Undergraduate Academic Board
Agenda

March 28, 2014
2:00-5:00
ADM 204

I. Roll
- Alberta Harder (FS)
- Soren Orley (FS)
- Francisco Miranda (CAS, Chair)
- Barbara Harville (CAS)
- Mari Ippolito (CAS)
- Len Smiley (CAS)
- Dave Fitzgerald (CBPP)
- Eileen Weatherby (COH)
- Irasema Ortega (COE)
- Cheryl Smith (CTC)
- Utpal Dutta (SOE)
- Michael Hawfield (KPC)
- Sheri Denison (Mat-su)
- Kathryn Hollis Buchanan (Kod)
- Christina Stuive (ADV)
- Susan Kalina
- Lora Volden
- Scheduling and Publications

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

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

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. Program/Course Action Request- Second Readings
Chg PSY A200 Introduction to Behavior Analysis (GER)(3 cr)(3+0)(pg. 5-9)
Add PSY A447 Behavioral Treatment of Autism Spectrum Disorder (stacked with PSY A647)
(3 cr)(3+0)(pg. 10-25)
Chg PSY A455 Interventions for Challenging Behavior (stacked with PSY A655)
(3 cr)(3+0)(pg. 26-43)
Add PSY A467 Organizational Behavior Management (stacked with PSY A667)
(3 cr)(3+0)(pg. 44-55)
Add PSY A478 Advanced Applications of Behavior Analysis (stacked with PSY A678)
(3 cr)(3+0)(pg. 56-65)
Chg PHYS A403 Quantum Physics (stacked with PHYS A603)(4 cr)(4+0)(pg. 66-71)
Chg PHYS A413 Statistical and Thermal Physics (stacked with PHYS A613)
(4 cr)(4+0)(pg. 72-78)
Add PHYS A490 Special Topics in Physics (stacked with PHYS A690) (1-4 cr)(1-4+0)(pg. 79-86)
Chg JUST A443 Civil Liberties (GER)(Cross-listed with LEGL A443)(3 cr)(3+0)(pg. 87-92)
Add LEGL A443 Civil Liberties (GER)(Cross-listed with JUST A443)(3 cr)(3+0)(pg. 93-97)
Chg JUST A485 Tribal Courts and Alaska Native Rights (Cross Listed with LEGL A485) (3 cr)(3+0)(pg. 98-102)
Chg LEGL A485 Tribal Courts and Alaska Native Rights (GER)(Cross Listed with JUST A485) (3 cr)(3+0)(pg. 103-107)
Chg AE A403 Arctic Engineering (Stacked with AE A603)(3 cr)(3+0)(pg. 108-115)

VII. Program/Course Action Request- First Readings
Add Prefix, Arctic Engineering (pg. 116-117)
Chg BS, Geological Science (pg. 118-128)

VIII. Old Business
A. Second Reading of Purge List: Academic Courses (pg. 129-133)
B. Second Reading of Purge List: GER Courses (pg. 134)

IX. New Business
A. Concentrations within Majors (pg. 135)

X. Informational Items and Adjournment
A.
March 21, 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)  
(e) Dave Fitzgerald (CBPP)  
(e) Eileen Weatherby (COH)  
(e) Irasema Ortega (COE)  
(x) Cheryl Smith (CTC)  
(x) Upal Dutta (SOE)  
(x) Kevin Keating (LIB)  
(e) Michael Hawfield (KPC)  
(x) Sheri Denison (Mat-su)  
(e) Kathrynn Hollis Buchanan (Kod)  
(x) Christina Stuive (ADV)  

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

II. Approval of the Agenda (pg. 1-2)  
Add the Math Prerequisite for ACCT A101 memo to the agenda  
Approved as amended

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

IV. Administrative Report  
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina  
Children’s Mental Health Minor was approved by the NWWCU  
Officially a doctoral granting institution  

B. University Registrar Lora Volden  
Fall courses become viewable online on Monday, March 24  
Scheduling software will be implemented when fall registration opens

V. Chair’s Report  
A. UAB Chair- Francisco Miranda  

B. GERC  
HUMS A496 was approved as a GER integrative capstone  
GER petition policy was discussed, but will be revisited

VI. Old Business

VII. New Business  
A. ACCT A101 Prerequisite Memo – Minor Change  
The board unanimously approves the minor change to prerequisites for ACCT A101

VIII. Program/Course Action Request- Second Readings  
Chg HUMS A496 Human Services Capstone (GER)(3 cr)(3+0)(pg. 7-11)  
Unanimously Approved

IX. Program/Course Action Request- First Readings  
Add DMS A102 Foundations of Sonography (3 cr)(2+0)(pg. 12-16)  
Waive first reading, approve for second
March 21st, 2014  
Undergraduate Academic Board  
Page 2  
Summary

Chg  AAS, Diagnostic Medical Sonography (pg. 17-25)
Waive first reading, approve for second

Add  GEOL A430  Sedimentology (3 cr)(1+6)(pg. 26-30)
Waive first reading, approve for second

Add  GEOL A431  Stratigraphy (3 cr)(3+0)(pg. 31-35)
Waive first reading, approve for second

Add  GEOL A432L  Sedimentary Petrology Laboratory (1 cr)(0+3)(pg. 36-38)
Waive first reading, approve for second

Chg  ES A346  Introduction to Thermodynamics (3 cr)(3+0)(pg. 39-42)
Waive first reading, approve for second

Chg  AE A403  Arctic Engineering (Stacked with AE A603)(3 cr)(3+0)(pg. 43-50)
Accepted for first reading

Chg  Minor, Sociology (pg. 51-54)
Waive first reading, approve for second

Add  BA A201  Introduction to Alaska Native Business (1 cr)(1+0)(pg. 55-57)
Waive first reading, approve for second

Add  BA A202  Alaska Native Organizations (3 cr)(3+0)(pg. 58-62)
Waive first reading, approve for second

Add  BA A401  Alaska Native Corporation Business Management (3 cr)(3+0)(pg. 63-67)
Waive first reading, approve for second

Add  BA A402  Indigenous Leadership (3 cr)(3+0)(pg. 68-71)
Waive first reading, approve for second

Add  BA A403  Inside the Boardroom of Alaska Native Organizations (1 cr)(1+0)(pg. 72-75)
Waive first reading, approve for second

Add  BA A490B  Selected Topics in Alaska Native Corporations (1-3 cr)(1-3+0)(pg. 76-80)
Waive first reading, approve for second

Add  Minor, Alaska Native Business Management (pg. 81-89)
Waive first reading, approve for second

Chg  Undergraduate Certificate, Retail Management (pg. 90-97)
Waive first reading, approve for second

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)
Accepted for first reading, going to GERC

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)
Accepted for first reading, going to GERC

X. Informational Items and Adjournment
A.
**Course Action Request**

University of Alaska Anchorage

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

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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>PSY</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tr>
<td>PSY</td>
<td>A200</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
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6. **Complete Course Title**

Introduction to Behavior Analysis

Intro to Behavior Analysis

Abbreviated Title for Transcript (30 characters)

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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<td>Add or Change or Delete</td>
<td># of Repeats</td>
<td>A-F</td>
<td>semester/year</td>
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<td>Max Credits</td>
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<td>From: Fall/2014 To: Fall/9999</td>
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10. **Grading Basis**

A-F  P/NP  NG

11. **Implementation Date**

semester/year

From: Fall/2014 To: Fall/9999

12. **Cross Listed with**

Stacked with

Cross-Listed Coordination Signature

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

List any programs or college requirements that require this course.

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

<table>
<thead>
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<th>Date of Coordination</th>
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<th>Date:</th>
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13b. **Coordination Email**

Date: December 2, 2013

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

13c. **Coordination with Library Liaison**

Date: December 2, 2013

14. **General Education Requirement**

Mark appropriate box:

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

15. **Course Description**

(suggested length 20 to 50 words)

An introduction to the principles of behavior analysis used to understand and change behavior. Students will learn how behavioral scientists observe, measure, and change behavior to help people live healthy, productive lives.

16a. **Course Prerequisite(s)**

(list prefix and number or test code and score)

16b. **Co-requisite(s)**

(concurrent enrollment required)

N/A

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

- College
- Major
- Class
- Level

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

(non-codable)

N/A

17. **Mark if course has fees**

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

19. **Justification for Action**

A200 will serve as a prerequisite for PSY A400 (Strategies of Behavior Change), and will serve as a foundation for later coursework in the Behavior Analysis concentration that prepares students to apply for professional certification and/or to work in many social service agencies.

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<th>College/School Curriculum Committee Chair</th>
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5
I. **Initiation Date:** January 22, 2014

II. **Curriculum Action Request**
1. **College:** College of Arts and Sciences
2. **Course Title:** Introduction to Behavior Analysis
3. **Course Prefix:** PSY A200
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An introduction to the principles of behavior analysis used to understand and change behavior. Students will learn how behavioral scientists observe, measure, and change behavior to help people live healthy, productive lives.
8. **Status of course relative to degree or certification program:** Required for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** N/A
12. **Course Prerequisites:** N/A
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** N/A

III. **Course Activities**
Lecture and classroom-based activities.

IV. **Course Level Justification**
The course requires no prerequisite knowledge of the field of psychology and can be relevant to a wide range of potential career paths.

