration in structures.	Homework assignments and exams
9. Evaluate the effects of arctic conditions on electrical engineering projects.	Homework assignments and exams

VIII. Suggested Text

No suggested text. References are drawn from the professional literature and equivalent online sources of technical information, such as data from the NOAA's National Climatic Data Center and manuals from the ERDC/CRREL USA Corps of Engineers (e.g. 2002. *Engineering and Design: Ice Engineering*. U.S. Army Corps of Engineers Engineer Manual 1110-2-1612.)

IX. Bibliography and Resources

1. AIA Alaska, 2004. *Northern Building Design*, American Institute of Architects, Anchorage, AK.
2. Andersland, O. and Ladanyi, B., 2004. *Frozen Ground Engineering*, 2nd Ed., ASCE Press, Reston, VA.
3. Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering*, ASCE Press, Reston, VA.
4. Eranti, E., and Lee, G., 2000. *Cold Region Structural Engineering*, McGraw-Hill, New York, NY.
5. Freitag, D. and McFadden, T., 1997. *Introduction to Cold Regions Engineering*, ASCE Press, Reston, VA. [Classic text].
6. *Journal of Cold Regions Engineering*, ASCE Press, Reston, VA.
7. Rice, E., 1996. *Building in the North*, University of Alaska, Fairbanks, Alaska. [Classic text].
8. Smith, D., Editor, 1996. *Cold Regions Utilities Monograph*, 3rd Ed., ASCE Press, Reston, VA. [Classic text]



Course Action Request

University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division No Division Code		1c. Department Civil Engineering																	
2. Course Prefix AE	3. Course Number A603	4. Previous Course Prefix & Number CE A603	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
6. Complete Course Title Arctic Engineering Arctic Engineering Abbreviated Title for Transcript (30 character)																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div> </div> </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits <hr/> 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG <hr/> 11. Implementation Date semester/year From: Spring/2015 To: 99/9999 <hr/> 12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with AE A403 _____ Signature Cross-Listed Coordination																		
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16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) Graduate standing with a baccalaureate degree in engineering. No previous credit for CE/AE A403.																			
17. <input checked="" type="checkbox"/> Mark if course has fees CoEng fee		18. <input type="checkbox"/> Mark if course is a selected topic course																			
19. Justification for Action For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.																					
<table style="width:100%; border: none;"> <tr> <td style="width: 45%; vertical-align: top;"> Initiator (faculty only) <u>Hannele Zubeck</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson </td> <td style="width: 5%; vertical-align: top; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="width: 50%; vertical-align: top;"> _____ Dean/Director of School/College _____ Undergraduate/Graduate Academic Board Chairperson _____ Provost or Designee </td> </tr> <tr> <td style="text-align: right; font-size: small;">Date</td> <td></td> <td style="text-align: right; font-size: small;">Date</td> </tr> <tr> <td style="text-align: right; font-size: small;">Date</td> <td></td> <td style="text-align: right; font-size: small;">Date</td> </tr> </table>						Initiator (faculty only) <u>Hannele Zubeck</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ Dean/Director of School/College _____ Undergraduate/Graduate Academic Board Chairperson _____ Provost or Designee	Date		Date	Date		Date							
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Date		Date																			
Date		Date																			

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 20, 2014

II. Course Information

- | | | |
|----|---|--|
| A. | College: | College of Engineering |
| B. | Course Title: | Arctic Engineering |
| C. | Course Subject/Number: | AE A603 |
| D. | Credit Hours: | 3.0 |
| E. | Contact: | 3+0 |
| F. | Grading Information: | A-F |
| G. | Course Description: | Introduces students to a broad spectrum of engineering challenges unique to cold regions. Physical principles and practical data collection methods, analyses, designs, and construction methods are discussed. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study. Students must submit a research paper. |
| H. | Status of course relative to degree or certificate program: | Applies to the MS program in Arctic Engineering, and BS program in Engineering, with Mechanical and Electrical concentrations. |
| I. | Lab Fees: | CoEng fee |
| J. | Coordination: | UAA/CoEng/CE faculty list serves |
| K. | Course Prerequisites: | NA |
| L. | Registration Restrictions: | Graduate standing with a baccalaureate degree in engineering. No previous credit for CE/AE A403. |

III. Course Activities

Faculty presentations, homework assignments, exams, class discussions and activities relating to course's term paper conference.

IV. Evaluation

Evaluation procedures are at the discretion of the instructor and will be disclosed during the first class in the semester. Students will be evaluated on homework assignments, exams and term paper.

V. Course Level Justification

Presentations and reading will include advanced scientific and engineering topics that require a background in math and science equivalent to that obtained in a bachelor's degree in engineering.

VI. Course Outline

- Global Perspectives and Climate Change
- Units of Measure and Heat Transfer
- Ice Engineering
- Snow Engineering
- Frozen Ground Engineering
- Arctic Roads
- Arctic Buildings
- Arctic Utilities
- Arctic Construction
- Mechanical and Electrical Engineering Issues in Cold Regions
- Winter Safety and Survival
- Presenting research results

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will

1. Introduce the students to a variety of Arctic Engineering issues and prepare them for further study in each topic in the course outline.
2. Provide students with understanding and skills to evaluate the effects of ice, snow and freezing temperatures on the design and construction of arctic buildings and infrastructure.
3. Provide students with understanding and skills to include climate variation conditions in arctic design.
4. Provide students with understanding and skills to calculate basic heat transfer and moisture migration in buildings.
5. Explain how to prepare conference papers.

B. Student Learning Outcomes. After successful completion of the course, the students will be able to:

Student Learning Outcomes	Assessment Procedures
1. Include climate variation considerations in arctic designs.	Homework assignments, exams and term paper.
2. Conduct basic heat transfer calculations with an ability to convert units of measure.	Homework assignments, exams and term paper.
3. Evaluate the effects of ice and snow on arctic infrastructure.	Homework assignments, exams and term paper.
4. Evaluate the effects of ground freezing on foundations and roads.	Homework assignments, exams and term paper.
5. Evaluate the effects of freezing air temperatures and snow on building design.	Homework assignments, exams and term paper.
6. Avoid design failures of arctic utilities due to arctic conditions.	Homework assignments, exams and term paper.

7. Evaluate the effects of arctic conditions on construction, winter safety and survival.	Homework assignments, exams and term paper.
8. Use psychrometric chart and calculate moisture migration in structures.	Homework assignments, exams and term paper.
9. Evaluate the effects of arctic conditions to electrical engineering projects.	Homework assignments, exams and term paper.
10. Author papers acceptable for publication.	Term paper.

VIII. Suggested Text

No suggested text. References are drawn from the professional literature and equivalent online sources of technical information, such as data from the NOAA's National Climatic Data Center and manuals from the ERDC/CRREL USA Corps of Engineers (e.g. 2002. *Engineering and Design: Ice Engineering*. U.S. Army Corps of Engineers Engineer Manual 1110-2-1612.)

IX. Bibliography and Resources

1. AIA Alaska, 2004. *Northern Building Design*, American Institute of Architects, Anchorage, AK.
2. Andersland, O. and Ladanyi, B., 2004. *Frozen Ground Engineering*, 2nd Ed., ASCE Press, Reston, VA.
3. Doré, G. and Zubeck, H., 2009. *Cold Regions Pavement Engineering*, ASCE Press, Reston, VA.
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7. Smith, D. (Editor), 1996. *Cold Regions Utilities Monograph*, 3rd Ed., ASCE Press, Reston, VA. [Classic text].
8. Rice, E., 1996. *Building in the North*, University of Alaska, Fairbanks, AK. [Classic text].

To: John Mun, CAS Academic Coordinator
 From: Nelta Edwards, Associate Professor of Sociology
 Re: Changes to the Sociology Minor
 Date: April 1, 2013

We are changing the Sociology minor from A to B. See table below. We believe that model B better meets the needs of students who may be looking for a minor and reflects current departmental strengths. We are changing the number of credits required from 21 to 18 because 18 credits is sufficient for a minor in Sociology.

A. Old Sociology Minor	cr	B. New Sociology Minor	cr
SOC A101 Introduction to Sociology	3	SOC A101 Introduction to Sociology	3
SOC/PS A361 Social Science Research Methods	3	Either 1. SOC A201: Social Problems and Solutions OR 2. SOC A251: Crime and Delinquency	3
SOC A402 Social Theory	3	Either 1. SOCA309: Urban Sociology OR 2. SOC A363: Social Stratification OR 3. SOC A380: Globalization	3
Upper Division Sociology electives	6	Sociology electives, 6 of which must be Upper Division	9
Sociology electives, any level	6		
Total Credits	21		18



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. Department Sociology		
2. Complete Program Title/Prefix Sociology Minor/SOC			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Minor CHOOSE ONE			
This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Spring/2015 To: 9999/99			
6a. Coordination with Affected Units Department, School, or College: CAS Initiator Name (typed): Nelta Edwards Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 4/4/2013			
6c. Coordination with Library Liaison Date: 4/4/2013			
7. Title and Program Description - Please attach the following: <div style="text-align: center;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function </div>			
8. Justification for Action Adjusting the Sociology minor to meet students needs, align with the departmental mision and draw on the strengths of the current faculty			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Initiator (faculty only) _____ Date _____ Nelta Edwards Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </td> </tr> </table>		Initiator (faculty only) _____ Date _____ Nelta Edwards Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____
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Minor, Sociology

Students majoring in another subject who wish to minor in Sociology must complete the following requirements. A total of 18 credits is required for the minor.

SOC A101	Introduction to Sociology	3	
Complete one of the following:			
1. SOC A201: Social Problems and Solutions OR			
2. SOC A251: Crime and Delinquency		3	
Complete one of the following:			
1. SOCA309: Urban Sociology OR			
2. SOC A363: Social Stratification OR			
3. SOC A380: Globalization		3	
Sociology electives, 6 credits of which of which must be Upper Division			9

Minor, Sociology

Students majoring in another subject who wish to minor in Sociology must complete the following requirements. A total of ~~24~~18 credits is required for the minor.

SOC A101 Introduction to Sociology 3

~~SOC/PS A361 Social Science Research Methods 3~~

~~SOC A402 Social Theory 3~~

~~Either Complete one of the following:~~

~~1. SOC A201: Social Problems and Solutions OR~~

~~2. SOC A251: Crime and Delinquency 3~~

~~Either Complete one of the following:~~

~~1. SOCA309: Urban Sociology OR~~

~~2. SOC A363: Social Stratification OR~~

~~3. SOC A380: Globalization 3~~

~~Upper division Sociology electives 6~~

~~Sociology electives, any level 6~~

~~Sociology electives, 6 credits of which of which must be Upper Division 9~~

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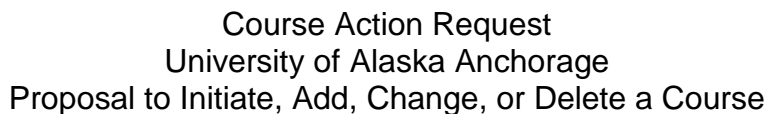
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated March 18, 2014

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Alaska Native Business Management Minor
Course Title: Introduction to Alaska Native Business
Course Number: BA A201
Credits: 1
Contact Hours: 1 per week x 15 weeks = 15 hours
0 lab hours
Grading Basis: A-F
Course Description: Introduces students to Alaska Native Claims Settlement Act (ANCSA) and Native business organizations. Examines career opportunities within these organizations.
Prerequisites: (ENGL A111 or ENGL A1W) with a minimum grade of C
Registration Restrictions: N/A
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Alaska Native leader panel
- D. Alaska Native leader personal stories
- E. Group exercises
- F. Site visits
- G. Speed mentoring

IV. Course Level Justification

This is an introductory level class providing a basic introduction to Alaska Native corporations.