V. **Instructional Goals and Student Learning Outcomes**
A. **Instructional Goals.**
The instructor will:
1. Explain the philosophical assumptions of behavior analysis.
2. Explain and define the basic principles of behavior analysis, such as reinforcement, punishment, and stimulus control.
3. Explain research methods and data analysis used in behavior analysis.
B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
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<tbody>
<tr>
<td>Describe the philosophical assumptions of behavior analysis.</td>
<td>Graded in-class activities, quizzes, and/or tests.</td>
</tr>
<tr>
<td>Describe and define the basic principles of behavior analysis, such as reinforcement, punishment, and stimulus control.</td>
<td>Graded in-class activities, quizzes, and/or tests.</td>
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<tr>
<td>Describe research methods and data analysis used in behavior analysis.</td>
<td>Graded in-class activities, quizzes, and/or tests.</td>
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VI. Topical Course Outline

Note: Course content is designed to primarily teach the Behavior Analysis Certification Board (BACB)® Foundational Knowledge, as outlined in the BACB Fourth Edition Task List: http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf

1. Overview of Behavior Analysis
   a. Philosophy
      i. Lawfulness of behavior
      ii. Determinism
      iii. Parsimony
      iv. Pragmatism
   b. Differences between respondent and operant conditioning
   c. Distinctions between types of behavior analysis
      i. Methodological versus radical behaviorism
      ii. Conceptual analysis of behavior
      iii. Experimental analysis of behavior
      iv. Applied behavior analysis
      v. Behavioral service delivery (e.g., Positive Behavioral Support)

2. Defining, observing, and evaluating behavior
   a. Environmental (as opposed to Mentalistic) explanations of behavior
   b. Methods of observation
      i. Outcome
      ii. Event
      iii. Interval
      iv. Time-sample
   c. Basic experimental designs in behavior analysis
      i. Comparison Design
      ii. Reversal Design
      iii. Multiple-baseline Design
   d. Visual analysis of behavioral data
      i. Level
      ii. Trend
      iii. Variability
   e. Reliability and social validity
3. Reinforcement
   a. Types of reinforcement (i.e., positive and negative reinforcement)
   b. Classes of reinforcing stimuli
      i. Primary
      ii. Conditioned
      iii. Generalized
   c. Principles of effective reinforcement
      i. Deprivation
      ii. Immediacy
      iii. Size
      iv. Contingency
   d. Extinction
   e. Differential reinforcement
   f. Shaping
   g. Basic schedules of reinforcement
      i. Interval-Based Schedules
      ii. Ratio-Based Schedules
      iii. Extinction
   h. Behavioral contrast, momentum, and matching

4. Punishment
   a. Types of Punishment
      i. Positive and negative punishment
      ii. The role of escape and avoidance
   b. Principles of effective punishment
   c. Classes of punishing stimuli
      i. Primary
      ii. Conditioned
      iii. Generalized
   d. Ethical Considerations when Using Punishment
      i. An intervention of last resort
      ii. Alternatives to the use of punishment

5. Stimulus Control
   a. Stimulus discrimination
   b. Generalization training
   c. Programming and fading
   d. Imitation
   e. Instructions and rule governed behavior
      i. Pliance
      ii. Tracking
VII. **Suggested Texts**


VIII. **Bibliography and Resources**


*Seminal article in the field.*
## Course Action Request

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

1a. **School or College**  
AS CAS

1b. **Division**  
ASSC Division of Social Science

1c. **Department**  
PSY

2. **Course Prefix**  
PSY

3. **Course Number**  
A447

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

5a. **Credits/CEUs**  
3.0

5b. **Contact Hours**  
(3+0)

6. **Complete Course Title**  
Behavioral Treatment of Autism Spectrum Disorder  
Behavioral Treatment of ASD  
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

(please specify)

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

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

11. **Implementation Date**  
semester/year  
From: Fall/2014  
To: Fall/9999

12. ☐ Cross Listed with

   ☐ Stacked with PSY A647

   Cross-Listed Coordination

   Signature

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

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<tr>
<td>1. Courtesy</td>
<td>December 1, 2013</td>
<td>Claudia Lampman</td>
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<tr>
<td>2. MEd in Special Education / EDSE A633 Autism: Communication and Social Disorders</td>
<td>December 2, 2013</td>
<td>Jeff Bailey</td>
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Initiator Name (typed): Veronica Howard  
Initiator Signed Initials: ___________  
Date: __________________

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

13c. **Coordination with Library Liaison**  
Date: December 2, 2013

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

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

Special note: PSY A647 cannot be taken for credit if PSY A474 was previously taken for credit.

16a. **Course Prerequisite(s)** (list prefix and number or test code and score)  
PSY A400 with a grade of B or higher.

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. **Justification for Action**  
Adding course to address needed workforce development of Autism Spectrum Disorder treatment professionals in Alaska. PSY A474 will be an upper division elective for the Psychology BA and BS degrees, and will be a selective for the Behavior Analysis concentration that prepares students to apply for professional certification and/or to work in many social service agencies.
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I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. College: College of Arts and Sciences
2. Course Title: Behavioral Treatment of Autism Spectrum Disorder
3. Course Prefix: PSY A447
4. Credit Hours: 3 + 0
5. Contact Time: 3
6. Grading Information: A - F
7. Course Description: An advanced exploration of Autism Spectrum Disorder, including etiology, impact of the disorder on behavior, treatment options, and the role of family and community supports. Course will emphasize community-based behavioral treatment and early intensive behavioral intervention.

Special note: PSY A647 cannot be taken for credit if PSY A474 was previously taken for credit.

8. Status of course relative to degree or certification program: Selective for concentration in Behavior Analysis

9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A647
12. Course Prerequisites: PSY A400 with a grade of B or higher
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: N/A

III. Course Activities

Lecture and classroom-based activities

IV. Course Level Justification

The course requires an understanding and ability to apply the principles of behavior analysis learned in PSY A400.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Explain the etiology and diagnosis of Autism Spectrum Disorder.
2. Explain the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.
4. Explain how to effectively work with the families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.
B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the etiology and diagnostic criteria of Autism Spectrum Disorder.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
</tr>
<tr>
<td>Describe the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.</td>
<td>Graded in-class activities, written papers, quizzes, and/or exams</td>
</tr>
<tr>
<td>Specify and demonstrate common behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.</td>
<td>Graded in-class role play, class presentations, and/or case studies</td>
</tr>
<tr>
<td>Describe how to effectively work with families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.</td>
<td>Graded in-class activities, written paper, and/or exams</td>
</tr>
</tbody>
</table>

VI. Topical Course Outline


1. History and culture of people with Autism Spectrum Disorder (ASD)
   a. Key historical events in the community of people diagnosed with ASD
   b. Current and local cultural conditions influencing treatment choices for ASD
   c. Myths, fads, and controversies in the treatment of ASD
   d. Movements and legislative, educational, and legal issues affecting people with ASD

2. Critical aspects of ASD
   a. Sensory differences
   b. Communication differences
   c. Social skill differences
   d. Common comorbid conditions

3. Diagnostic and assessment procedures
   a. Diagnostic criteria
   b. Screening tools
   c. Assessments
      i. Assessment of Basic Language and Learning Skills (ABLLS)
      ii. Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP)
      iii. Functional Assessment of behavior
4. Evidence-based behavior management approaches
   a. Choosing appropriate treatment
      i. Reviewing best available scientific evidence for interventions
      ii. Critically evaluating the evidence regarding effectiveness, efficacy, and side effects of interventions
      iii. Educating clients about risks and benefits of alternative interventions and/or combinations of interventions (including potential interference with behavior analytic intervention)
      iv. Educating other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and/or combinations of interventions
   b. Behavior analytic treatment
      i. Behavior analytic versus non-behavior analytic interventions
      ii. Behavioral strategies to teach skills
      iii. Behavioral strategies to decrease dangerous or disruptive behavior

5. Systems and support
   a. Working with families
   b. Family and caregiver training
   c. Working with treatment teams
   d. Training paraprofessionals
   e. Person centered planning
   f. Designing effective treatment
      i. Setting considerations
      ii. Goodness of fit

6. Ethical Behavior
   a. Appropriate conduct of the treatment professional
   b. Operating within the scope of competence

VII. Suggested Texts


VIII. Bibliography and Resources


*Seminal works in the field.
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
  AS CAS

1b. Division
  ASSC Division of Social Science

1c. Department
  PSY

2. Course Prefix
  PSY

3. Course Number
  A647

4. Previous Course Prefix & Number
  N/A

5a. Credits/CEUs
  3.0

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

6. Complete Course Title
   Introduction to the Behavioral Treatment of Autism Spectrum Disorder
   Intro to Beh Tx of Autism ASD

Abbreviated Title for Transcript (30 character)

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

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

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date
    From: Fall/2014  To: Fall/9999

12. Cross Listed with
    ☑ Stacked with PSY A447

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.

13b. Coordination Email
    Date: March 7, 2014
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: March 7, 2014

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

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

Special note: PSY A647 cannot be taken for credit if PSY A474 was previously taken for credit.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
    PSY A600

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

16c. Other Restriction(s)
    □ College  □ Major  □ Class  □ Level

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Adding course to address needed workforce development of Autism Spectrum Disorder treatment professionals in Alaska. We are adding this course as an elective for graduate students who are pursuing degrees in helping related professions (e.g., psychology, social work, human services).
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<th>Disapproved</th>
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<th>Date</th>
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<td>Veronica Howard</td>
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<td>Department Chair</td>
<td>Date</td>
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<td>College/School Curriculum Committee Chair</td>
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</table>

| Undergraduate/Graduate Academic Board Chair | Date |          |             |                               |      |
| Approved               |      |          |             |                               |      |
| Disapproved            |      |          |             |                               |      |
| Approved               |      |          |             |                               |      |
| Disapproved            |      |          |             |                               |      |
| Provost or Designee    | Date |          |             |                               |      |
| Approved               |      |          |             |                               |      |
| Disapproved            |      |          |             |                               |      |
| Approved               |      |          |             |                               |      |
| Disapproved            |      |          |             |                               |      |
I. Initiation Date: January 22, 2014

II. Curriculum Action Request

1. College: College of Arts and Sciences
2. Course Title: Introduction to the Behavioral Treatment of Autism Spectrum Disorder
3. Course Prefix: PSY A647
4. Credit Hours: 3 + 0
5. Contact Time: 3
6. Grading Information: A - F

Special note: PSY A647 cannot be taken for credit if PSY A447 was previously taken for credit.

8. Status of course relative to degree or certification program: Elective
9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A447
12. Course Prerequisites: PSY A600
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: Graduate standing

III. Course Activities

Lecture and classroom-based activities, including substantive contribution to class discussion and coordination of a class topic discussion activity.

IV. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
1. Explain the etiology and diagnosis of Autism Spectrum Disorder.
2. Explain the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.
4. Explain how to effectively work with the families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.
B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
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</thead>
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<tr>
<td>Explain the etiology and diagnostic criteria of Autism Spectrum Disorder.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
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<tr>
<td>Describe the impact of Autism Spectrum Disorder on behavior, including communication, social behavior, cognitive/academic performance, and motor skills.</td>
<td>Graded in-class activities, quizzes, and/or tests as well as developing discussion topics based on primary sources and leading a lecture on a class topic.</td>
</tr>
<tr>
<td>Describe, develop, and demonstrate behavioral treatment strategies for addressing skill deficits and problem behavior in Autism Spectrum Disorder.</td>
<td>Graded in-class role play, case studies, class presentations, and as well as developing discussion topics based on primary sources.</td>
</tr>
<tr>
<td>Describe how to effectively work with families and caregivers of individuals diagnosed with Autism Spectrum Disorder to improve client outcomes.</td>
<td>Graded in-class activities, written paper, and/or exams.</td>
</tr>
<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
</tr>
</tbody>
</table>

V. Topical Course Outline


1. History and culture of people with Autism Spectrum Disorder (ASD)
   a. Key historical events in the community of people diagnosed with ASD
   b. Current and local cultural conditions influencing treatment choices for ASD
   c. Myths, fads, and controversies in the treatment of ASD
   d. Movements and legislative, educational, and legal issues affecting people with ASD

2. Critical aspects of ASD
   a. Sensory differences
   b. Communication differences
   c. Social skill differences
   d. Common comorbid conditions