V. Course Outline

- A. Introduction to ANCSA
- B. Introduction to Corporate Governance
- C. Alaska Native Leadership
- D. Business Etiquette
- E. Career Exploration

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Discuss the impact of ANCSA.
2. Introduce different forms of Alaska Native business organizations, to include for profit, non-profit, and governmental.
3. Explain business structures and inter-relationships of Alaska Native regional and village corporations.
4. Discuss various employment opportunities available with Alaska Native corporations.
5. Introduce students to Alaska Native corporation leaders, mentors, and various career opportunities.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Explain ANCSA and how it impacted the development of Alaska Native organizations.	Final paper
2. Identify various employment opportunities within the Alaska Native organizations.	Final paper
3. Interact with Alaska Native corporation leaders.	Attendance and participation in various events/activities; final paper

VII. Suggested Text

N/A

VIII. Bibliography

Poe, Bob. (2013). *Economic impact report 2009 – 2013 ANCSA Regional Association*.

Instructional materials from www.alaskool.org will be utilized. Alaskool is a product of the Alaska Native Curriculum and Teacher Development Project. ANCTD brings together teams of teachers, elders, and community members in various parts of Alaska with university-based specialists to develop curricula on Alaska Native studies and language that is available to all schools through the internet or on CD. The project is supported by a grant from the U.S. Department of Education.

Various Articles. (2013, September and October). *Alaska Business Monthly*. Anchorage: Alaska Business Publishing Co., Inc.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA													
2. Course Prefix BA	3. Course Number A202	4. Previous Course Prefix & Number BA A290A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Alaska Native Organizations <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats 0 Max Credits N/A 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2014 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Courtesy Coordination</td> <td>01-28-2014</td> <td>Ed Forrest</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Courtesy Coordination	01-28-2014	Ed Forrest	2.			3.		
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1. Courtesy Coordination	01-28-2014	Ed Forrest															
2.																	
3.																	
Initiator Name (typed): <u>Sharon Lind</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>02/17/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/17/2014</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) Overview of the Alaska Native Claims Settlement Act (ANCSA) and amendments. Introduction to Alaska Native-focused organizations including health organizations, regional corporations, village corporations, Community Development Quota (CDQ) groups, non-profit economic development organizations, tribes, etc. Includes insights into organizational missions, goal-setting strategies, and management approaches.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) BA A201 with a minimum grade of C		16b. Co-requisite(s) (concurrent enrollment required) NA															
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16d. Registration Restriction(s) (non-codable) N/A															
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee		18. <input type="checkbox"/> Mark if course is a selected topic course															
19. Justification for Action This course is currently being taught as a special topic: "AK Native Business Practices" and needs a permanent course number due to demand. It will be required for the Alaska Native Business Management minor.																	

<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>		<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>	
<div><div>Initiator (faculty only)</div><div>Sharon Lind</div><div>Initiator (TYPE NAME)</div></div>		<div><div>Dean/Director of School/College</div><div></div></div>	
<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>		<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>	
<div><div>Department Chair</div><div></div></div>		<div><div>Undergraduate/Graduate Academic Board Chair</div><div></div></div>	
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<div><div>College/School Curriculum Committee Chair</div><div></div></div>		<div><div>Provost or Designee</div><div></div></div>	

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

I. Date Initiated March 18, 2014

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Alaska Native Business Management Minor
Course Title: Alaska Native Organizations
Course Number: BA A202
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours

Grading Basis: A-F

Course Description: Overview of the Alaska Native Claims Settlement Act (ANCSA) and amendments. Introduction to Alaska Native-focused organizations including health organizations, regional corporations, village corporations, Community Development Quota (CDQ) groups, non-profit economic development organizations, tribes, etc. Includes insights into organizational missions, goal-setting strategies, and management approaches.

Prerequisite: BA A201 with a minimum grade of C

Registration Restrictions: N/A

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Guest speakers

IV. Course Level Justification

This course expands upon the material presented in BA A201.

V. Course Outline

- A. ANCSA
 - 1. History
 - 2. Organizations formed as a result of the Act
 - 3. Major concepts and terminology from the Act
- B. Alaska Native Organizations
 - 1. Alaska Native health organizations
 - 2. Regional corporations

3. Village corporations
4. Alaska Native corporation subsidiaries
5. CDQ groups
6. Non-profit economic development organizations
7. Tribes
8. State and federal agencies with an Alaska Native focus.
9. Interaction among organizations with an Alaska Native focus.

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:	
1. Explain the history of ANCSA and its amendments.	
2. Empower students to participate in class discussions, and various in-class activities and exercises that are designed to provide students with a working knowledge of the concepts covered.	
3. Guide students through journaling and documenting and sharing their thoughts.	
4. Provide students with opportunities to interact with staff from a variety of organizations with an Alaska Native focus.	

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Identify and interpret the major components of the Alaska Native Claims Settlement Act, the amendments to the Act, and know the terminology of these components.	Journals, homework and in-class exercises
2. Explain the missions, roles, and characteristics of Alaska Native regional and village corporations established as a result of the Act.	Journals, homework and in-class exercises
3. Identify and differentiate the missions, roles, and characteristics of the various Alaska Native organizations.	Essays, in-class exercises, journals and attendance
4. Demonstrate an understanding of the different management styles and processes of Alaska Native-focused organizations.	Essays, in-class exercises, journals and attendance.

VII. Suggested Text

Hensley, W. L. (2009). *Fifty miles from tomorrow*. New York, NY: Picador.

VIII. Bibliography

Instructional materials from www.alaskool.org will be utilized. Alaskool is a product of the Alaska Native Curriculum and Teacher Development Project. ANCTD brings together teams of teachers, elders, and community members in various parts of Alaska with university-based specialists to develop curricula on Alaska Native studies and language that is available to all schools through the internet or on CD.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA													
2. Course Prefix BA	3. Course Number A401	4. Previous Course Prefix & Number BA A490	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Alaska Native Corporation Business Management AK Native Corp Business Mgt <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats 0 Max Credits N/A														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2014 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Courtesy Coordination</td> <td>01-28-14</td> <td>Ed Forrest</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Courtesy Coordination	01-28-14	Ed Forrest	2.			3.		
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Initiator Name (typed): <u>Sharon Lind</u> Initiator Signed Initials: _____ Date: _____																	
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) Covers the history, development, and management of Alaska Native corporations and their economic and social impact on Alaska. Compares Native and non-Native corporate structures and governance; strategies, goals, and core competencies; management practices and performance; and future challenges.																	
16a. Course Prerequisite(s) (list prefix and number or test code and score) BA A202 with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required) NA														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.														
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action To make a selected topics course a permanent course in response to demand. This course will be required for the Minor in Alaska Native Business Management.																	

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Sharon Lind</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved	Undergraduate/Graduate Academic	Date
<input type="checkbox"/> Disapproved	Department Chair	Date	<input type="checkbox"/> Disapproved	Board Chair	
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	College/School Curriculum Committee Chair	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

I. Date Initiated March 18, 2014

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Alaska Native Business Management Minor
Course Title: Alaska Native Corporation Business Management
Course Number: BA A401
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
Grading Basis: A-F
Course Description: Covers the history, development, and management of Alaska Native corporations and their economic and social impact on Alaska. Compares Native and non-Native corporate structures and governance; strategies, goals, and core competencies; management practices and performance; and future challenges.
Prerequisite: BA A202 with minimum grade of C.
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Guest speakers

IV. Course Level Justification

This course expands upon the material presented in BA A202. This upper-division course expects students to be familiar with the Alaska Native Claims Settlement Act (ANCSA).

V. Course Outline

- A. ANCSA overview
- B. Alaska Native corporation (ANC) business model and mission
- C. ANC topics
 - 1. History and legal framework
 - 2. Corporate governance
 - 3. Decision making models
 - 4. 8(a) government contracting

5. Shareholders
6. Net operating losses (NOL's)
7. 7(i) sharing
- D. ANC relationships
 1. Regional corporations
 2. Village corporations
 3. ANC subsidiaries
- E. Alaska Native tribes versus ANCs
- F. Alaska Native tribes versus reservations
- G. ANC executive leadership
- H. ANCs versus non-Native corporations

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:	
1. Present the history, development, and management of Alaska Native organizations.	
2. Empower students to participate in class discussions, facilitate debates, and present in-class activities and exercises designed to build a foundational knowledge of the various ANC structures, missions, and management issues.	
3. Challenge students to debate both sides of controversial issues surrounding Alaska Native business practices and relationships.	
4. Provide interaction with various Alaska Native business leaders.	
5. Introduce students to a variety of current issues and challenges facing Alaska Natives.	
B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Compare and contrast the current issues and challenges facing ANCs.	Homework, essays, and journals
2. Compare and contrast ANCs with other models of Indigenous land reclamation.	Homework, essays, and journals
3. Describe the legislation and business practices that influenced current ANCs.	Homework, essays, in-class exercises, and journals
4. Differentiate between regional corporations, village corporations, tribes, and reservations.	Homework, in-class exercises, and journals
5. Present an objective view of a controversial issue centered on ANCs.	Semester presentation and paper

6. Interact with ANC executive leaders and present professional development outcomes.	Homework, essays, journals
---	----------------------------

VII. Suggested Text(s)

Arnold, Robert D. (1976). *Alaska Native land claims*. Anchorage, AK: Alaska Native Foundation.

VIII. Bibliography

Poe, Bob. (2013). *Economic impact report 2009 – 2013 ANCSA Regional Association*.

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA	
2. Course Prefix BA	3. Course Number A402	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Indigenous Leadership <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats 0 Max Credits N/A		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2014 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Courtesy Coordination		01-28-14		Ed Forrest	
2.					
3.					
Initiator Name (typed): <u>Sharon Lind</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/17/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/17/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Explores leadership styles in Alaska Native organizations. Compares and contrasts Indigenous and non-Native leadership characteristics.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) BA A202 Awith a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) NA		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) College of Business and Public Policy majors must be admitted to upper-division standing.		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This course is being added in response to the requests of the Native organizations. It will be required for the Minor in Alaska Native Business Management.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>					
Initiator (faculty only) <u>Sharon Lind</u> Initiator (TYPE NAME)		Date		Dean/Director of School/College Date	
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved Department Chair Date				<input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date	
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date				<input type="checkbox"/> Disapproved Provost or Designee Date	

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

I. Date Initiated March 18, 2014

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Alaska Native Business Management Minor
Course Title: Indigenous Leadership
Course Number: BA A402
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
Grading Basis: A-F
Course Description: Explores leadership styles in Alaska Native organizations. Compares and contrasts Indigenous and non-Native leadership characteristics.
Prerequisite: BA A202 with minimum grade of C.
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Guest speakers

IV. Course Level Justification

This is an advanced course in business administration that requires integration of knowledge acquired in 300- and 400-level business courses, and builds upon material presented in BA A202.