3. Diagnostic and assessment procedures
   a. Diagnostic criteria
   b. Screening tools
   c. Assessments
      i. Assessment of Basic Language and Learning Skills (ABLLS)
      ii. Verbal Behavioral Milestones Assessment and Placement Program (VB-MAPP)
      iii. Functional Assessment of behavior
4. Evidence-based behavior management approaches
   a. Choosing appropriate treatment
      i. Reviewing best available scientific evidence for interventions
      ii. Critically evaluating the evidence regarding effectiveness, efficacy, and side effects of interventions
      iii. Educating clients about risks and benefits of alternative interventions and/or combinations of interventions (including potential interference with behavior analytic intervention)
      iv. Educating other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and/or combinations of interventions
   b. Behavior analytic treatment
      i. Behavior analytic versus non-behavior analytic interventions
      ii. Behavioral strategies to teach skills
      iii. Behavioral strategies to decrease dangerous or disruptive behavior

5. Systems and support
   a. Working with families
   b. Family and caregiver training
   c. Working with treatment teams
   d. Training paraprofessionals
   e. Person centered planning
   f. Designing effective treatment
      i. Setting considerations
      ii. Goodness of fit

6. Ethical Behavior
   a. Appropriate conduct of the treatment professional
   b. Operating within the scope of competence

VI. Suggested Texts


VII. Bibliography and Resources


*Seminal works in the field.*
**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<td>PSY</td>
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</tbody>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>PSY</td>
<td>A455</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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</tbody>
</table>

6. Complete Course Title  
**Interventions for Challenging Behavior**  
Challenging Behavior  
Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  # of Repeats  Max Credits

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

11. Implementation Date:  
From: Spring/2015  
To: Fall/9999

12. [ ] Cross Listed with  
PSY A655  [ ] Stacked  [ ] Cross-Listed Coordination

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy</td>
<td>December 1, 2013</td>
<td>Claudia Lampman</td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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</table>

Initiator Name (typed): Veronica Howard  
Initiator Signed Initials:  
Date:________________

13b. Coordination Email  
December 2, 2013  
submitted to Faculty Listserv:  
[uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: December 2, 2013

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description (suggested length 20 to 50 words)  
An exploration of strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents an overview of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.

Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
PSY A400 with a grade of B or higher.

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

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

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

17. [ ] Mark if course has fees

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

19. Justification for Action  
Course content is being revised to emphasize evidence-based behavioral treatment to be used as an upper division selective in the Behavior Analysis concentration.
<table>
<thead>
<tr>
<th>Position</th>
<th>Approval Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
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<tr>
<td>Veronica Howard</td>
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<tr>
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<tr>
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<tr>
<td>University/Graduate Academic Board Chair</td>
<td>Approved</td>
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<tr>
<td>Provost or Designee</td>
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<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. **Initiation Date:** January 22, 2014

II. **Curriculum Action Request**
1. **College:** College of Arts and Sciences
2. **Course Title:** Interventions for Challenging Behavior
3. **Course Prefix:** PSY A455
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An exploration of strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents an overview of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.

   Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit.

8. **Status of course relative to degree or certification program:** Selective for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A655
12. **Course Prerequisites:** PSY A400 with a grade of B or higher
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** N/A

III. **Course Activities**
Lecture and classroom-based activities.

IV. **Course Level Justification**
The course requires an understanding and ability to apply principles of behavior analysis learned in PSY A400.

V. **Instructional Goals and Student Learning Outcomes**
A. **Instructional Goals.** The instructor will:
1. Describe the impact of biological, psychological and environmental factors that may set the occasion for challenging behavior, and describe effective behavioral interventions for managing these behaviors.
2. Describe neurodevelopmental, neurocognitive, and other disorders that produce challenging behavior including etiology and associated behavior patterns.
3. Provide learning experiences that illustrate how to effectively work with the families and other caregivers of individuals with neurodevelopmental and non-developmental disorders to improve client outcomes.

B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the biopsychosocial factors that contribute to challenging behavior.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
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<tr>
<td>Describe and designs behavioral interventions to manage problem behavior associated with disorders.</td>
<td>Graded in-class activities, written papers, quizzes, and/or exams</td>
</tr>
<tr>
<td>Specify disorders that produce challenging behavior including etiology and associated behavior patterns.</td>
<td>Graded in-class activities, written papers, class presentations, quizzes, and/or exams</td>
</tr>
<tr>
<td>Describe how to effectively work with families and teams to improve client outcomes.</td>
<td>Graded in-class activities, written paper, and/or exams</td>
</tr>
</tbody>
</table>

VI. Topical Course Outline

1. History of treatment for disorders producing challenging behavior
   a. Medical model versus community based treatment
   b. Legislation and policy regarding treatment
   c. Ethical issues

2. Etiology and characteristics of disorders commonly presenting challenging behavior
   a. Neurodevelopmental disorders (e.g., autism spectrum disorder, attention-deficit hyperactivity disorder, fetal alcohol spectrum disorder)
   b. Neurocognitive disorders (e.g., dementia, Alzheimer’s Disease)
   c. Non-developmental disorders (e.g., phobia, substance use disorder, traumatic brain injury)

3. Assessment procedures
   a. Indirect assessment (e.g., screening tools, client/caregiver interview)
   b. Descriptive analysis
   c. Functional Assessment
   d. Functional Analysis

4. Treatment of challenging behavior
   a. Delinquency
   b. Eating disorders (e.g., pica, ruminative vomiting, obesity, and food refusal)
   c. Substance use
   d. Self-injury
   e. Aggression
5. Evidence-based behavior management approaches
   a. Choosing appropriate treatment
      i. Review best available scientific evidence for interventions
      ii. Critically evaluate the evidence regarding effectiveness, efficacy, and side effects of interventions
      iii. Educate clients about risks and benefits of alternative interventions and combinations of interventions (including potential interference with behavior analytic intervention)
      iv. Educate other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and combinations of interventions
   b. Behavior analytic treatment
      i. Behavior analytic versus non-behavior analytic interventions
      ii. Strategies to promote acceptable and preferred behavior (e.g., differential reinforcement, shaping, prompts and programming, token economies)
      iii. Strategies to decrease dangerous or disruptive behavior (e.g., extinction, punishment, behavioral contracts)

6. Systems and support
   a. Person centered planning
   b. Working with families (the family-centered approach)
   c. Working within treatment teams
   d. Training caregivers and other professionals
   e. Designing effective treatment
      i. Setting considerations
      ii. Goodness of fit

7. Ethical Behavior
   a. Appropriate conduct of the treatment professional
   b. Operating within the scope of competence

VII. Suggested Texts


VIII. Bibliography and Resources


*Seminal article in the field.*
# Course Action Request
## University of Alaska Anchorage
### Proposal to Initiate, Add, Change, or Delete a Course

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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>Add or Change</td>
<td># of Repeats</td>
<td>☑ A-F</td>
<td>From: Spring/2015</td>
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<tr>
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<td>Max Credits</td>
<td>☑ P/NP</td>
<td>To: Fall/9999</td>
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<th>14. General Education Requirement</th>
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<tbody>
<tr>
<td>March 7, 2014</td>
<td>March 7, 2014</td>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>(<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td>March 7, 2014</td>
<td>Oral Communication</td>
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<td>An introduction to strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents an overview of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.</td>
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| Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit. |

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<td>We are adding this course as an elective for graduate students who are pursuing degrees in helping related professions (e.g., psychology, social work, human services).</td>
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I. **Initiation Date:** January 22, 2014

II. **Curriculum Action Request**
1. **College:** College of Arts and Sciences
2. **Course Title:** Introduction to Interventions for Challenging Behavior
3. **Course Prefix:** PSY A655
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An introduction to strategies used to treat challenging and dangerous behavior such as delinquency, eating disorders, aggression, self-injury, and substance use. Course presents an overview of neurodevelopmental, neurocognitive and other disorders that commonly produce challenging behavior. Course emphasizes the role of family and community supports in community-based behavioral treatment.

   Special note: PSY A655 cannot be taken for credit if PSY A455 was previously taken for credit.

8. **Status of course relative to degree or certification program:** Elective
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A455
12. **Course Prerequisites:** PSY A600
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

III. **Course Activities**
Lecture and classroom-based activities, including substantive contribution to class discussion and coordination of a class topic discussion activity.

IV. **Instructional Goals and Student Learning Outcomes**
A. **Instructional Goals.** The instructor will:
   1. Describe the impact of biological, psychological and environmental factors that may set the occasion for challenging behavior, and describe effective behavioral interventions for managing these behaviors.
   2. Describe neurodevelopmental, neurocognitive, and other disorders that produce challenging behavior including etiology and associated behavior patterns.
   3. Provide learning experiences that illustrate how to effectively work with the families and other caregivers of individuals with neurodevelopmental and non-developmental disorders to improve client outcomes.
B. Student Learning Outcomes.

<table>
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<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
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<td>Describe the biopsychosocial factors that contribute to challenging behavior.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
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<tr>
<td>Describe and design behavioral interventions to manage problem behavior associated with disorders.</td>
<td>Graded in-class activities, quizzes, and/or tests as well as developing discussion topics based on primary sources and leading a lecture on a class topic.</td>
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<td>Specify disorders that produce challenging behavior including etiology and associated behavior patterns.</td>
<td>Graded in-class activities, written papers, class presentations, quizzes, and/or exams</td>
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<td>Describe how to effectively work with families and teams to improve client outcomes.</td>
<td>Graded in-class activities, written paper, and/or exams</td>
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<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
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V. Topical Course Outline

1. History of treatment for disorders producing challenging behavior
   a. Medical model versus community based treatment
   b. Legislation and policy regarding treatment
   c. Ethical issues

2. Etiology and characteristics of disorders commonly presenting challenging behavior
   a. Neurodevelopmental disorders (e.g., autism spectrum disorder, attention-deficit hyperactivity disorder, fetal alcohol spectrum disorder)
   b. Neurocognitive disorders (e.g., dementia, Alzheimer’s Disease)
   c. Non-developmental disorders (e.g., phobia, substance use disorder, traumatic brain injury)

3. Assessment procedures
   a. Indirect assessment (e.g., screening tools, client/caregiver interview)
   b. Descriptive analysis
   c. Functional Assessment
   d. Functional Analysis

4. Treatment of challenging behavior
   a. Delinquency
   b. Eating disorders (e.g., pica, ruminative vomiting, obesity, and food refusal)
   c. Substance use
   d. Self-injury
   e. Aggression
5. Evidence-based behavior management approaches
   a. Choosing appropriate treatment
      i. Review best available scientific evidence for interventions
      ii. Critically evaluate the evidence regarding effectiveness, efficacy, and side effects of interventions
      iii. Educate clients about risks and benefits of alternative interventions and combinations of interventions (including potential interference with behavior analytic intervention)
      iv. Educate other professionals and organizations (e.g., school districts, government, insurance companies) about risks and benefits of alternative interventions and combinations of interventions
   b. Behavior analytic treatment
      i. Behavior analytic versus non-behavior analytic interventions
      ii. Strategies to promote acceptable and preferred behavior (e.g., differential reinforcement, shaping, prompts and programming, token economies)
      iii. Strategies to decrease dangerous or disruptive behavior (e.g., extinction, punishment, behavioral contracts)

6. Systems and support
   a. Person centered planning
   b. Working with families (the family-centered approach)
   c. Working within treatment teams
   d. Training caregivers and other professionals
   e. Designing effective treatment
      i. Setting considerations
      ii. Goodness of fit

7. Ethical Behavior
   a. Appropriate conduct of the treatment professional
   b. Operating within the scope of competence

VI. Suggested Texts


VII. Bibliography and Resources


*Seminal article in the field.*
# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
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<th>1a. School or College</th>
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<td>ASSC Division of Social Science</td>
<td>PSY</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
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<tr>
<td>PSY</td>
<td>A467</td>
<td>N/A</td>
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<td>(3+0)</td>
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### 6. Complete Course Title

**Organizational Behavior Management**  
Org. Behavior Management  
**Abbreviated Title for Transcript (30 character)**

### 7. Type of Course

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

### 8. Type of Action:

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

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

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

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

### 10. Grading Basis

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

### 11. Implementation Date

- From: Fall/2014  
- To: Fall/9999

### 12. Cross Listed with

- [ ] PSY A667

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

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<td>December 1, 2013</td>
<td>Claudia Lampman</td>
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<td>2. Courtesy--Business Administration BA A300</td>
<td>December 2, 2013</td>
<td>Edward Forrest</td>
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**Initiator Name (typed): Veronica Howard**  
**Initiator Signed Initials:**     
**Date:**

### 13b. Coordination Email

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

### 13c. Coordination with Library Liaison

**Date:** December 2, 2013

### 14. General Education Requirement

**Mark appropriate box:**

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

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

An exploration of behavior analytic strategies used to manage and improve employee performance in the workplace. Topics will include effective staff training and support strategies, performance management, organizational system analysis, and behavior-based safety, implementation science, and effective consultation strategies.

**Special note:** PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.

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

PSY A400 with a grade of B or higher.

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

N/A

### 16c. Other Restriction(s)

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

### 17. Mark if course has fees

[ ]

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

[ ]

### 19. Justification for Action

PSY A467 will be an upper division elective for the Psychology BA and BS degrees and will be a selective for the concentration in Behavior Analysis that prepares students to apply for professional certification and/or to work in many social service agencies.
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I. Initiation Date: January 22, 2014

II. Curriculum Action Request
1. College: College of Arts and Sciences
2. Course Title: Organizational Behavior Management
3. Course Prefix: PSY A467
4. Credit Hours: 3 + 0
5. Contact Time: 3
6. Grading Information: A - F
7. Course Description: An exploration of behavior analytic strategies used to manage and improve employee performance in the workplace. Topics will include effective staff training and support strategies, performance management, organizational system analysis, and behavior-based safety, implementation science, and effective consultation strategies.

Special note: PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.

8. Status of course relative to degree or certification program:
   Selective for concentration in Behavior Analysis

9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A667
12. Course Prerequisites: PSY A400 with a grade of B or higher
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: N/A

III. Course Activities
Lecture and classroom-based activities.

IV. Course Level Justification
The course requires an understanding and ability to apply the principles of behavior analysis developed in PSY A400.

V. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Describe how principles of behavior analysis can be applied to the behavior of employees to improve workplace functioning (e.g., performance management, behavioral systems analysis, and behavior-based safety).
   2. Describe empirically supported strategies for training teachers, caregivers, and staff.
   3. Describe how outcomes are measured in organizational behavior management interventions.
4. Introduce students to research on implementation science and program survival, and describe the role of a behavioral consultant.

B. Student Learning Outcomes.

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<tbody>
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<td>Specify similarities and differences between performance management, behavioral systems analysis, and behavior-based safety.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
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<tr>
<td>Describe and design effective training programs.</td>
<td>Graded in-class activities, case studies, quizzes, and/or exams</td>
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<td>Describe how outcomes are measured in organizational behavior management (OBM) interventions.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
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<tr>
<td>Describe what implementation science is and how it can inform interventions that will sustain in the working environment.</td>
<td>Graded in-class activities, quizzes, and/or exams</td>
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VI. Topical Course Outline

1. Fundamentals of Organizational Behavior Management (OBM)
   a. Performance Management
   b. Behavioral Systems Analysis
   c. Behavior-Based Safety

2. Performance Management
   a. The ABCs of workplace behavior
      i. Antecedent interventions (e.g., job aids, task clarification, training)
      ii. Workplace behavior (e.g., defining success, pinpointing key behaviors)
      iii. Consequence Interventions (e.g., feedback, reinforcement in the workplace)
   b. Selecting, defining, and measuring behavior in the workplace
      i. Selecting meaningful behavior to change (i.e., goal setting, pinpointing, PIC/NIC© Analysis)
      ii. Methods of observation used in OBM interventions
      iii. Experimental designs and experimental control
      iv. Balancing the needs of organizations and employees

3. Changing staff behavior
   a. Staff behavior change methods
      i. Performance-based training versus competency-based training
      ii. Antecedent strategies used to improve staff performance
      iii. Consequent strategies used to improve staff performance
      iv. Most effective interventions to improve staff performance
   b. Maintaining staff performance
4. Implementation Science
   a. Conducting interventions within the community
   b. Measuring environmental readiness for change
   c. Stages of implementation
   d. Defining intervention core components
   e. Defining evidence-based interventions
   f. Strategies that foster adoption and survival of interventions

5. Effective consultation strategies
   a. Building rapport
   b. Training clients (e.g., parents, paraprofessionals, managers)
   c. Gaining buy-in

VII. Suggested Texts


VIII. Bibliography and Resources


### Course Action Request

**University of Alaska Anchorage**

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

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**6. Complete Course Title**

Introduction to Organizational Behavior Management

Intro to OBM

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

Intro to OBM

**7. Type of Course**

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

**8. Type of Action:**

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

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

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

**Add or delete as appropriate:**

**9. Repeat Status No**

- [ ] # of Repeats
- [ ] Max Credits

**10. Grading Basis**

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

**11. Implementation Date**

- [ ] semester/year

**From:** Fall/2014
**To:** Fall/9999

**12. Cross Listed with**

- [x] Stacked with
- PSY A467

**Cross-Listed Coordination**

**Signature**

13a. Impacted Courses or Programs:

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

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**Initiator Name (typed):**

Veronica Howard

**Initiator Signed Initials:**

[ ]

**Date:**

________________

13b. Coordination Email

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

**Date:** March 7, 2014

13c. Coordination with Library Liaison

**Date:** March 7, 2014

14. General Education Requirement

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
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15. Course Description (suggested length 20 to 50 words)

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**Special note:** PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.

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

PSY A600

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

N/A

16c. Other Restriction(s)

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

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

Graduate standing

17. Mark if course has fees

[ ]

18. Mark if course is a selected topic course

[ ]

19. Justification for Action

We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).
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Department Chair

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College/School Curriculum Committee Chair

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<th>Approved</th>
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Undergraduate/Graduate Academic Board Chair

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Provost or Designee

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<th>Approved</th>
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</table>


I. **Initiation Date:** January 22, 2014

II. **Curriculum Action Request**
1. **College:** College of Arts and Sciences
2. **Course Title:** Introduction to Organizational Behavior Management
3. **Course Prefix:** PSY A667
4. **Credit Hours:** 3 + 0
5. **Contact Time:** 3
6. **Grading Information:** A - F
7. **Course Description:** An introduction to behavior analytic strategies used to manage and improve employee performance in the workplace. Topics include effective staff training and support strategies, performance management, organizational system analysis, and behavior-based safety, implementation science, and effective consultation strategies.

Special note: PSY A667 cannot be taken for credit if PSY A467 was previously taken for credit.

8. **Status of course relative to degree or certification program:** Selective for concentration in Behavior Analysis
9. **Course Fees:** None
10. **Coordination:** UAA faculty list-serve
11. **Cross-listed/Stacked:** Stacked with PSY A467
12. **Course Prerequisites:** PSY A600
13. **Course Co-requisites:** N/A
14. **Other Restrictions:** N/A
15. **Registration Restrictions:** Graduate standing

III. **Course Activities**
Lecture and classroom-based activities, including substantive contribution to class discussion and coordination of a class topic discussion activity.

IV. **Instructional Goals and Student Learning Outcomes**
A. **Instructional Goals.** The instructor will:
1. Explain how principles of behavior analysis can be applied to the behavior of employees to improve workplace functioning (e.g., performance management, behavioral systems analysis, and behavior-based safety).
2. Explain empirically supported strategies for training teachers, caregivers, and staff.
3. Explain how outcomes are measured in organizational behavior management interventions.
4. Introduce students to research on implementation science and program survival, and describe the role of a behavioral consultant.
B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify similarities and differences between performance management, behavioral systems analysis, and behavior-based safety.</td>
<td>Graded in-class activities, quizzes, and/or exams.</td>
</tr>
<tr>
<td>Describe and design effective training programs.</td>
<td>Graded in-class activities, case studies, quizzes, development of discussion topics based on primary sources, and/or exams.</td>
</tr>
<tr>
<td>Describe how outcomes are measured in organizational behavior management (OBM) interventions.</td>
<td>Graded in-class activities, quizzes, development of discussion topics based on primary sources, and/or exams.</td>
</tr>
<tr>
<td>Describe what implementation science is and how it can inform interventions that will sustain in the working environment.</td>
<td>Graded in-class activities, quizzes, development of discussion topics based on primary sources, and/or exams.</td>
</tr>
<tr>
<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

1. Fundamentals of Organizational Behavior Management (OBM)
   a. Performance Management
   b. Behavioral Systems Analysis
   c. Behavior-Based Safety

2. Performance Management
   a. The ABCs of workplace behavior
      i. Antecedent interventions (e.g., job aids, task clarification, training)
      ii. Workplace behavior (e.g., defining success, pinpointing key behaviors)
      iii. Consequence Interventions (e.g., feedback, reinforcement in the workplace)
   b. Selecting, defining, and measuring behavior in the workplace
      i. Selecting meaningful behavior to change (i.e., goal setting, pinpointing, PIC/NIC© Analysis)
      ii. Methods of observation used in OBM interventions
      iii. Experimental designs and experimental control
      iv. Balancing the needs of organizations and employees