V. Course Outline

- A. Defining Leadership
- B. Defining Indigenous Leadership
- C. The Western Perspective of Leadership
- D. Leadership Figures in Alaska
- E. Alaska Native Leadership Styles
- F. Alaska Native Claims Settlement Act (ANCSA) Regional Association
- G. Self-Evaluation and Reflection
- H. Define Your Leadership Style

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Identify and discuss contributions of notable leaders in Alaska.
2. Explain various leadership styles including Indigenous and non-Native.
3. Facilitate student evaluation of self.
4. Facilitate students through the process of defining and communicating their leadership style.
5. Provide leader panels and moderate discussions with Indigenous and non-Native leaders.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Explain leadership concepts and styles.	Homework, essays, and journals
2. Define the characteristics of Indigenous leaders.	Exercises and journals
3. Identify and present personal leadership styles.	Exercises, paper, and presentation
4. Compare and contrast Indigenous and non-Native leadership styles.	Exercises, paper, and journals
5. Discuss how personality types affect leadership styles.	Exercises and presentation
6. Compare and contrast individual leadership styles and goals to both non-Native and Indigenous leadership styles.	Semester presentation and paper

VII. Suggested Text(s)

Bennis, W. (2009). *On becoming a leader*. New York, NY: Warren Bennis, Inc.

Gallagher, H. G. (2001). *Etok: A story of Eskimo power*. Clearwater, FL: Vandamere Press.

VIII. Bibliography

Poe, Bob. (2013). *Economic impact report 2009 – 2013 ANCSA Regional Association*.

Instructional materials from www.alaskool.org will be utilized. Alaskool is a product of the Alaska Native Curriculum and Teacher Development Project. ANCTD brings together teams of teachers, elders, and community members in various parts of

Alaska with university-based specialists to develop curricula on Alaska Native studies and language that is available to all schools through the internet or on CD. The project is supported by a grant from the U.S. Department of Education.

Various Articles. (2013, September and October). *Alaska Business Monthly*.
Anchorage: Alaska Business Publishing Co., Inc.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA	
2. Course Prefix BA	3. Course Number A403	4. Previous Course Prefix & Number	5a. Credits/CEUs 1	5b. Contact Hours (Lecture + Lab) (1+0)	
6. Complete Course Title Inside the Boardroom of Alaska Native Organizations AK Native Org Boards <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats 0 Max Credits N/A		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2014 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Courtesy Coordination		01-28-14		Ed Forrest	
2.					
3.					
Initiator Name (typed): <u>Sharon Lind</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/17/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/17/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Examines best practices and the roles and responsibilities of a board of directors. Explores the differences between various types of boards: tribal, Alaska Native corporation, for-profit, and non-profit.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) BA A401 with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required) NA		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Adding a new elective course for the Alaska Native Business Management minor.					
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____ </div> </div>					

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

I. Date Initiated March 18, 2014

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Alaska Native Business Management Minor
Course Title: Inside the Boardroom of Alaska Native Organizations
Course Number: BA A403
Credits: 1
Contact Hours: 1 per week x 15 weeks = 15 hours
0 lab hours
Grading Basis: A-F
Course Description: Examines best practices and the roles and responsibilities of a board of directors. Explores the differences between various types of boards: tribal, Alaska Native corporation, for-profit, and non-profit.
Prerequisites: BA A401 with a minimum grade of C.
Registration Restrictions: CBPP majors must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Guest Speakers

IV. Course Level Justification

This course expands upon the material presented in BA A401. This upper-division course expects students to be familiar with the Alaska Native Claims Settlement Act (ANCSA).

V. Course Outline

- A. Traditional Alaska Native Self-Governance
- B. Alaska Native Claims Settlement Act (ANCSA)
- C. Board Roles and Responsibility (For-Profit and Non-Profit)
- D. Bylaws and Articles of Incorporation
- E. Hiring the CEO
- F. Alaska Native Tribal Governance
- G. Cultural Differences of Alaska Native Corporation Boards
- H. Board Governance

- I. Board Committees
- J. Roberts Rules of Order
- K. Federal Indian Policy
- L. Politics and Public Policy
- M. Board Remuneration

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Conduct various in-class boardroom exercises and define boardroom best practices.
2. Discuss the roles of tribes and the characteristics of the tribal council, non-profit boards, for-profit boards, and Alaska Native corporation boards.
3. Provide opportunities for students to interact with existing board members.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Compare and contrast the various board of directors' governance structures.	In-class discussions, homework and essays
2. Define the roles and responsibilities of board members.	Homework , essays, in-class discussions, and journals
3. Describe the relationship between management and the board of directors.	Homework, essays, in-class discussions, in-class exercises, and journals
4. Describe the various board member job descriptions. Define committee roles and functions of a board of directors.	Homework, in-class exercises, and journals
5. Utilize the basics of Robert's Rules of Order to conduct the business of an organization in a boardroom setting through student role-play.	In-class exercises
6. Interact with board members of Alaska Native organizations.	In-class discussions, homework, and essays

VII. Suggested Texts

Lorsch, Jay (2012). *The future of boards: Meeting the governance challenges of the twenty-first century*. Watertown, MA: Harvard Business School Publishing Corporation.

Robert, H. (2012). *Robert's rules of order in plain and simple English*. Anaheim, CA: Bookcaps.

VIII. Bibliography

Arnold, Robert D. (1976). *Alaska Native land claims*. Anchorage, AK: Alaska Native Foundation.

Poe, Bob. (2013). *Economic impact report 2009 – 2013 ANCSA Regional Association*.

Instructional materials from www.alaskool.org will be utilized. Alaskool is a product of the Alaska Native Curriculum and Teacher Development Project. ANCTD brings together teams of teachers, elders, and community members in various parts of Alaska with university-based specialists to develop curricula on Alaska Native studies and language that is available to all schools through the internet or on CD. The project is supported by a grant from the U.S. Department of Education.

Various Articles. (2013, September and October). *Alaska Business Monthly*. Anchorage: Alaska Business Publishing Co., Inc.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA	
2. Course Prefix BA	3. Course Number A490B	4. Previous Course Prefix & Number	5a. Credits/CEUs 1-3	5b. Contact Hours (Lecture + Lab) (1-3+0)	
6. Complete Course Title Selected Topics in Alaska Native Corporations Alaska Native Corps Topics Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			9. Repeat Status Yes # of Repeats 9 Max Credits 30		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2014 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Courtesy Coordination		01-28-14		Ed Forrest	
2.					
3.					
Initiator Name (typed): <u>Sharon Lind</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>02/17/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>02/17/2014</u>		
14. General Education Requirement Mark appropriate box: <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Advanced examination of topics and issues in Alaska Native Corporations. Brings prominent leaders from the Alaska Native corporation community into direct classroom contact with students to discuss important business topics. Special Note: Subtitle varies. May be repeated for credit with a different subtitle.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) N/A			16b. Co-requisite(s) (concurrent enrollment required) NA		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing.		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP Computer Lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Course is being added in response to the requests of the Native organizations. It will be required for the Minor in Alaska Native Business Management.					

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Sharon Lind</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved	Undergraduate/Graduate Academic	Date
<input type="checkbox"/> Disapproved	Department Chair	Date	<input type="checkbox"/> Disapproved	Board Chair	
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	College/School Curriculum Committee Chair	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

I. Date Initiated March 18, 2014

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Alaska Native Business Management Minor

Course Title: Selected Topics in Alaska Native Corporations

Course Number: BA A490B

Credits: 1-3

Contact Hours: 1-3 per week x 15 weeks = 15-45 hours
0 lab hours

Grading Basis: A-F

Course Description: Advanced examination of topics and issues in Alaska Native Corporations. Brings prominent leaders from the Alaska Native corporation community into direct classroom contact with students to discuss important business topics. Special Note: Subtitle varies. May be repeated for credit with a different subtitle.

Prerequisites: N/A

Registration Restrictions: CBPP majors must be admitted to upper-division standing.

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lectures
- B. Discussions
- C. Guest Speakers

IV. Course Level Justification

Students need a substantial body of lower-level courses to complete this course. BA A490B requires students to develop a clear understanding of Alaska Native topics from a theoretical and practical point of view.

V. Sample Course Outline

Course outline varies with topics. Examples of topics include the business related aspects of the following:

- A. Alaska Native Claims Settlement Act (ANCSA)
- B. Alaska Native Corporations
 - 1. ANCSA Land
 - 2. 8(a) Government Contracting
 - 3. The role of Women in Alaska Native Corporations

4. Alaska Native Corporation versus Alaska Native Tribe
5. ANC Economic Development
- C. Alaska National Interest Lands Conservation Act (ANILCA)
- D. Alaska Native Tribes and People
- E. Cultural Differences
- F. Federal Indian Policy
- G. Politics and Public Policy

VI. Instructional Goals and Student Learning Outcomes

(Will vary depending on topic.)

A. Instructional Goals. The instructor will:	
1.	Engage students through lecture and presentation formats, bringing the subject matter to a level within their comprehension.
2.	Empower students to participate in class discussions, facilitated debates, and various in-class activities and exercises that are designed to bring the business issues alive for learning.
3.	Challenge students to see both sides of controversial issues surrounding Alaska Native corporation business practices objectively and participate in meaningful debates of those practices.
4.	Provide an interaction with current professionals who provide a high level of expertise in their fields, such as federal Indian policy, Alaska Native business management, Alaska Native land claims, or Alaska Tribal sovereignty issues, to foster student learning, mentorship, and executive leadership advising.

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Compare and contrast the Alaska Native corporation business issues with that of non-Native corporations, tribes and Lower 48 American Indian Tribes.	Homework, essays, in-class exercises and paper
2. Describe the laws and business practices that led to today's Alaska Native corporations.	Homework, essays and in-class exercises
3. Differentiate between the various entities and describe the various issues of Alaska Native corporations.	Homework, essays and in-class exercises
4. Debate controversial issues affecting modern Alaska Native corporations.	Homework and in-class exercises
5. Interact with various leaders from Alaska Native organizations.	Homework, essays and in-class exercises

VII. Suggested Text

N/A.

VIII. Bibliography

Poe, Bob. (2013). *Economic impact report 2009 – 2013 ANCSA Regional Association*.

Instructional materials from www.alaskool.org will be utilized. Alaskool is a product of the Alaska Native Curriculum and Teacher Development Project. ANCTD brings together teams of teachers, elders, and community members in various parts of Alaska with university-based specialists to develop curricula on Alaska Native studies and language that is available to all schools through the internet or on CD. The project is supported by a grant from the U.S. Department of Education.

Various Articles. (2013, September and October). *Alaska Business Monthly*. Anchorage: Alaska Business Publishing Co., Inc.