3. Changing staff behavior
   a. Staff behavior change methods
      i. Performance-based training versus competency-based training
      ii. Antecedent strategies used to improve staff performance
      iii. Consequent strategies used to improve staff performance
      iv. Most effective interventions to improve staff performance
   b. Maintaining staff performance
4. Implementation Science
   a. Conducting interventions within the community
   b. Measuring environmental readiness for change
   c. Stages of implementation
   d. Defining intervention core components
   e. Defining evidence-based interventions
   f. Strategies that foster adoption and survival of interventions

5. Effective consultation strategies
   a. Building rapport
   b. Training clients (e.g., parents, paraprofessionals, managers)
   c. Gaining buy-in

VI. Suggested Texts


VII. Bibliography and Resources


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

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

2. Course Prefix  
PSY
3. Course Number  
A478
4. Previous Course Prefix & Number  
N/A
5a. Credits/CEUs  
3.0
5b. Contact Hours  
(Lecture + Lab) (3+0)

6. Complete Course Title  
Advanced Applications of Behavior Analysis
Advanced Applications of BA
Abbreviated Title for Transcript (30 character)

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

8. Type of Action:  
☒ Add  ☐ Change  ☐ Delete
If a change, mark appropriate boxes:

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

9. Repeat Status No  # of Repeats  Max Credits
10. Grading Basis  ☒ A-F  ☐ P/NP  ☐ NG
11. Implementation Date  semester/year
   From: Fall/2014  To: Fall/9999
12. ☐ Cross Listed with  ☒ Stacked with  PSY A678  Cross-Listed Coordination
   Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courtesy</td>
<td>December 1, 2013</td>
<td>Claudia Lampman</td>
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<td>2.</td>
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<td>3.</td>
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</table>
Initiator Name (typed): Veronica Howard  Initiator Signed Initials: _________ Date:________________

13b. Coordination Email  Date: December 2, 2013  submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  Date: December 2, 2013

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

15. Course Description (suggested length 20 to 50 words)  
Explores topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
PSY A400 with a grade of B or higher
16b. Co-requisite(s) (concurrent enrollment required)  
N/A
16c. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level
16d. Registration Restriction(s) (non-codable)  

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

19. Justification for Action  
Course will be added as an upper division elective in the Behavior Analysis concentration.

Initiator (faculty only)  Date  
Veronica Howard  Initiator (TYPE NAME)

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

☐ Approved  ☐ Disapproved  Undergraduate/Graduate Academic  Date
   ☐ Approved  ☐ Disapproved  Board Chair  Date
   ☐ Approved  ☐ Disapproved  Provost or Designee  Date
University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request
1. College: College of Arts and Sciences
2. Course Title: Advanced Applications of Behavior Analysis
3. Course Prefix: PSY A478
4. Credit Hours: 3 + 0
5. Contact Time: 3
6. Grading Information: A - F
7. Course Description: Explores topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

     Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.

8. Status of course relative to degree or certification program: Selective for the concentration in Behavior Analysis

9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A678
12. Course Prerequisites: PSY A400 with a minimum grade of B
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: N/A

III. Course Activities
Lecture and classroom-based activities.

IV. Course Level Justification
The course requires an understanding of principles of behavior analysis learned in PSY A400.

V. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Explain the philosophical assumptions of behavior analysis and guide class discussion on assigned readings.
   2. Explain the importance of science in clinical practice.
   3. Explain the role of the behavior analyst as a scientist-practitioner.
   4. Explain advanced topics in behavior analysis and guide class discussion on assigned readings.
B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>Upon successful completion of the course, the student will:</th>
<th>The student learning outcome will be assessed by one or more of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the philosophical assumptions of behavior analysis.</td>
<td>Graded in-class activities, quizzes, and/or tests.</td>
</tr>
<tr>
<td>Describe the role of the behavior analyst as a scientist-practitioner and explain the importance</td>
<td>Graded in-class activities, quizzes, case studies, written papers, and/or tests.</td>
</tr>
<tr>
<td>of science in clinical practice.</td>
<td></td>
</tr>
<tr>
<td>Explain advanced topics such as matching law and behavioral economics, behavior analysis in</td>
<td>Graded in-class activities, quizzes, class presentations, written papers, and/or tests.</td>
</tr>
<tr>
<td>education, and the behavioral philosophy relating to private events like thoughts and feelings.</td>
<td></td>
</tr>
</tbody>
</table>

VI. Topical Course Outline

*Course content should change to reflect contemporary issues in behavioral science.*

1. Advanced exploration of behavioral philosophy
   a. Determinism
   b. Selectionism
2. The Behavior Analyst as a scientist-practitioner
   a. Rationale for understanding basic principles and concepts
   b. Translational research
   c. Implementation Science
3. Choice making
   a. Matching law
   b. Behavioral economics
   c. Quantitative models of choice
   d. Self-control and impulsivity
4. Treatment of maladaptive behavior with non-disordered populations
   a. Substance use disorders
   b. Gambling
   c. Obesity
5. Behavioral views of private events
   a. Consciousness
   b. Relational Frame Theory
   c. Acceptance and Commitment Therapy
6. Behavioral animal training
   a. Treating problem behavior in pet animals
   b. Training for detection tasks (e.g., disease, drugs, physical hazards)
7. Behavior analysis in education
   a. Direct Instruction
   b. Personalized Systems of Instruction
   c. Interteaching
8. Promotion of treatment integrity in behavioral interventions
   a. Implementation Science
   b. Translational research
VII. Suggested Texts
Selected readings to be provided by the instructor.

VIII. Bibliography and Resources


*Seminal works in the field
### 1a. School or College
AS CAS

### 1b. Division
ASSC Division of Social Science

### 1c. Department
PSY

### 2. Course Prefix
PSY

### 3. Course Number
A678

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

### 5a. Credits/CEUs
3.0

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

### 6. Complete Course Title
Applications of Behavior Analysis

### Abbreviated Title for Transcript (30 character)
Applications of Beh Analysis

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

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

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

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

### 11. Implementation Date
- semester/year
  - From: Fall/2014
  - To: Fall/9999

### 12. Cross Listed with
- Stack with
  - PSY A478

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

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<td>Claudia Lampman</td>
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Initiator Name (typed): Veronica Howard  
Initiator Signed Initials: ____________  
Date:________________

### 13b. Coordination Email
- Date: March 7, 2014
  - submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: March 7, 2014

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

### 15. Course Description (suggested length 20 to 50 words)
Explores topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.

### 16a. Course Prerequisite(s) (list prefix and number or test code and score)
- PSY A600

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

### 16c. Other Restriction(s)
- College
- Major
- Class
- Level

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

### 17. Mark if course has fees
- Yes

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

### 19. Justification for Action
We are adding this course as an elective for graduate students who are pursing degrees in helping related professions (e.g., psychology, social work, human services).

Initiator (faculty only)  
Veronica Howard

Initiator (TYPE NAME)  
Signed Name: ____________  
Date:________________

Approved
Disapproved
Dean/Director of School/College

Approved
Disapproved
Undergraduate/Graduate Academic

Approved
Disapproved
Board Chair

Approved
Disapproved
Provost or Designee

Approved
Disapproved
Department Chair

Approved
Disapproved
College/School Curriculum Committee Chair

Approved
Disapproved
College/School Curriculum Committee Chair
University of Alaska Anchorage
Course Content Guide

I. Initiation Date: January 22, 2014

II. Curriculum Action Request
1. College: College of Arts and Sciences
2. Course Title: Applications of Behavior Analysis
3. Course Prefix: PSY A678
4. Credit Hours: 3 + 0
5. Contact Time: 3
6. Grading Information: A - F
7. Course Description: Explores topics in behavior analysis, emphasizing the role of the behavior analyst as a scientist-practitioner. Topics will include the philosophical history of behaviorism, modern behavioral research, and application of behavior analysis to socially relevant problems.

Special note: PSY A678 cannot be taken for credit if PSY A478 was previously taken for credit.

8. Status of course relative to degree or certification program: Selective for the concentration in Behavior Analysis

9. Course Fees: None
10. Coordination: UAA faculty list-serve
11. Cross-listed/Stacked: Stacked with PSY A478
12. Course Prerequisites: PSY A600
13. Course Co-requisites: N/A
14. Other Restrictions: N/A
15. Registration Restrictions: Graduate standing

III. Course Activities
Lecture and classroom-based activities, including substantive contribution to class discussion and coordination of a class topic discussion activity.

IV. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Explain the philosophical assumptions of behavior analysis and guide class discussion on assigned readings.
   2. Explain the importance of science in clinical practice.
   3. Explain the role of the behavior analyst as a scientist-practitioner.
   4. Explain advanced topics in behavior analysis and guide class discussion on assigned readings.
B. Student Learning Outcomes.

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<td>Explain advanced topics such as matching law and behavioral economics, behavior analysis in education, and the behavioral philosophy relating to private events like thoughts and feelings.</td>
<td>Graded in-class activities, quizzes, written papers, and/or tests as well as developing discussion topics based on primary sources and leading a lecture on a class topic.</td>
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<td>Critically analyze primary source material.</td>
<td>Term paper, class presentations, and/or leading a lecture on a class topic.</td>
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V. Topical Course Outline

Course content should change to reflect contemporary issues in behavioral science.

1. Advanced exploration of behavioral philosophy
   a. Determinism
   b. Selectionism
2. The Behavior Analyst as a scientist-practitioner
   a. Rationale for understanding basic principles and concepts
   b. Translational research
   c. Implementation Science
3. Choice making
   a. Matching law
   b. Behavioral economics
   c. Quantitative models of choice
   d. Self-control and impulsivity
4. Treatment of maladaptive behavior with non-disordered populations
   a. Substance use disorders
   b. Gambling
   c. Obesity
5. Behavioral views of private events
   a. Consciousness
   b. Relational Frame Theory
   c. Acceptance and Commitment Therapy
6. Behavioral animal training
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7. Behavior analysis in education
   a. Direct Instruction
   b. Personalized Systems of Instruction
   c. Interteaching
8. Promotion of treatment integrity in behavioral interventions
   a. Implementation Science
   b. Translational research
VI. Suggested Texts
Selected readings to be provided by the instructor.

VII. Bibliography and Resources


*Seminal works in the field
**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  
Physics and Astronomy

2. Course Prefix  
PHYS  
3. Course Number  
A403  
4. Previous Course Prefix & Number  
N/A  
5a. Credits/CEUs  
4  
5b. Contact Hours  
(Lecture + Lab)  
(4+0)

6. Complete Course Title  
Quantum Mechanics

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No  
# of Repeats  
Max Credits

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

11. Implementation Date  
semester/year  
From:  
Sp/2015  
To:  
/9999

12. ☐ Cross Listed with  
Stacked with PHYS A603

Cross-Listed Coordination  
Signature

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

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<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
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<tbody>
<tr>
<td>1. see attached sheet</td>
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<td>3.</td>
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Initiator Name (typed): Katherine Rawlins  
Initiator Signed Initials: ______  
Date:________________

13b. Coordination Email  
Date: 11/26/13  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 12/2/13

14. General Education Requirement  
Mark appropriate box:

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

15. Course Description  (suggested length 20 to 50 words)  
Fundamentals of quantum mechanics, including applications to the hydrogen atom, particle spin, and perturbation theory.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
[PHYS A303 with minimum grade of C or CHEM A332 with minimum grade of C], and MATH A314 with minimum grade of C

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Adding a stacked version of this course, and increase credits/contact hours to reflect workload and level of rigor necessary to achieve outcomes

Initiator (faculty only)  
Katherine Rawlins

Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Department Chair  
Date  
Undergraduate/Graduate Academic  
Board Chair  
Date

☐ Approved  
☐ Disapproved  
College/School Curriculum Committee Chair  
Date  
Provost or Designee  
Date
University of Alaska Anchorage  
Course Content Guide  
PHYS 403 Quantum Mechanics

I. Date of Initiation  
November 20, 2013

II. Course Information
A. College:  
   CAS
B. Department:  
   Physics & Astronomy
C. Course Subject:  
   PHYS
D. Course Number  
   A403
E. Number of Credits/CEU  
   4.0
F. Number of Contact Hours  
   4+0
G. Course Title  
   Quantum Mechanics
H. Grading Basis:  
   A-F
I. Course Description:  
   Fundamentals of quantum mechanics, including applications to the hydrogen atom, particle spin, and perturbation theory.
J. Course Prerequisite:  
   [PHYS A303 with minimum grade of C or CHEM A332 with minimum grade of C], and MATH A314 with minimum grade of C
K. Implementation Date:  
   Spring 2015
L. Stacked with:  
   PHYS A603

III. Course Activities
Standard lecture class. Mainly lectures by instructor

IV. Course Level Justification
This course builds upon the principles of classical physics, and requires mathematical skills typical of upper-division students.

V. Outline
A. Linear algebra and classical physics review
   1. Inner products
   2. Unitary and Hermitian matrices
   3. Eigenvalues and eigenvectors
   4. Hamiltonians
B. The Schrodinger Equation
   1. Free particle
   2. Particle in a box
C. The harmonic oscillator
   1. Raising/lowering operators
D. Rotation in three dimensions
   1. Angular momentum
   2. Spherical harmonics
   3. The hydrogen atom
E. Identical particles
   1. Spin
   2. Fermions and bosons
F. Approximation methods
   1. WKB method
   2. Time-independent perturbation theory

VI. Instructional Goals and Student Learning Outcomes
A. Instructional Goals: The instructor will:
   1. introduce the Schrodinger Equation and how to solve it for several example systems, such as a particle in a box, harmonic oscillator, and the hydrogen atom.
   2. explain the nature of particle spin, and how it relates to degeneracy of identical particles.
   3. demonstrate how to derive approximate solutions to quantum mechanical problems using perturbation methods.

B. Student Learning Outcomes.

<table>
<thead>
<tr>
<th>The student will demonstrate:</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to use linear algebra to solve eigenvector/eigenvalue problems in quantum mechanics.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Mastery of use of the Schrodinger equation and how to solve it for problems such as a particle in a box, the harmonic oscillator, and the hydrogen atom.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Comprehension of the concept of spin angular momentum, and how it relates to identical particles.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
</tbody>
</table>

VII. Suggested Texts (at option of instructor)

VIII Bibliography and Resources
1a. School or College  
AS CAS  

1b. Division  
AMSC Division of Math Science  

1c. Department  
Physics and Astronomy  

2. Course Prefix  
PHYS  

3. Course Number  
A603  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
4  

5b. Contact Hours  
(Lecture + Lab)  
(4+0)  

6. Complete Course Title  
Advanced Quantum Mechanics  

Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status  ☐ Grade Mode  ☐ Cross-Listed/Stacked  ☐ Course Prerequisites  ☐ Co-requisites  ☐ Registration Restrictions  ☐ General Education Requirement  ☐ Class  ☐ Level  ☐ College Major  ☐ Other (please specify)  

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
(suggested format: semester/year)  
From:  Sp/2015  
To:  /9999  

12. ☐ Cross Listed with  
☒ Stacked with  
PHYS A403  
Cross-Listed Coordination  
Signature  

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>

Initiator Name (typed): Katherine Rawlins  
Initiator Signed Initials: ___________  
Date: ___________  

13b. Coordination Email  
Date: 11/26/13  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 12/2/13  

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

15. Course Description  
(suggested length 20 to 50 words)  
Mathematical foundations of quantum mechanics, and advanced applications to the hydrogen atom, particle spin, and perturbation theory. Includes review of current literature and/or independent research on the topic.  

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

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

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

16d. Registration Restriction(s) (non-codable)  
Graduate standing, and approval of faculty advisor  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Adding a stacked version of this course, so as to be available for Interdisciplinary Masters students  

Initiator ( faculty only)  
Katherine Rawlins  
Initiator ( TYPE NAME)  

☑ Approved  
☒ Disapproved  
Dean/Director of School/College  
Date  

☑ Approved  
☒ Disapproved  
Undergraduate/Graduate Academic Board Chair  
Date  

☑ Approved  
☒ Disapproved  
Provost or Designee  
Date  

69
I. Date of Initiation
   November 20, 2013

II. Course Information
   A. College: CAS
      Department: Physics & Astronomy
   B. Course Subject: PHYS
   C. Course Number: A603
   D. Number of Credits/CEU: 4.0
   E. Number of Contact Hours: 4+0
   F. Course Title: Advanced Quantum Mechanics
   G. Grading Basis: A-F
   H. Course Description:
      Mathematical foundations of quantum mechanics, and advanced applications to the hydrogen atom, particle spin, and perturbation theory. Includes review of current literature and/or independent research on the topic.
   I. Course Prerequisite: N/A
   J. Implementation Date: Spring 2015
   K. Stacked with: PHYS A403
   L. Registration Restrictions: Graduate standing, and approval of faculty advisor

III. Course Activities
   Standard lecture class. Mainly lectures by instructor

IV. Course Level Justification
   This course builds upon the principles of classical physics (which should be familiar to graduate students), and requires advanced mathematical skills. The course will require not only traditional study from a textbook and working of mathematical problem sets at an advanced level, but also integration of this knowledge into the context of current literature and modern research.

V. Outline
   A. Linear algebra and classical physics review
      1. Inner products
      2. Unitary and Hermitian matrices
      3. Eigenvalues and eigenvectors
      4. Hamiltonians
   B. The Schrodinger Equation
      1. Free particle
      2. Particle in a box
   C. The harmonic oscillator
      1. Raising/lowering operators
D. Rotation in three dimensions
   1. Angular momentum
   2. Spherical harmonics
   3. The hydrogen atom
E. Identical particles
   1. Spin
   2. Fermions and bosons
F. Approximation methods
   1. WKB method
   2. Time-independent perturbation theory

VI. Instructional Goals and Student Learning Outcomes
A. Instructional Goals: The instructor will:
   1. present the Schrödinger Equation and how to solve it for several example systems, such as a particle in a box, harmonic oscillator, and the hydrogen atom.
   2. explain the nature of particle spin, and how it relates to degeneracy of identical particles.
   3. demonstrate how to derive approximate solutions to quantum mechanical problems using perturbation methods.

B. Student Learning Outcomes.

<table>
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<th>The student will demonstrate:</th>
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<tbody>
<tr>
<td>The ability to use linear algebra to solve eigenvector/eigenvalue problems in quantum mechanics.</td>
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<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Comprehension of the concept of spin angular momentum, and how it relates to identical particles.</td>
<td>Homework, quizzes, and/or exams</td>
</tr>
<tr>
<td>Familiarity with current work in the field represented by journals and other current literature, and/or carry out a research project</td>
<td>Oral or written presentations</td>
</tr>
</tbody>
</table>

VII. Suggested Texts

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

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Physics and Astronomy

2. Course Prefix
PHYS

3. Course Number
A413

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
4

5b. Contact Hours
(Lecture + Lab)
(4+0)

6. Complete Course Title
Statistical and Thermal Physics
Abbreviated Title for Transcript (30 character)
Statistical & Thermal Physics

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

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

If a change, mark appropriate boxes:
☐ Prefix ☐ Course Number ☐ Credits ☒ Contact Hours ☐ Title ☐ Repeat Status ☐ Grading Basis ☒ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites ☐ Test Score Prerequisites ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions ☐ General Education Requirement

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
semester/year
From: Sp/2015 To: /9999

12. ☐ Cross Listed with

☒ Stacked with PHYS A613

Cross-Listed Coordination

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

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1. see attached sheet</td>
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<td>2.</td>
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Initiator Name (typed): Katherine Rawlins
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 11/26/13
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 12/2/13

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

15. Course Description (suggested length 20 to 50 words)
Principles of statistical mechanics and thermodynamics, with applications.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
PHYS A212 with minimum grade of C or CHEM A331 with minimum grade of C

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Adding a stacked version of this course, and increase credits/contact hours to reflect workload and level of rigor necessary to achieve outcomes, minor change in title

Initiator (faculty only)
Katherine Rawlins
Initiator (TYPE NAME) __________________________ Date: __________________________

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

☐ Approved ☐ Disapproved
Undergraduate/Graduate Academic Board Chair __________________________ Date: __________________________

☐ Approved ☐ Disapproved
provost or Designee __________________________ Date: __________________________
I. Date of Initiation: November 20, 2013

II. Course Information

A. College: CAS
   Department: Physics and Astronomy
B. Course Subject: PHYS
C. Course Number: A413
D. Number of Credits/CEU: 4.0
E. Number of Contact Hours: 4+0
F. Course Title: Statistical and Thermal Physics
G. Grading Basis: A-F
H. Course Description: Principles of statistical mechanics and thermodynamics, with applications.
I. Course Prerequisite: PHYS A212 with minimum grade of C or CHEM A331 with minimum grade of C
J. Implementation Date: Spring 2015
K. Stacked with: PHYS A613

III. Course Level Justification
This course builds upon the principles of general physics, and requires mathematical skills typical of upper-division students.

IV. Instructional Goals and Student Learning Outcomes

1. Instructional Goals

The goal of statistical mechanics is to predict the macroscopic properties of bodies, most especially their thermodynamics properties, on the basis of their microscopic properties. Today the ideas and methods of this field are being applied to complexity, biology and information theory. In this class the instructor will present:

1. The laws of thermodynamics and simple applications.
2. The ensemble approach to statistical mechanics.
3. How to use the machinery of statistical mechanics to solve general problems in this area.