To: Francisco Miranda
Chair, Undergraduate Academic Board, Faculty Senate

From: Assistant Term Professor, Sharon Lind Business Administration Department

Subject: Minor, Alaska Native Business Management

Date: January 30, 2014

This memorandum is in regards to the proposed addition of an undergraduate minor to the Business Administration department. This new proposed minor holds three classes that are being taught now as selected topics. It will also include the addition of several new courses. This minor is being proposed in response to the ever increasing need of business professionals who are knowledgeable in the organizational management of Alaska Native organizations. The minor design includes input from several leaders in the Alaska Native corporation sector and is responsive to their communicated needs. Over 40 years have now passed since the passage of the Alaska Native Claims Settlement Act (ANCSA) of 1971; the 12 Alaska Native regional corporations¹ the Act created have diversified into successful state, national and global companies. Many village corporations and Native non-profit organizations have also thrived and grown, giving rise to a need for greater numbers of business professionals educated in the culture and management practices of Alaska Native organizations.²

The University of Alaska Anchorage's College of Business and Public Policy (CBPP) is responding by developing topics in the Alaska Native organizational management area, with an initial offering of the first-ever Alaska Native Business Management (ANBM) minor. Through targeted education, hands-on training, research and technical assistance, the ANBM minor will focus on growing the next generation of Alaska Native corporate and non-profit leaders in our state.

To assist students and professionals in gaining cultural understanding and insights, the ANBM minor will provide current leaders a platform to communicate effective leadership styles and techniques of managing within the context of Alaska Native organizations. Students graduating with an ANBM minor will have some of the important tools they need to successfully navigate the challenges of a modern business environment. This minor will also be valuable for anyone seeking to do business with Alaska Native enterprises. The ANBM minor will be available not only to business majors, but also to students across all disciplines at the university to enhance the application of their studies within an Alaska context.

¹ The ANCSA Regional Association Economic Impact Report 2009 – 2012 reported that the 12 Alaska Native regional corporations reported \$8.97 billion in revenue collectively with \$270.9 million in net income. Additionally, for the four year period of the report, 2009 to 2012, these companies paid out, on average 62.4% of net income to dividends, social/cultural programs, and scholarships. (Poe, 2013)

² The October 2013 issue of Alaska Business Monthly provided their annual "Top 49ers List" of Alaska-owned businesses which were ranked by gross revenue. The Alaska Native corporation, Arctic Slope Regional Corporation topped that list once again for the 19th straight year. Of the 49 companies on the list, 21 were Alaska Native earning nearly \$12 billion in total revenue. Additionally, eight of the top ten companies are Alaska Native corporations. (Top 49ers Named by Alaska Business Monthly, 2013)

The structure of the proposed Alaska Native Business Management minor meets the requirements for undergraduate minors at UAA as detailed in Chapter 10 of the University of Alaska Anchorage Catalog: 2013/14 school year.

Sharon Lind and George Geistauts, along with a Faculty Advisory Committee and an outside Advisory Committee³ have considered the growing Alaska Native organizational needs and went through an 18-month process to create this program and this minor.

Works Cited

Poe, Bob. (2013). *Economic Impact Report 2009 - 2012 ANCSA Regional Association*.

Top 49ers Named by Alaska Business Monthly. (2013, October). *Alaska Business Monthly*.

³ Several professionals associated with various organizations now sit on the Alaska Native Organizational Management Committee. Experts like: Sheri Buretta, Chairman of Chugach Alaska Corporation, Annette Evans-Smith, President/CEO of the Alaska Native Heritage Center and Daniel Mitchell, Senior Manager and Primary Recruiter for KPMG, LLP, to name a few.



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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department BA									
2. Complete Program Title/Prefix Minor, Alaska Native Business Management											
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Minor or Graduate: CHOOSE ONE											
4. Type of Action: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> PROGRAM <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete </div> <div style="width: 45%;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </div> </div>											
5. Implementation Date (semester/year) From: Fall/2014 To: /9999											
6a. Coordination with Affected Units <div style="display: flex; justify-content: space-between;"> <div> Department, School, or College: BA Initiator Name (typed): Sharon Lind Date: _____ </div> <div> Initiator Signed Initials: _____ </div> </div>											
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: _____											
6c. Coordination with Library Liaison Date: _____											
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input type="checkbox"/> Catalog Copy in Word using the track changes function											
8. Justification for Action This minor is being proposed in response to the ever increasing need of business professionals knowledgeable of Alaska Native organizations. The minor includes input from Alaska Native corporations and is designed to meet their needs.											
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;"> Initiator (faculty only) _____ Date _____ Sharon G. Lind Initiator (TYPE NAME) </td> <td style="width: 5%; border: none; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="width: 50%; border: none;"> Dean/Director of School/College _____ Date _____ </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="border: none;"> Undergraduate/Graduate Academic Board Chairperson _____ Date _____ </td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </td> <td style="border: none; text-align: center;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="border: none;"> Provost or Designee _____ Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ Sharon G. Lind Initiator (TYPE NAME)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Dean/Director of School/College _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Provost or Designee _____ Date _____
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Bachelor of Business Administration

Major areas: Economics

Finance

Global Logistics and Supply Chain Management

Management

Marketing

The Bachelor of Business Administration (BBA) is a professional degree offered through the College of Business and Public Policy. The curriculum for the BBA degree is management-oriented, rather than highly specialized. It emphasizes concepts relevant to small and large firms and both public and private sector organizations. The five majors -- Economics, Finance, Global Logistics and Supply Chain Management, Management, and Marketing -- prepare students to pursue meaningful and rewarding careers in management. Local, state, national, and international firms, as well as not-for-profit organizations, provide a ready market for graduates in each of the five major areas of concentration.

Program Student Learning Outcomes

Students graduating with a Bachelor of Business Administration will be able to demonstrate:

- A baccalaureate content knowledge of his/her major discipline.
- The ability to communicate effectively.
- Knowledge of the external environment of business.
- The ability to identify, formulate, and solve business problems using appropriate methodologies and tools.
- An appreciation of professional and ethical responsibilities.
- The ability to function well in groups.
- Knowledge of the functional areas of organizations and how they relate to each other.

Admission Requirements

Complete the Admission to Baccalaureate Programs Requirements in Chapter 7.

Admission Requirements to Upper Division Courses

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

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

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

Fine Arts
Humanities
Natural Sciences

Admission to Upper Division Status

BBA students in Economics, Finance, Global Logistics and Supply Chain Management, Management, and Marketing who do not meet the above standards may not take upper division courses in ACCT, BA, CIS, or LOG.

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

Conditional Admission to Upper Division Status

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

Graduation Requirements

Students must complete the following graduation requirements:

A. General University Requirements

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

B. General Education Requirements

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

C. College of Business and Public Policy Requirements

Economics, Finance, Management, Global Logistics and Supply Chain Management and Marketing Majors

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

1. Complete the Business core requirements. The following courses must be completed with a C or better:

ACCT A201*	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
BA/JUST A241	Business Law I	3
BA A273	Introduction to Statistics for Business and Economics	3
CIS A110	Computer Concepts in Business	3
CIS A280	Managerial Communications	3
ECON A201	Principles of Macroeconomics	3
ECON A202	Principles of Microeconomics	3
ENGL A212	Technical Writing	3
MATH A107	College Algebra (4)	3-4
	or	
MATH A172	Applied Finite Mathematics (3)	
MATH A200	Calculus I (4)	3-4
	or	
MATH A272	Applied Calculus (3)	

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

Note: Students who plan to attend graduate school are encouraged to take MATH A107 and MATH A200 instead of MATH A172 and MATH A272. MATH A108 Trigonometry is a prerequisite for MATH A200.

2. Complete these upper division core courses. The following courses must be completed with a C or better prior to graduating:

BA A300	Organizational Theory and Behavior	3
BA A325	Corporate Finance	3
BA A343	Principles of Marketing	3
BA A377	Operations Management	3
BA A462	Strategic Management	3
CIS A376	Management Information Systems	3
	(GER Integrative Capstone)	

C. Major Requirements

Economics Major

1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:

ECON A312	Econometrics for Business and Economics	3
ECON A321	Intermediate Microeconomics	3
ECON A324	Intermediate Macroeconomics	3
ECON A492	Seminar in Economic Research	3
Upper division Economics electives*		12

**Note: No more than a total of 6 credits earned in an independent study, or ECON A454 Economics Internship, may be used to satisfy requirements for the major (6 credits of independent study or 3 credits of independent study and 3 credits of ECON A454).*

2. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

Finance Major

All courses must be completed with a C or better prior to graduating.

Investment Concentration (30 credits)

1. Complete the following:

BA/JUST A242	Business Law II	3
BA A375	Statistics for Business and Economics (3)	3
or		
ECON A312	Econometrics for Business and Economics (3)	
or		
ECON A429	Business Forecasting (3)	
BA A380	Investment Management	3
BA A385	Intermediate Financial Management	3

2. Complete at least 12 credits from the following: 12

BA A426	Financial Institutions (3)
BA A427	International Finance (3)
BA A451	Advanced Investment Strategies (3)
BA A452	Financial Derivatives (3)
BA A453	Bond Market Analysis (3)
BA A491A	Student Managed Portfolio (3)

3. Complete 6 credits of upper division business electives in ACCT, BA, CIS, ECON, or LOG. 6
4. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

Global Logistics and Supply Chain Management Major

1. Complete the following requirements. The following courses must be completed with a grade of C or better prior to graduating:

LOG A378	Foundations of Logistics and Supply Chain Management	3
LOG A379	Transportation Management	3
LOG A415	Purchasing Management	3
LOG A416	International Logistics and Transportation Management	3
LOG A417	Materials Management	3

2. Complete LOG A495 Internship in Global Logistics and Supply Chain Management* 3

**The internship is intended to be in logistics and/or supply chain management. This requirement may be waived if the major advisor determines that the student already has significant logistics work experience. If waived, the student will need to select 3 additional upper division credits to total 45.*

3. Complete 9 credits of upper division program electives approved by the student's advisor with a grade of C or better. These may include, but are not limited to the following: 9

ACCT A342	Managerial Cost Accounting (3)	
ATP A332	Transport Aircraft Systems (3)	
BA A375	Statistics for Business and Economics (3)	
BA A420	Marketing Research (3)	
BA A447	International Marketing (3)	
BA A487	International Management (3)	
CIS A310	Analysis of Business Systems (3)	
CIS A330	Database Management Systems (3)	
CIS A410	Project Management (3)	
CIS A489	Systems Design, Development and Implementation (3)	
ECON A312	Econometrics for Business and Economics (3)	
ECON A363	International Economics (3)	
ECON A429	Business Forecasting (3)	
4. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

Management Major

All courses must be completed with a C or better prior to graduating.

1. **Management (27 credits)**
 - a. Complete the following requirements.

BA A361	Human Resource Management	3
BA A461	Negotiations and Conflict Management	3
BA A481	Applications in Management	3
BA A488	Environment of Business	3
BA A489	Entrepreneurship and New Business Planning	3
 - b. Upper division electives in ACCT, BA, CIS, ECON or LOG 12
2. **Management: Property Management and Real Estate Concentration (33 credits)**
 - a. Complete the following requirements.