2. Student Learning Outcomes.

Students will come to understand the fundamentals of statistical mechanics.
Upon completion of this course, students will be able to:

| apply the laws of thermodynamics to simple systems. | assessed according to: homework assignments, exams |
| choose the appropriate ensembles for different systems. | homework assignments, exams |
| solve standard statistical mechanics problems. | homework assignments, exams |

### V. Topical Course Outline

1. What is statistical mechanics?
2. Random walks and emergent properties
3. Temperature and equilibrium
4. Phase-space dynamics and ergodicity
5. Entropy
6. Free energies
7. Quantum statistical mechanics
8. Order parameters, broken symmetry and topology
9. Correlations, response, and dissipation
10. Abrupt phase transitions
11. Continuous phase transitions

### VI. Suggested Text(s)


### VII. Bibliography


## Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<td>AMSC Division of Math Science</td>
<td>Physics and Astronomy</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>PHYS</td>
<td>A613</td>
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<td>4</td>
<td>(4+0)</td>
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</table>

### Complete Course Title

**Advanced Statistical and Thermal Physics**

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

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

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

Principles of statistical mechanics and thermodynamics, with advanced applications. Includes review of current literature and/or independent research on the topic.

### Course Prerequisite(s) (list prefix and number or test code and score)

N/A

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

N/A

### Other Restriction(s)

- College: ☑
- Major: ☑
- Class: ☑
- Level: ☑

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

- Graduate standing, and approval of faculty advisor

### Mark if course has fees

- ☑

### Mark if course is a selected topic course

- ☑

### Justification for Action

Adding a stacked version of this course, so as to be available for Interdisciplinary Masters students

---

**Initiator Name (Typed): Katherine Rawlins  
Initiator Signed Initials: ______________________ Date: __________________**

### Coordination with Library Liaison

- Date: 12/2/13

---

**Initiator (Faculty only)  Date: __________________**

<table>
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<th>Disapprove</th>
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**Dean/Director of School/College  Date: __________________**

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**Undergraduate/Graduate Academic  Board Chair  Date: __________________**

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**Provost or Designee  Date: __________________**

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<td>☑</td>
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</tbody>
</table>
I. Date of Initiation: November 20, 2013

II. Course Information
A. College: CAS
   Department: Physics and Astronomy
B. Course Subject: PHYS
C. Course Number: A613
D. Number of Credits/CEU: 4.0
E. Number of Contact Hours: 4+0
F. Course Title: Advanced Statistical and Thermal Physics
G. Grading Basis: A-F
H. Course Description:
   Principles of statistical mechanics and thermodynamics, with advanced applications. Includes review of current literature and/or independent research on the topic.
I. Course Prerequisite: N/A
J. Implementation Date: Spring 2015
K. Stacked with: PHYS A413
L. Registration restrictions: Graduate standing, and approval of faculty advisor

III. Course Level Justification
This course builds upon the principles of general physics (which should be familiar to graduate students), and requires advanced mathematical skills. The course will require not only traditional study from a textbook and working of mathematical problem sets at an advanced level, but also integration of this knowledge into the context of current literature and modern research.

IV. Instructional Goals and Student Learning Outcomes

1. Instructional Goals

The goal of statistical mechanics is to predict the macroscopic properties of bodies, most especially their thermodynamics properties, on the basis of their microscopic properties. Today the ideas and methods of this field are being applied to complexity, biology and information theory. In this class the instructor will present:

1. The laws of thermodynamics and simple applications.
2. The ensemble approach to statistical mechanics.
3. How use the machinery of statistical mechanics to solve general problems in this area.
2. Student Learning Outcomes.

Students will come to understand the fundamentals of statistical mechanics.

Upon completion of this course,

<table>
<thead>
<tr>
<th>students will be able to:</th>
<th>assessed according to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply the laws of thermodynamics to simple systems.</td>
<td>homework assignments, exams</td>
</tr>
<tr>
<td>choose the appropriate ensembles for different systems.</td>
<td>homework assignments, exams</td>
</tr>
<tr>
<td>solve standard statistical mechanics problems.</td>
<td>homework assignments, exams</td>
</tr>
<tr>
<td>demonstrate familiarity with current work in the field represented by journals and other current literature, and/or carry out a research project</td>
<td>oral or written presentations</td>
</tr>
</tbody>
</table>

V. Topical Course Outline

1. What is statistical mechanics?
2. Random walks and emergent properties
3. Temperature and equilibrium
4. Phase-space dynamics and ergodicity
5. Entropy
6. Free energies
7. Quantum statistical mechanics
8. Order parameters, broken symmetry and topology
9. Correlations, response, and dissipation
10. Abrupt phase transitions
11. Continuous phase transitions

VI. Suggested Text(s)


VII. Bibliography


## Course Action Request

### University of Alaska Anchorage

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

### 1. School or College

**AS CAS**

### 2. Course Prefix

**PHYS**

### 3. Course Number

**A490**

### 4. Previous Course Prefix & Number

**N/A**

### 5. Credits/CEUs

1-4

### 6. Complete Course Title

**Special Topics in Physics**

### 7. Type of Course

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

### 8. Type of Action

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

### 9. Repeat Status

- Yes
- No

### 10. Grading Basis

- A-F
- P/NP
- NG

### 11. Implementation Date

- Semester/year:
  - From: Sp/2015
  - To: /1999

### 12. Cross Listed with

- Stacked with **PHYS A690**

### 13a. Impacted Courses or Programs

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

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</tbody>
</table>

Initiator Name (typed): **Katherine Rawlins**

Initiator Signed Initials: __________  Date: __________

### 14. General Education Requirement

Mark appropriate box:

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

### 15. Course Description

Detailed study of a selected topic in physics. Special Note: may be repeated with change of topic, for a maximum of 12 credits.

- **PHYS A303** with minimum grade of C

### 16a. Course Prerequisite(s)

- PHYS A303 with minimum grade of C

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

- Concurrent enrollment required

### 16d. Registration Restriction(s)

- Non-codable

### 17. Mark if course has fees

- Yes

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

- Yes

### 19. Justification for Action

Adding a course, for flexible option to offer specialized topics in response to student demand

Initiator (faculty only): **Katherine Rawlins**

Initiator (TYPE NAME) Date

- Approved
- Disapproved

Dean/Director of School/College Date

- Approved
- Disapproved

Undergraduate/Graduate Academic

Date

- Approved
- Disapproved

Board Chair

Date

- Approved
- Disapproved

Provost or Designee

Date

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COURSE CONTENT GUIDE

I) Date initiated: 11/20/2013

II) Course Information:
   A) College: College of Arts and Sciences
      Department: Physics and Astronomy
   B) Course Title: Special Topics in Physics
   C) Course Prefix/Number: PHYS A490
   D) Number of credits: 1-4
   E) Contact hours: 1.0-4.0 + 0 (lecture + lab)
   F) Grading Basis: A-F
   G) Course Description: Detailed study of a selected topic in physics. Special Note: may be repeated with change of topic, for a maximum of 12 credits.
   H) Status of course relative to degree programs: elective for Physics Minor
   I) Fees: none
   J) Coordination: UAA Faculty Listserv
   K) Prerequisite: PHYS A303 with minimum grade of C
   L) Registration restrictions: none
   M) Stacked with: PHYS A690

III) Course level justification:
   This course will explore a special topic at an advanced level. It requires a 300-level physics course and is intended for upper-division students.

IV) Instructional Goal:
   The general instructional goal is to introduce students to an advanced topic not generally taught in other course offerings. Examples of such a topic could include for instance:
      Plasma Physics
      Astrophysics
      Acoustics
      Biophysics
      Nuclear & Particle Physics
   Specifically, the instructor will:
   -- present the concepts, principles, and mathematical underpinnings of the particular topic
   -- present applications of the particular topic.
V) Student Learning Outcomes & Assessment Methods

**Varies according to the topic.** But general outcomes for a this course will include:

<table>
<thead>
<tr>
<th>The student will...</th>
<th>... as measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be familiar with general concepts underlying the selected topic</td>
<td>Homework and tests</td>
</tr>
<tr>
<td>Be able to solve mathematical problems related to the selected topic</td>
<td>Homework and tests</td>
</tr>
</tbody>
</table>

VI) Topical course outline:

**Varies according to the topic,** but an example outline for a course on "Particle Physics" might look like:

I. Tools
   1. Accelerators
   2. Passage of radiation through matter
   3. Detectors
II. Particle and Nuclei
   1. The subatomic "zoo"
      1. Fermions and bosons
      2. Leptons
      3. Quarks, mesons, and baryons
      4. Gauge bosons
   2. Atomic structure
      1. Elastic scattering and cross sections
      2. Inelastic scattering
      3. Deep inelastic scattering
III. Conservation Laws
   1. How symmetries lead to conservation laws
   2. Charge, baryon number, lepton number, and muon number
   3. Hypercharge and strangeness
   4. Angular momentum and spin
   5. Isospin
IV. Interactions
   1. Electromagnetism
   2. The weak nuclear interaction
   3. The electroweak theory
   4. Hadronic interactions

VII) Suggested text(s):
Varies according to the topic, but some examples may include:

For Nuclear & Particle Physics:

For Plasma Physics:

VIII) Bibliography:
   Varies according to the topic, but some examples may include:

For Plasma Physics:
### Course Action Request
**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS</td>
<td>A690</td>
<td>N/A</td>
<td>1-4</td>
<td>(Lecture + Lab)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Advanced Special Topics in Physics</td>
</tr>
<tr>
<td>Adv Special Topics in Physics</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td>Yes</td>
<td>12</td>
<td></td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>PHYS A490</td>
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<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 12/26/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 12/2/13</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
</table>

Detailed study of a selected topic in physics at the graduate level. Includes review of current literature and/or independent research on the topic. Special Note: may be repeated with change of topic, for a maximum of 12 credits.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>16c. Other Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
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<tbody>
<tr>
<td>College</td>
<td>Graduate standing, and approval of faculty advisor</td>
</tr>
<tr>
<td>Major</td>
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</tr>
<tr>
<td>Class</td>
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</tr>
<tr>
<td>Level</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
</table>

Adding a stacked version of this course, so as to be available for Interdisciplinary Masters students

<table>
<thead>
<tr>
<th>20. Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Rawlins</td>
</tr>
</tbody>
</table>

Signature: ______________________

<table>
<thead>
<tr>
<th>21. Dean/Director of School/College</th>
<th>Date</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>22. Undergraduate/Graduate Academic</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>23. Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
</table>

54
I) Date initiated: 11/20/2013

II) Course Information:
   A) College: College of Arts and Sciences
   Department: Physics and Astronomy
   B) Course Title: Advanced Special Topics in Physics
   C) Course Prefix/Number: PHYS A690
   D) Number of credits: 1-4
   E) Contact hours: 1.0-4.0 + 0 (lecture + lab)
   F) Grading Basis: A-F
   G) Course Description: Detailed study of a selected topic in physics at the graduate level. Includes review of current literature and/or independent research on the topic. Special Note: may be repeated with change of topic, for a maximum of 12 credits.
   H) Status of course relative to degree programs: not required for any program
   I) Fees: none
   J) Coordination: UAA Faculty Listserv
   K) Prerequisite: N/A
   L) Registration restrictions: Graduate standing, and approval of faculty advisor
   M) Stacked with: PHYS A490

III) Course level justification:
   This course will explore a special topic at a graduate level. The course will require not only traditional study from a textbook and working of mathematical problem sets at an advanced level, but also integration of this knowledge into the context of current literature and modern research.