BA A215	Introduction to Property Management	3
BA A225	Leasing in Property Management	3
BA A302	Maintenance in Property Management	3
BA A303	Property Management Finance	3
BA A361	Human Resource Management	3
BA A461	Negotiation and Conflict Management	3
BA A421	Property Management Capstone	3
BA A432	Real Estate Law	3
 - b. Complete 9 credits from the following: 9

BA A306	Real Estate Principles (3)	
BA A320	Real Estate Finance (3)	
BA A395	Property Management Internship (3-6)	
BA A431	Real Estate Appraisal (3)	
BA A489	Entrepreneurship and New Business Planning (3)	

3. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

Marketing Major

1. Complete the following requirements. The following courses must be completed with a C or better prior to graduating:

BA A381	Consumer Behavior	3
BA A420	Marketing Research	3
BA A460	Marketing Management	3
BA A480	Social Media Marketing	3
BA A375	Statistics for Business and Economics (3)	3
	or	
ECON A312	Econometrics for Business and Economics (3)	
	or	
ECON A429	Business Forecasting (3)	

2. Complete an additional 6 credits of upper division electives in ACCT, BA, CIS, ECON, or LOG with a grade of C or better prior to graduating: 6

Upper division Business electives recommended:

BA A447	International Marketing (3)
BA A463	Promotion Management (3)

3. A total of 120 credits is required for the degree, of which a minimum of 45 credits must be upper division.

Minor, Alaska Native Business Management

Students majoring in another subject who wish to minor in Alaska Native Business Management must complete the following requirements. All courses must be completed with a C or better. Students pursuing a baccalaureate degree outside the College of Business and Public Policy should contact the CBPP Student Advising Center.

1. Complete the following:
- | | | |
|-----------|---|---|
| AKNS A201 | Alaska Native Perspectives | 3 |
| BA A201 | Introduction to Alaska Native Business | 1 |
| BA A202 | Alaska Native Organizations | 3 |
| BA A401 | Alaska Native Corporation Business Management | 3 |
| BA A402 | Indigenous Leadership | 3 |
2. Complete 2 credits from the following:
- | | | |
|----------|---|-----|
| BA A290A | Alaska Native Business Practices | 1 |
| BA A403 | Inside the Boardroom of Alaska Native Organizations | 1 |
| BA A490B | Alaska Native Corporations Selected Topics | 1-3 |
3. Complete 3 credits upper division AKNS or approved course(s). 3

Minor, Business Administration *

Students majoring in another subject who wish to minor in Business Administration must complete the following requirements. A total of 21 credits is required for the minor. Prerequisites for these courses must also be satisfied.

ACCT A201	Principles of Financial Accounting	3
ACCT A202	Principles of Managerial Accounting	3
ECON A201	Principles of Macroeconomics	3
ECON A202	Principles of Microeconomics	3
	Upper division Business electives	9

* Not available to BBA majors.

Minor, Real Estate *

Students majoring in another subject who wish to minor in Real Estate must complete the following requirements. All courses must be completed with a C or better. Students pursuing a baccalaureate degree outside the College of Business and Public Policy should see the departmental advisor.

1. Complete the following:

BA A131	Personal Finance	3
BA/JUST A241	Business Law I	3
BA/JUST A242	Business Law II	3
BA A306	Real Estate Principles	3
BA A320	Real Estate Finance	3
2. Complete 6 credits from the following: 6

BA A315	Property Management and Marketing (3)	
BA A395	Property Management Internship (3)	
BA A426	Financial Institutions (3)	
BA A431	Real Estate Appraisal (3)	
BA A432	Real Estate Law (3)	

**Not available to BBA Finance majors.*

FACULTY

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www.uaa.alaska.edu/ctc/

Date: February 28, 2014

To: Dr. Elisha “Bear” Baker, Provost

Thru: UAA Undergraduate Academic Board (UAB)

Subject: Undergraduate Certificate in Retail Management

The Community & Technical College (CTC) and the College of Business and Public Policy (CBPP) proposes that a minor change be made in the Certificate of Retail Management program. The proposed change would allow students to waive BA A151 Introduction to Business as a prerequisite. BA A151 is not a program requirement but is a prerequisite from some course requirements. Since potential students may have prior work experience, the change would allow students to enter the program more quickly.

Rashmi Prasad, Dean
College of Business and Public Policy



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 CT CTC	1b. Division ADCE Division of Community Ed	1c. Department CERC Chugiak/Eagle River Campus		
2. Complete Program Title/Prefix Undergraduate Certificate, Retail Management				
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE Undergraduate Certificate				
4. Type of Action: PROGRAM PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate				
5. Implementation Date (semester/year) From: Fall/2014 To: /9999				
6a. Coordination with Affected Units Department, School, or College: CAS, CBPP, COH, UAF/CTC Initiator Name (typed): Jeri Rubin Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 03/06/14				
6c. Coordination with Library Liaison Date: 03/06/14				
7. Title and Program Description - Please attach the following: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function				
8. Justification for Action The proposed change would inform students of the ability to waive certain prerequisites for the certificate based upon relevant work experience to allow them to enter the program more quickly.				
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RETAIL MANAGEMENT

UAA Chugiak/Eagle River Campus (CERC)

10928 Eagle River Rd #115, Eagle River, AK 99577 (907) 786-7600

www.uaa.alaska.edu/eagleriver

The UAA Chugiak/Eagle River Campus (CERC), as an academic extension site housed in the UAA Community & Technical College (CTC), serves the entire university by providing general education courses, continuing education, and workforce development and training. Connecting academic programs with community and industry needs for the mutual benefit of the university and state, CERC also develops and offers, in coordination with other UAA colleges, academic and non-academic programs to meet acknowledged education demands.

Undergraduate Certificate, Retail Management

The Retail Management program is offered at the UAA Chugiak/Eagle River Campus.

Offered through CERC in collaboration with the UAA College of Business and Public Policy (CBPP) and jointly through the University of Alaska Fairbanks (UAF) Community & Technical College (CTC), and endorsed by the Western Association of Food Chains (WAFC), this 30-credit hour certificate incorporates educational knowledge and technical skills, providing student competence in several areas: computer applications, oral communication, business communication, business mathematics, bookkeeping and accounting, management, human relations and leadership, human resources management, marketing, and retail management and merchandising. In addition, the certificate provides students an opportunity to choose either career and technical education-focused or transfer-focused courses in some content areas. Students choosing the transfer courses will develop the academic foundation for the future pursuit of associate and baccalaureate degrees in areas such as accounting, marketing, business, finance, communications, liberal arts, and other disciplines in which general management competencies are important. This certificate is being delivered collaboratively with UAF/CTC and, as such, credit from each participating institution is counted toward fulfillment of residency requirements.

Program Student Learning Outcomes

The specific education outcomes of this program are to produce graduates who are able to do the following:

1. Demonstrate proficiency in the use of computers and computer applications in a retail environment.
2. Employ oral communication concepts, including critical listening skills, in one-on-one and small group interactions.
3. Use critical thinking skills.
4. Relate appropriate human and public relations approaches to and in all written, oral, and non-verbal communications.
5. Demonstrate mathematical competence in solving fundamental business problems, including the use of algebraic formulas.
6. Define common terms used in bookkeeping and accounting through a working knowledge of accounting principles.
7. Identify and describe management functions including planning, organizing, staffing, directing, and controlling resources and processes through development of a personal management philosophy.
8. Identify different leadership and management models and styles to ensure appropriate responses in different situations.
9. Describe human resources management principles and methods involved in recruitment, selection, placement, and training of employees.
10. Define marketing and the core concepts that drive purchasing decisions including needs, wants, demands, products, and markets.
11. Identify and describe retail management and merchandising techniques.

Admission Requirements

Students must satisfy the "Admission to Undergraduate Certificate and Associate Degree Programs" requirements as identified in the Academic Standards and Regulations, Chapter 7.

Advising

Students are encouraged to contact CERC academic and staff advisors for assistance in planning and reviewing their academic program. Advisors are available prior to enrollment and during the semesters through e-mail, telephone, or face-to-face contact.

See contact information above. *For students outside of the UAA service areas, if a UAA course is not offered via distance, UAF and UAS courses for all content areas (except for Retail Management and Merchandising) are available and meet program requirements.* Advisors are available to provide the appropriate UAF and UAS course transfer options.

Preparation

Students must meet all UAA requirements to enroll in courses. UAA offers preparatory courses for students needing to improve academic and study skills in order to succeed in the college environment.

Course Requirements

Certain courses require prerequisites or faculty permission, as listed in the UAA course catalog. Students with relevant experience or appropriate test scores on national exams may be able to have prerequisites waived. See your advisor for more information.

Undergraduate Certificate Requirements

1. Complete the General University Requirements for Undergraduate Certificates. These requirements are discussed at the beginning of this chapter.
2. In the ten listed content areas, complete the following required courses in any combination (30 credits). Any UAF courses listed that are variable credit must be completed as 3 credits.

* Course meets general course requirements for UAA associate of applied science degrees and/or General Education Requirements for UAA baccalaureate degrees

Microcomputer Applications: Complete one of the following courses: 3

CIS A105 Introduction to Personal Computers
and Application Software (3)

The following UAF course may also be transferred to meet requirements for this content area:

CIS F150 Computer Business Applications (3)

Oral Communications: Complete one of the following
courses: 3

COMM A111* Fundamentals of Oral Communication (3)

CIS A261A Interpersonal Skills in Organizations (3)

COMM A237* Interpersonal Communication (3)

The following UAF course(s) may also be transferred to meet requirements for this content area:

COMM F131X Fundamentals of Oral Communication:
Group Context (3)

COMM F141X Fundamentals of Oral Communication:
Public Context (3)

COMM F180 Introduction to Human Communication (3)

Business Communication (Written): Complete one of the following courses: 3

CIS A160 Business English (3)

ENGL A111* Introduction to Composition (3)

The following UAF course(s) may also be transferred to meet requirements for this content area:

ENGL F111X Introduction to Academic Writing (3)

ABUS F170 Business English (3)

ABUS F271 Business Communications (3)

Business Mathematics: Complete one of the following
courses: 3

CIS A116 Business Calculations (3)

MATH A105* Intermediate Algebra (3)

The following UAF course may also be transferred to meet requirements for this content area:

ABUS F155 Business Math (3)

Accounting/Bookkeeping: Complete one of the following
courses: 3

ACCT A101 Principles of Financial Accounting I (3)

ACCT A120 Bookkeeping for Business I (3)

The following UAF course may also be transferred to meet requirements for this content area:

ABUS F101 Principles of Accounting I (3)

Introduction to Management: Complete one of the following courses: 3

BA A231 Fundamentals of Supervision (3)

The following UAF course may also be transferred to meet requirements for this content area:

ABUS F179 Fundamentals of Supervision (3)

Leadership/Human Relations in Business: Complete one of
the following courses: 3

HUMS 153/

PSY A153 Human Relations (3)

HUMS A155 Human Relations in the Workplace (3)

The following UAF course may also be transferred to meet requirements for this content area:

ABUS F154 Human Relations (3)

Human Resources Management: Complete the following course:

3

The following UAF course must be transferred to meet requirements for this content area:

ABUS F231 Introduction to Personnel (3)

Marketing/Marketing Management: Complete one of the following courses: 3

BA A260 Marketing Practices (3)

The following UAF course may also be transferred to meet requirements for this content area:

ABUS F260 Marketing Practices (3)

Retail Management and Merchandising: Complete the following course:

3

BA A266 Retailing Management (3)

A total of 30 credits is required for this certificate.

Advising note: Students intending to pursue a two- or four-year degree should consult an academic advisor for appropriate course selections.

FACULTY

Cynthia Rogers, Assistant Professor and Program Coordinator, cynthia.rogers@uaa.alaska.edu

Andy Anger, Associate Professor, apanger@alaska.edu

Melissa Brown, Associate Professor, mcbrown@alaska.edu

Charlie Dexter, Professor, cmdexter@alaska.edu

Jeri Rubin, Professor, afjgr@uaa.alaska.edu

RETAIL MANAGEMENT

UAA Chugiak/Eagle River Campus (CERC)

10928 Eagle River Rd #115, Eagle River, AK 99577 (907) 786-7600

www.uaa.alaska.edu/eagleriver

The UAA Chugiak/Eagle River Campus (CERC), as an academic extension site housed in the UAA Community & Technical College (CTC), serves the entire university by providing general education courses, continuing education, and workforce development and training. Connecting academic programs with community and industry needs for the mutual benefit of the university and state, CERC also develops and offers, in coordination with other UAA colleges, academic and non-academic programs to meet acknowledged education demands.

Undergraduate Certificate, Retail Management

The Retail Management program is offered at the UAA Chugiak/Eagle River Campus.

Offered through CERC in collaboration with the UAA College of Business and Public Policy (CBPP) and jointly through the University of Alaska Fairbanks (UAF) Community & Technical College (CTC), and endorsed by the Western Association of Food Chains (WAFC), this 30-credit hour certificate incorporates educational knowledge and technical skills, providing student competence in several areas: computer applications, oral communication, business communication, business mathematics, bookkeeping and accounting, management, human relations and leadership, human resources management, marketing, and retail management and merchandising. In addition, the certificate provides students an opportunity to choose either career and technical education-focused or transfer-focused courses in some content areas. Students choosing the transfer courses will develop the academic foundation for the future pursuit of associate and baccalaureate degrees in areas such as accounting, marketing, business, finance, communications, liberal arts, and other disciplines in which general management competencies are important. This certificate is being delivered collaboratively with UAF/CTC and, as such, credit from each participating institution is counted toward fulfillment of residency requirements.

Program Student Learning Outcomes

The specific education outcomes of this program are to produce graduates who are able to do the following:

1. Demonstrate proficiency in the use of computers and computer applications in a retail environment.
2. Employ oral communication concepts, including critical listening skills, in one-on-one and small group interactions.
3. Use critical thinking skills.
4. Relate appropriate human and public relations approaches to and in all written, oral, and non-verbal communications.
5. Demonstrate mathematical competence in solving fundamental business problems, including the use of algebraic formulas.
6. Define common terms used in bookkeeping and accounting through a working knowledge of accounting principles.
7. Identify and describe management functions including planning, organizing, staffing, directing, and controlling resources and processes through development of a personal management philosophy.
8. Identify different leadership and management models and styles to ensure appropriate responses in different situations.
9. Describe human resources management principles and methods involved in recruitment, selection, placement, and training of employees.
10. Define marketing and the core concepts that drive purchasing decisions including needs, wants, demands, products, and markets.
11. Identify and describe retail management and merchandising techniques.

Admission Requirements

Students must satisfy the "Admission to Undergraduate Certificate and Associate Degree Programs" requirements as identified in the Academic Standards and Regulations, Chapter 7.

Advising

Students are encouraged to contact CERC academic and staff advisors for assistance in planning and reviewing their academic program. Advisors are available prior to enrollment and during the semesters through e-mail, telephone, or face-to-face contact.

See contact information above. *For students outside of the UAA service areas, if a UAA course is not offered via distance, UAF and UAS courses for all content areas (except for Retail Management and Merchandising) are available and meet program requirements.* Advisors are available to provide the appropriate UAF and UAS course transfer options.

Preparation

Students must meet all UAA requirements to enroll in courses. UAA offers preparatory courses for students needing to improve academic and study skills in order to succeed in the college environment.

Course Requirements

~~Certain courses require prerequisites or faculty permission, as listed in the UAA course catalog. Call (907) 694-3313 for further information.~~ **Certain courses require prerequisites or faculty permission, as listed in the UAA course catalog. Students with relevant experience or appropriate test scores on national exams may be able to have prerequisites waived. See your advisor for more information.**

Undergraduate Certificate Requirements

1. Complete the General University Requirements for Undergraduate Certificates. These requirements are discussed at the beginning of this chapter.
2. In the ten listed content areas, complete the following required courses in any combination (30 credits). Any UAF courses listed that are variable credit must be completed as 3 credits.

* Course meets general course requirements for UAA associate of applied science degrees and/or General Education Requirements for UAA baccalaureate degrees

Microcomputer Applications: Complete one of the following courses: 3

CIS A105 Introduction to Personal Computers
and Application Software (3)

The following UAF course may also be transferred to meet requirements for this content area:

CIOB F150 Computer Business Applications (3)

Oral Communications: Complete one of the following

courses: 3

COMM A111* Fundamentals of Oral Communication (3)

CIOB A261A Interpersonal Skills in Organizations (3)

COMM A237* Interpersonal Communication (3)

The following UAF course(s) may also be transferred to meet requirements for this content area:

COMM F131X Fundamentals of Oral Communication:
Group Context (3)

COMM F141X Fundamentals of Oral Communication:
Public Context (3)

COMM F180 Introduction to Human Communication (3)

Business Communication (Written): Complete one of the following courses: 3

CIOB A160 Business English (3)

ENGL A111* Introduction to Composition (3)

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A total of 30 credits is required for this certificate.

Advising note: Students intending to pursue a two- or four-year degree should consult an academic advisor for appropriate course selections.

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Jeri Rubin, Professor, afjgr@uaa.alaska.edu



Course Action Request

University of Alaska Anchorage

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

1a. School or College CH College of Health		1b. Division AJUS Division of Justice		1c. Department Justice Center	
2. Course Prefix JUST	3. Course Number A443	4. Previous Course Prefix & Number JUST A344	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Civil Liberties Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other add capstone status (please specify)			9. Repeat Status No # of Repeats Max Credits 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2014 To: /9999 12. <input checked="" type="checkbox"/> Cross Listed with LEGL A443 <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. BA, Justice		courtesy coordination	1/31/2014	Marny Rivera	
2. BA, Legal Studies		courtesy coordination	1/31/2014	Deborah Periman	
3.					
Initiator Name (typed): <u>Jason Brandeis</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/6/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/6/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Examines civil liberties in the United States with emphasis on the First Amendment, discrimination, the right to privacy, and criminal justice. Focuses on Supreme Court cases and literature and considers various influences on legal analysis and judicial decision-making.					
16a. Course Prerequisite(s) (list prefix and number) (JUST A315 or JUST A343 or PS A343) with a minimum grade of D.		16b. Test Score(s) N/A		16c. Co-requisite(s) (concurrent enrollment required) N/A	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing			
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Change of course to GER capstone status will reduce current crowding in existing Justice capstone courses and allow students greater scheduling flexibility in meeting this requirement, cross-listing will help fill a gap in the existing Legal Studies curriculum, which does not currently have a capstone course.					

<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>		<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>	
<div>Initiator (faculty only)<div>Jason Brandeis</div>Initiator (TYPE NAME)</div>		<div>Dean/Director of School/College</div>	
<div>Date</div>		<div>Date</div>	
<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>		<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>	
<div>Department Chairperson</div>		<div>Undergraduate/Graduate Academic Board Chairperson</div>	
<div>Date</div>		<div>Date</div>	
<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>		<div><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>	
<div>Curriculum Committee Chairperson</div>		<div>Provost or Designee</div>	
<div>Date</div>		<div>Date</div>	

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

I. Date of Initiation: February 2014

II. Curriculum Action Request

A. School:	College of Health
B. Course Prefix:	JUST
C. Course Number:	A443
D. Number of Credits:	3
E. Contact Hours:	3+0
F. Course Program:	Bachelor of Arts, Justice
G. Course Title:	Civil Liberties
H. Grading Basis:	A-F
I. Implementation Date:	Fall/2014
J. Cross-listed/Stacked:	LEGL A443
K. Course Description:	Examines civil liberties in the United States with emphasis on the First Amendment, discrimination, the right to privacy, and criminal justice. Focuses on Supreme Court cases and literature and considers various influences on legal analysis and judicial decision-making.
L. Course Prerequisites:	(JUST A315 or JUST A343 or PS A343) with a minimum grade of D.
M. Course Co-requisites:	N/A
N. Other Restrictions:	Class
O. Registration Restrictions:	Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing
P. Course Fees:	No
Q. Course Attribute:	General Education Requirement, Integrative Capstone

III. Instructional Goals and Student Learning Outcomes

- A. The instructor will:
1. Review and present historic and contemporary Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.
 2. Discuss the different ways the United States Constitution has been interpreted in selected civil liberties matters.
 3. Demonstrate techniques for analyzing judicial opinions, evaluating legal arguments, and synthesizing and applying legal authorities.
 4. Assist students in their development of research, writing, argumentation, and presentation skills.
 5. Create opportunities for critical thinking.

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

Student Learning Outcomes and Assessment Measures		
Student Learning Outcomes	Assessment Measures	Integrative Capstone Goals
1. Identify and analyze Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.	Analytic writing assignments, class discussions, examinations.	Critical thinking, information literacy.
2. Compare the roles the legislative, executive, and judicial branches of government and political activists and interest groups play in influencing civil liberties policies and jurisprudence.	Analytic writing assignments, class discussions, examinations.	Knowledge integration, critical thinking, information literacy.
3. Examine methods of constitutional interpretation, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.	Analytic writing assignments, class discussions, research projects, examinations.	Knowledge integration, critical thinking, information literacy.
4. Synthesize and apply legal authorities orally and in writing.	Analytic writing assignments, research projects, faculty-directed class discussion, examinations, oral research presentations.	Knowledge integration, effective communication, critical thinking, information literacy.
5. Evaluate, develop, and support logical arguments regarding civil liberties controversies.	Analytic writing assignments, research projects, class discussion, examinations, oral research presentations.	Knowledge integration, effective communication, critical thinking, information literacy.

IV. Course Level Justification

This course is designed to fulfill the Integrative Capstone course requirement. The structure and substantive content of the course requires students to demonstrate complex knowledge integration, effective communication, critical thinking, and information literacy. This course requires skills gained from the Tier I GER courses and builds on and advances knowledge developed in other Justice and Legal Studies course offerings.

V. Topical Course Outline

1. Civil liberties introduction and foundations
 - 1.1. Eras of historic civil liberties activity
 - 1.2. The Constitution and Bill of Rights
 - 1.3. Incorporation of the Bill of Rights
2. Supreme Court decision-making
 - 2.1. Structure of the United States Court System
 - 2.2. Judicial review
 - 2.3. Processing Supreme Court cases
 - 2.4. Reading, understanding, and briefing Supreme Court opinions
 - 2.5. Political influence on Supreme Court decisions
 - 2.6. Theories of judicial interpretation
 - 2.7. Methods of legal analysis
3. Freedom of speech and expression
 - 3.1. Protected, less protected, and unprotected speech
 - 3.2. Regulation of speech based on content and location
 - 3.3. Freedom of association
4. Religion
 - 4.1. Free exercise of religion
 - 4.2. The Establishment Clause
5. Equal protection of the law
 - 5.1. Discrimination based on race, national origin, gender, alienage, sexual orientation, and economic status
 - 5.2. Constitutional framework and tests for equal protection analysis
 - 5.3. Remedies for past discrimination
6. The right to privacy
 - 6.1. Reproductive freedom
 - 6.2. Private activities
 - 6.3. Informational privacy
7. Rights of the accused and restrictions on police power
 - 7.1. Searches and seizures
 - 7.2. The exclusionary rule
 - 7.3. Self-incrimination
 - 7.4. Right to counsel
 - 7.5. Prisoners' rights and cruel and unusual punishment
8. National security and civil liberties
 - 8.1. Civil liberties during times of war or national crisis
 - 8.2. The Patriot Act
 - 8.3. The war on terrorism
9. Application and analysis of civil liberties principles under Alaska law

VI. Suggested Texts

Epstein, L., & Walker, T. (2013). *Constitutional law for a changing America: Rights, liberties, and justice* (8th ed.). Washington, DC: CQ Press.

O'Brien, D. (2010). *The Lanahan readings in civil rights and civil liberties* (3rd ed.). Baltimore, MD: Lanahan.

VII. Bibliography

Baum, L. (2010). *The Supreme Court* (10th ed.). Washington, DC: CQ Press.

Brettschneider, C. (2012). *Constitutional law and American democracy: Cases and readings*. New York, NY: Wolters Kluwer.

Chemerinsky, E. (2013). *Constitutional law* (4th ed.). New York, NY: Aspen.

Dorf, M. (2009). *Constitutional law stories* (2nd ed.). New York, NY: Foundation Press.

Gillman, H. (2013). *American constitutionalism (Vol. II): Rights and liberties*. New York, NY: Oxford University Press.

Harrison, G. (2003). *Alaska's constitution: A citizen's guide* (4th ed.). Juneau, AK: Alaska Legislative Affairs Agency.*

Hickey, T. (2010). *Taking sides: Clashing views in constitutional law*. New York, NY: McGraw-Hill.

Ides, A., & May, C. (2010). *Constitutional law-individual rights: Examples & explanations* (5th ed.). New York, NY: Aspen.

Rossum, R., & Tarr, G. (2014). *American constitutional law: The Bill of Rights and subsequent amendments (Vol. II)* (9th ed.). Boulder, CO: Westview Press.

Seamon, R. (2013). *The Supreme Court sourcebook*. New York, NY: Wolters Kluwer.

Shipler, D. (2011). *The rights of the people*. New York, NY: Vintage Books.

Walker, S. (2004). *Civil liberties in America: A reference handbook*. Santa Barbara, CA: ABC-CLIO.*

*standard reference



Course Action Request

University of Alaska Anchorage

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

1a. School or College CH College of Health		1b. Division AJUS Division of Justice		1c. Department Justice Center																	
2. Course Prefix LEGL	3. Course Number A443	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)																	
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7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
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**University of Alaska Anchorage
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Course Content Guide**

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M. Course Co-requisites:	N/A
N. Other Restrictions:	Class
O. Registration Restrictions:	Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing
P. Course Fees:	No
Q. Course Attribute:	General Education Requirement, Integrative Capstone

III. Instructional Goals and Student Learning Outcomes

- A. The instructor will:
1. Review and present historic and contemporary Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.
 2. Discuss the different ways the United States Constitution has been interpreted in selected civil liberties matters.
 3. Demonstrate techniques for analyzing judicial opinions, evaluating legal arguments, and synthesizing and applying legal authorities.
 4. Assist students in their development of research, writing, argumentation, and presentation skills.
 5. Create opportunities for critical thinking.

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

Student Learning Outcomes and Assessment Measures		
Student Learning Outcomes	Assessment Measures	Integrative Capstone Goals
1. Identify and analyze Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.	Analytic writing assignments, class discussions, examinations.	Critical thinking, information literacy.
2. Compare the roles the legislative, executive, and judicial branches of government and political activists and interest groups play in influencing civil liberties policies and jurisprudence.	Analytic writing assignments, class discussions, examinations.	Knowledge integration, critical thinking, information literacy.
3. Examine methods of constitutional interpretation, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.	Analytic writing assignments, class discussions, research projects, examinations.	Knowledge integration, critical thinking, information literacy.
4. Synthesize and apply legal authorities orally and in writing.	Analytic writing assignments, research projects, faculty-directed class discussion, examinations, oral research presentations.	Knowledge integration, effective communication, critical thinking, information literacy.
5. Evaluate, develop, and support logical arguments regarding civil liberties controversies.	Analytic writing assignments, research projects, class discussion, examinations, oral research presentations.	Knowledge integration, effective communication, critical thinking, information literacy.

IV. Course Level Justification

This course is designed to fulfill the Integrative Capstone course requirement. The structure and substantive content of the course requires students to demonstrate complex knowledge integration, effective communication, critical thinking, and information literacy. This course requires skills gained from the Tier I GER courses and builds on and advances knowledge developed in other Justice and Legal Studies course offerings.

V. Topical Course Outline

1. Civil liberties introduction and foundations
 - 1.1. Eras of historic civil liberties activity
 - 1.2. The Constitution and Bill of Rights
 - 1.3. Incorporation of the Bill of Rights
2. Supreme Court decision-making
 - 2.1. Structure of the United States Court System
 - 2.2. Judicial review
 - 2.3. Processing Supreme Court cases
 - 2.4. Reading, understanding, and briefing Supreme Court opinions
 - 2.5. Political influence on Supreme Court decisions
 - 2.6. Theories of judicial interpretation
 - 2.7. Methods of legal analysis
3. Freedom of speech and expression
 - 3.1. Protected, less protected, and unprotected speech
 - 3.2. Regulation of speech based on content and location
 - 3.3. Freedom of association
4. Religion
 - 4.1. Free exercise of religion
 - 4.2. The Establishment Clause
5. Equal protection of the law
 - 5.1. Discrimination based on race, national origin, gender, alienage, sexual orientation, and economic status
 - 5.2. Constitutional framework and tests for equal protection analysis
 - 5.3. Remedies for past discrimination
6. The right to privacy
 - 6.1. Reproductive freedom
 - 6.2. Private activities
 - 6.3. Informational privacy
7. Rights of the accused and restrictions on police power
 - 7.1. Searches and seizures
 - 7.2. The exclusionary rule
 - 7.3. Self-incrimination
 - 7.4. Right to counsel
 - 7.5. Prisoners' rights and cruel and unusual punishment
8. National security and civil liberties
 - 8.1. Civil liberties during times of war or national crisis
 - 8.2. The Patriot Act
 - 8.3. The war on terrorism
9. Application and analysis of civil liberties principles under Alaska law

VI. Suggested Texts

Epstein, L., & Walker, T. (2013). *Constitutional law for a changing America: Rights, liberties, and justice* (8th ed.). Washington, DC: CQ Press.

O'Brien, D. (2010). *The Lanahan readings in civil rights and civil liberties* (3rd ed.). Baltimore, MD: Lanahan.

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Baum, L. (2010). *The Supreme Court* (10th ed.). Washington, DC: CQ Press.

Brettschneider, C. (2012). *Constitutional law and American democracy: Cases and readings*. New York, NY: Wolters Kluwer.

Chemerinsky, E. (2013). *Constitutional law* (4th ed.). New York, NY: Aspen.

Dorf, M. (2009). *Constitutional law stories* (2nd ed.). New York, NY: Foundation Press.

Gillman, H. (2013). *American constitutionalism (Vol. II): Rights and liberties*. New York, NY: Oxford University Press.

Harrison, G. (2003). *Alaska's constitution: A citizen's guide* (4th ed.). Juneau, AK: Alaska Legislative Affairs Agency.*

Hickey, T. (2010). *Taking sides: Clashing views in constitutional law*. New York, NY: McGraw-Hill.

Ides, A., & May, C. (2010). *Constitutional law-individual rights: Examples & explanations* (5th ed.). New York, NY: Aspen.

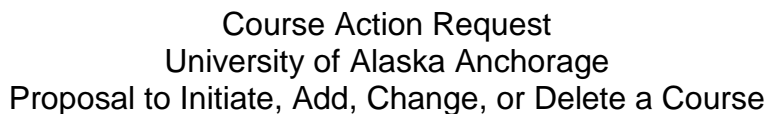
Rossum, R., & Tarr, G. (2014). *American constitutional law: The Bill of Rights and subsequent amendments (Vol. II)* (9th ed.). Boulder, CO: Westview Press.

Seamon, R. (2013). *The Supreme Court sourcebook*. New York, NY: Wolters Kluwer.

Shipler, D. (2011). *The rights of the people*. New York, NY: Vintage Books.

Walker, S. (2004). *Civil liberties in America: A reference handbook*. Santa Barbara, CA: ABC-CLIO.*

*standard reference

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

- I. Date of Initiation:** February 2014
- II. Curriculum Action Request**
- | | |
|-------------------------------|--|
| A. School: | College of Health |
| B. Course Prefix: | JUST |
| C. Course Number: | A485 |
| D. Number of Credits: | 3 |
| E. Contact Hours: | 3+0 |
| F. Course Program: | Bachelor of Arts, Justice |
| G. Course Title: | Tribal Courts and Alaska Native Rights |
| H. Grading Basis: | A-F |
| I. Implementation Date: | Fall/2014 |
| J. Cross-listed/Stacked: | LEGL A485 |
| K. Course Description: | Explores history and nature of Alaska Natives' legal relationship with state and federal governments, issues of tribal sovereignty in the United States, and Alaska Native self-government, history and impact of the Alaska Native Claims Settlement Act, and the operation of tribal courts in the United States. Emphasis on tribal courts in Alaska. |
| L. Course Prerequisites: | (LEGL A101 or JUST A110) with a minimum grade of D. |
| M. Course Co-requisites: | N/A |
| N. Other Restrictions: | Class |
| O. Registration Restrictions: | Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing |
| P. Course Fees: | No |
| Q. Course Attribute: | General Education Requirement, Integrative Capstone |
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
1. Present an overview of the federal government's historic legal relationship with Native Americans and Alaska Native tribes, including key legislation and judicial doctrines.
 2. Review concepts of sovereignty, the rise of Alaska Native political organizations, and jurisdictional conflicts between state, federal, and Alaska Native governments.
 3. Explain background, key provisions, and impact of the Alaska Native Claims Settlement Act (ANCSA) on contemporary Alaska tribes and tribal members.
 4. Articulate the history, structure, operation, values, and role of tribes and tribal

courts in American jurisprudence with a focus on Alaska tribes and tribal courts.

5. Discuss contemporary legal issues related to Alaska Native rights and tribal courts, including land issues, government services, subsistence, domestic violence, child custody, and the Indian Child Welfare Act (ICWA).

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

Student Learning Outcomes and Assessment Measures		
Student Learning Outcomes	Assessment Measures	Integrative Capstone Goals
1. Synthesize and integrate key legislation and judicial doctrines to describe distinct eras of federal government policy toward Native Americans and Alaska Native tribes.	Analytic writing assignments, in-class discussion.	Knowledge integration, information literacy.
2. Differentiate state, federal, and tribal jurisdiction historically and in 21 st century America.	Analytic writing assignments, in-class discussion.	Knowledge integration, critical thinking, information literacy.
3. Relate specific provisions of the Alaska Native Claims Settlement Act with contemporary legal issues affecting Alaska Native tribes.	Analytic writing assignments, in-class discussion.	Knowledge integration, information literacy.
4. Synthesize and integrate state, federal, and tribal legislation and court opinions to explain the role of tribal courts in the United States and Alaska.	Analytic writing assignments, in-class discussion.	Knowledge integration, effective communication, critical thinking, information literacy.
5. Relate concepts of sovereignty of Native American and Alaska Native tribes to the jurisdiction of tribal courts.	In-class discussion, research paper, oral research presentation.	Knowledge integration, effective communication, critical thinking, information literacy.
6. Evaluate conflicting positions and proposed solutions to contemporary issues related to Alaska Native rights and tribal courts in the context of controlling state, federal, and tribal law.	In-class discussion, research paper, oral research presentation.	Knowledge integration, effective communication, critical thinking, information literacy.

IV. Course Level Justification

This course is designed to fulfill the Integrative Capstone requirement. The course advances the analysis, writing, and presentation skills previously acquired in Tier 1 GER courses and other Legal Studies and Justice courses. This course requires mastery of foundational concepts of federalism and separation of powers developed in lower level courses in the Legal Studies and Justice curricula as they relate to tribal courts in Alaska and Alaska Native Rights. Discussion of highly controversial topics will require substantial experience in civil academic discourse.

V. Topical Course Outline

1. Overview of the federal government's relationship to Alaska Native tribes
 - 1.1. History of federal Indian policy and plenary power
 - 1.2. History of the federal government and Alaska Native tribes relationship
2. History of Alaska Native civil rights and political organizations
 - 2.1. Alaska Native brotherhood/sisterhood
 - 2.2. Alaska Federation of Natives (AFN)
 - 2.3. Tribal advocacy organizations
3. 21st century Alaska Native governments
 - 3.1. Traditional and Indian Reorganization Act governments
 - 3.2. For-profit corporations
 - 3.3. Multiregional political organizations
4. Sovereignty issues
 - 4.1. History of federal Native American sovereignty policy
 - 4.2. History of Alaska Native sovereignty
 - 4.3. The Alaska Native Claims Settlement Act (ANCSA)
 - 4.4. Native, state, and federal jurisdiction in Alaska
5. Tribal courts
 - 5.1. History of tribal courts in the American legal system
 - 5.2. Tribal court policy in Alaska
 - 5.3. Tribal court operation and management
 - 5.4. Tribal court structures
 - 5.5. Tribal court procedure
 - 5.6. Tribal court jurisdiction
 - 5.7. Tribal court conflicts and key judicial opinions
 - 5.8. Tribal court values and concepts of restorative justice
 - 5.9. Recognition and enforcement of tribal court decisions
6. Land issues
 - 6.1. Aboriginal title to land
 - 6.2. Reservations
 - 6.3. Native allotments and townsites
7. History of federal health and social service programs for Alaska Natives
 - 7.1. Bureaus of Indian affairs
 - 7.2. Education history and policy
 - 7.3. Economic development
 - 7.4. Indian health service
 - 7.5. The Indian Self-Determination Act
 - 7.6. Federal Indian preference legislation
8. Subsistence rights
 - 8.1. The Alaska National Interest Land Conservation Act (ANILCA)
 - 8.2. Fishing rights on state and federal waters
 - 8.3. Rural preference in Alaska case law

VI. Suggested Texts

Canby, W. C., Jr. (2009). *American Indian law in a nutshell* (5th ed.). St. Paul, MN: West.

Case, D. S., & Voluck, D. A. (2012). *Alaska Natives and American laws* (3rd ed.). Chicago, IL: University of Chicago Press.

Goldberg, C., Washburn, K. K., & Frickey, P. P. (Eds.) (2011). *Indian law stories*. New York, NY: Foundation Press.

Hensley, W. L. I. (2010). *Fifty miles from tomorrow: A memoir of Alaska and the real people*. New York, NY: Picador.

Williams, M. S. T. (Ed.) (2009). *The Alaska native reader: History, culture, politics*. Durham, NC: Duke University Press.

VII. Bibliography

Alaska Native Claims Settlement Act of 1971, Pub. L. No. 92-203, 85 Stat. 688.

Austin, R. D. (2009). *Navajo courts and Navajo common law: A tradition of tribal self-governance*. Minneapolis, MN: University of Minnesota Press.

Clinton, R. N., Newton, N. J., & Price, M. E. (2007). *American Indian law: Native nations and the federal system: Cases and materials* (5th ed.). Dayton, OH: Lexis-Nexis Mathew Bender.

Fletcher, M. L. M. (2011). *American Indian tribal law*. New York, NY: Wolters, Kluwer Law & Business.

Mitchell, D. C. (2001). *Take my land, take my life: The story of Congress's historic settlement of Alaska Native land claims*. Fairbanks, AK: University of Alaska Press.*

Pevar, S. L. (2012). *The rights of Indians and tribes* (4th ed.). New York, NY: Oxford University Press.

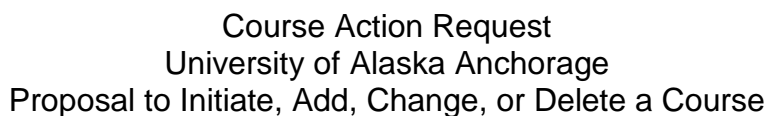
Richland, J. B. (2008). *Arguing with tradition: The language of law in Hopi tribal court*. Chicago, IL: University of Chicago Press.

Richland, J. B., & Deer, S. (2010). *Introduction to tribal legal studies* (2nd ed.). Lanham, MD: AltaMira Press.

Roderick, L. (Ed.) (2008). *Do Alaska Native people get free medical care?* Anchorage, AK: University of Alaska Anchorage/Alaska Pacific University.

University of Alaska Fairbanks Interior-Aleutians Campus Tribal Management Program. (2012). *Federal Indian law for Alaska tribes*. Retrieved from <http://tm112.community.uaf.edu/>.

* Classic Work

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

- I. Date of Initiation:** February 2014
- II. Curriculum Action Request**
- A. School: College of Health
 - B. Course Prefix: LEGL
 - C. Course Number: A485
 - D. Number of Credits: 3
 - E. Contact Hours: 3+0
 - F. Course Program: Bachelor of Arts, Legal Studies
 - G. Course Title: Tribal Courts and Alaska Native Rights
 - H. Grading Basis: A-F
 - I. Implementation Date: Fall/2014
 - J. Cross-listed/Stacked: JUST A485
 - K. Course Description: Explores history and nature of Alaska Natives' legal relationship with state and federal governments, issues of tribal sovereignty in the United States, and Alaska Native self-government, history and impact of the Alaska Native Claims Settlement Act, and the operation of tribal courts in the United States. Emphasis on tribal courts in Alaska.
 - L. Course Prerequisites: (LEGL A101 or JUST A110) with a minimum grade of D.
 - M. Course Co-requisites: N/A
 - N. Other Restrictions: Class
 - O. Registration Restrictions: Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing
 - P. Course Fees: No
 - Q. Course Attribute: General Education Requirement, Integrative Capstone
- III. Instructional Goals and Student Learning Outcomes**
- A. The instructor will:
- 1. Present an overview of the federal government's historic legal relationship with Native Americans and Alaska Native tribes, including key legislation and judicial doctrines.
 - 2. Review concepts of sovereignty, the rise of Alaska Native political organizations, and jurisdictional conflicts between state, federal, and Alaska Native governments.
 - 3. Explain background, key provisions, and impact of the Alaska Native Claims Settlement Act (ANCSA) on contemporary Alaska tribes and tribal members.
 - 4. Articulate the history, structure, operation, values, and role of tribes and tribal

courts in American jurisprudence with a focus on Alaska tribes and tribal courts.

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2. Differentiate state, federal, and tribal jurisdiction historically and in 21 st century America.	Analytic writing assignments, in-class discussion.	Knowledge integration, critical thinking, information literacy.
3. Relate specific provisions of the Alaska Native Claims Settlement Act with contemporary legal issues affecting Alaska Native tribes.	Analytic writing assignments, in-class discussion.	Knowledge integration, information literacy.
4. Synthesize and integrate state, federal, and tribal legislation and court opinions to explain the role of tribal courts in the United States and Alaska.	Analytic writing assignments, in-class discussion.	Knowledge integration, effective communication, critical thinking, information literacy.
5. Relate concepts of sovereignty of Native American and Alaska Native tribes to the jurisdiction of tribal courts.	In-class discussion, research paper, oral research presentation.	Knowledge integration, effective communication, critical thinking, information literacy.
6. Evaluate conflicting positions and proposed solutions to contemporary issues related to Alaska Native rights and tribal courts in the context of controlling state, federal, and tribal law.	In-class discussion, research paper, oral research presentation.	Knowledge integration, effective communication, critical thinking, information literacy.

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4. Sovereignty issues
 - 4.1. History of federal Native American sovereignty policy
 - 4.2. History of Alaska Native sovereignty
 - 4.3. The Alaska Native Claims Settlement Act (ANCSA)
 - 4.4. Native, state, and federal jurisdiction in Alaska
5. Tribal courts
 - 5.1. History of tribal courts in the American legal system
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 - 5.3. Tribal court operation and management
 - 5.4. Tribal court structures
 - 5.5. Tribal court procedure
 - 5.6. Tribal court jurisdiction
 - 5.7. Tribal court conflicts and key judicial opinions
 - 5.8. Tribal court values and concepts of restorative justice
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 - 6.1. Aboriginal title to land
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 - 7.1. Bureaus of Indian affairs
 - 7.2. Education history and policy
 - 7.3. Economic development
 - 7.4. Indian health service
 - 7.5. The Indian Self-Determination Act
 - 7.6. Federal Indian preference legislation
8. Subsistence rights
 - 8.1. The Alaska National Interest Land Conservation Act (ANILCA)
 - 8.2. Fishing rights on state and federal waters
 - 8.3. Rural preference in Alaska case law

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Case, D. S., & Voluck, D. A. (2012). *Alaska Natives and American laws* (3rd ed.). Chicago, IL: University of Chicago Press.

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Hensley, W. L. I. (2010). *Fifty miles from tomorrow: A memoir of Alaska and the real people*. New York, NY: Picador.

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Fletcher, M. L. M. (2011). *American Indian tribal law*. New York, NY: Wolters, Kluwer Law & Business.

Mitchell, D. C. (2001). *Take my land, take my life: The story of Congress's historic settlement of Alaska Native land claims*. Fairbanks, AK: University of Alaska Press.*

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University of Alaska Fairbanks Interior-Aleutians Campus Tribal Management Program. (2012). *Federal Indian law for Alaska tribes*. Retrieved from <http://tm112.community.uaf.edu/>.

* Classic Work