IV) Instructional Goal:
   The general instructional goal is to introduce students to an advanced topic not generally taught in other course offerings. Examples of such a topic could include for instance:
   - Plasma Physics
   - Astrophysics
   - Acoustics
   - Biophysics
   - Nuclear & Particle Physics
Specifically, the instructor will:
-- present the concepts, principles, and mathematical underpinnings of the particular topic
-- present applications of the particular topic.

V) Student Learning Outcomes & Assessment Methods

Varies according to the topic. But general outcomes for a this course will include:

<table>
<thead>
<tr>
<th>The student will…</th>
<th>… as measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be familiar with general concepts underlying the selected topic</td>
<td>Homework and tests</td>
</tr>
<tr>
<td>Be able to solve mathematical problems related to the selected topic</td>
<td>Homework and tests</td>
</tr>
<tr>
<td>Become familiar with current work in the field through journals and other current literature, and/or carry out a research project</td>
<td>Oral or written presentations</td>
</tr>
</tbody>
</table>

VI) Topical course outline:

Varies according to the topic, but an example outline for a course on "Particle Physics" might look like:

I. Tools
   1. Accelerators
   2. Passage of radiation through matter
   3. Detectors
II. Particle and Nuclei
   1. The subatomic "zoo"
      1. Fermions and bosons
      2. Leptons
      3. Quarks, mesons, and baryons
      4. Gauge bosons
   2. Atomic structure
      1. Elastic scattering and cross sections
      2. Inelastic scattering
      3. Deep inelastic scattering
III. Conservation Laws
   1. How symmetries lead to conservation laws
   2. Charge, baryon number, lepton number, and muon number
   3. Hypercharge and strangeness
   4. Angular momentum and spin
   5. Isospin
IV. Interactions
   1. Electromagnetism
   2. The weak nuclear interaction
   3. The electroweak theory
   4. Hadronic interactions

VII) Suggested text(s):
   
   **Varies according to the topic**, but some examples may include:

   *For Nuclear & Particle Physics:*

   *For Plasma Physics:*

VIII) Bibliography:
   
   **Varies according to the topic**, but some examples may include:

   *For Plasma Physics:*
# Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
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<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>AJUS Division of Justice</td>
<td>Justice Center</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>JUST</td>
<td>A443</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Liberties</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Preparatory/Development</td>
<td>Change</td>
<td></td>
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<tr>
<td>Non-credit</td>
<td>Delete</td>
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<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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</thead>
<tbody>
<tr>
<td>☒ A-F</td>
<td>From: Spring/2015 To: 9999</td>
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<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
</tr>
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<tbody>
<tr>
<td>LEGL A443</td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<tr>
<th>13b. Coordination Email</th>
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<tr>
<td>Date: 2/6/2014</td>
<td>Date: 2/6/2014</td>
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<tr>
<th>14. General Education Requirement</th>
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<tr>
<td>Mark appropriate box:</td>
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<tr>
<td>Fine Arts</td>
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<table>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>JUST A315 or JUST A343 or PS A343 with a minimum grade of D.</td>
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<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
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<td>☒ College</td>
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<th>16e. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Role</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>Jason Brandeis</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
</tr>
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</table>
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: Spring/2015
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. Encourage critical thinking by applying constitutional frameworks to hypothetical legal situations.
Upon successful completion of this course, the student will demonstrate, by way of multiple artifacts of assessment, achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
<th>Integrative Capstone Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and analyze Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.</td>
<td>Analytic writing assignments, class discussions, examinations.</td>
<td>Critical thinking, information literacy.</td>
</tr>
<tr>
<td>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.</td>
<td>Analytic writing assignments, class discussions, examinations.</td>
<td>Knowledge integration, critical thinking, information literacy.</td>
</tr>
<tr>
<td>3. Examine methods of constitutional interpretation, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.</td>
<td>Analytic writing assignments, class discussions, research projects, examinations.</td>
<td>Knowledge integration, critical thinking, information literacy.</td>
</tr>
<tr>
<td>4. Synthesize and apply legal authorities orally and in writing.</td>
<td>Analytic writing assignments, research projects, faculty-directed class discussion, examinations, oral research presentations.</td>
<td>Knowledge integration, effective communication, critical thinking, information literacy.</td>
</tr>
<tr>
<td>5. Evaluate, develop, and support logical arguments regarding civil liberties controversies.</td>
<td>Analytic writing assignments, research projects, class discussion, examinations, oral research presentations.</td>
<td>Knowledge integration, effective communication, critical thinking, information literacy.</td>
</tr>
</tbody>
</table>

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**


**VII. Bibliography**


*standard reference
### Proposal to Initiate, Add, Change, or Delete a Course

**Course Action Request**

**University of Alaska Anchorage**

**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)

**6. Complete Course Title**

Civil Liberties

Abbreviated Title for Transcript (30 character)

**7. Type of Course**

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

**8. Type of Action:**  

[ ] Add  [ ] Change  [ ] Delete

*If a change, mark appropriate boxes:*

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

**9. Repeat Status No**

# of Repeats  Max Credits

**10. Grading Basis**

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

**11. Implementation Date**

From: Spring/2015  To: 9999

**12. Cross Listed with**

JUST A443

[ ] 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.ualaska.edu/governance](http://www.ualaska.edu/governance).*

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA, Justice</td>
<td>courtesy coordination</td>
<td>1/31/2014</td>
<td>Marny Rivera</td>
</tr>
<tr>
<td>2. BA, Legal Studies</td>
<td>courtesy coordination</td>
<td>1/31/2014</td>
<td>Deborah Periman</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13b. Coordination Email**

Date: 2/6/2014

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

**13c. Coordination with Library Liaison**

Date: 2/6/2014

**14. General Education Requirement**

Mark appropriate box:  

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

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

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)**

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

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

Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing

**17. Mark if course has fees**

[ ]

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

[ ]

**19. Justification for Action**

The course will help fill a gap in the existing Legal Studies curriculum, which does not currently have a capstone course.

---

**Initiator Name (typed):** Jason Brandeis  

Initiator Signed Initials: _________  

Initiator Co-signer: _________  

Date: ___________.

**Department Chairperson:** _________  

**Curriculum Committee Chairperson:** _________  

**Dean/Director of School/College:** _________  

**Undergraduate/Graduate Academic:** _________  

**Provost or Designee:** _________  

---

**Approved**  

Dean/Director of School/College  

Date: ___________.

**Disapproved**  

Department Chairperson  

Date: ___________.

**Approved**  

Undergraduate/Graduate Academic  

Date: ___________.

**Disapproved**  

Curriculum Committee Chairperson  

Date: ___________.

**Approved**  

Provost or Designee  

Date: ___________.
I. Date of Initiation: February 2014

II. Curriculum Action Request

A. School: College of Health
B. Course Prefix: LEGL
C. Course Number: A443
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Program: Bachelor of Arts, Legal Studies
G. Course Title: Civil Liberties
H. Grading Basis: A-F
I. Implementation Date: Spring/2015
J. Cross-listed/Stacked: JUST 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. Encourage critical thinking by applying constitutional frameworks to hypothetical legal situations.
B. Upon successful completion of this course, the student will demonstrate, by way of multiple artifacts of assessment, achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
<th>Integrative Capstone Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and analyze Supreme Court decisions that have shaped and impacted civil liberties jurisprudence.</td>
<td>Analytic writing assignments, class discussions, examinations.</td>
<td>Critical thinking, information literacy.</td>
</tr>
<tr>
<td>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.</td>
<td>Analytic writing assignments, class discussions, examinations.</td>
<td>Knowledge integration, critical thinking, information literacy.</td>
</tr>
<tr>
<td>3. Examine methods of constitutional interpretation, constitutional balancing tests, and levels of scrutiny applied by courts in reviewing civil liberties issues.</td>
<td>Analytic writing assignments, class discussions, research projects, examinations.</td>
<td>Knowledge integration, critical thinking, information literacy.</td>
</tr>
<tr>
<td>4. Synthesize and apply legal authorities orally and in writing.</td>
<td>Analytic writing assignments, research projects, faculty-directed class discussion, examinations, oral research presentations.</td>
<td>Knowledge integration, effective communication, critical thinking, information literacy.</td>
</tr>
<tr>
<td>5. Evaluate, develop, and support logical arguments regarding civil liberties controversies.</td>
<td>Analytic writing assignments, research projects, class discussion, examinations, oral research presentations.</td>
<td>Knowledge integration, effective communication, critical thinking, information literacy.</td>
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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


VII. Bibliography


*standard reference
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<th>Chair/Coordinator Contacted</th>
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<td>1/31/14</td>
<td>Marny Rivera</td>
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<tr>
<td>2. BA, Legal Studies</td>
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<td>Deborah Periman</td>
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| 13b. Coordination Email | Date: 2/6/2014 |

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

| 13c. Coordination with Library Liaison | Date: 2/6/2014 |

14. General Education Requirement

Mark appropriate box:

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

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

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. The history and impact of the Alaska Native Claims Settlement Act, and the operation of tribal courts in the United States is also explored, with an emphasis on tribal courts in Alaska.

16a. Course Prerequisite(s) (list prefix and number) (LEGL A101 or JUST A110) 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)

- College
- Major
- Class
- Level

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

- Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action

Change of course to GER capstone status fills a gap in the existing Legal Studies curriculum, which does not currently have a capstone course.

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Initiator (TYPE NAME)

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<tr>
<th>Provost or Designee</th>
<th>Date</th>
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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:** Spring/2015  
   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. The history and impact of the Alaska Native Claims Settlement Act, and the operation of tribal courts in the United States is also explored, with an 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 and present 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:

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<th>Student Learning Outcomes</th>
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<tr>
<td>1. Synthesize and integrate key legislation and judicial doctrines to describe distinct eras of federal government policy toward Native Americans and Alaska Native tribes.</td>
<td>Analytic writing assignments, in-class discussion.</td>
<td>Knowledge integration, information literacy.</td>
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<tr>
<td>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.</td>
<td>Analytic writing assignments, in-class discussion.</td>
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<td>5. Relate concepts of sovereignty of Native American and Alaska Native tribes to the jurisdiction of tribal courts.</td>
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<td>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.</td>
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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
   8.2. Fishing rights on state and federal waters
   8.3. Rural preference in Alaska case law

VI. Suggested Texts


VII. Bibliography


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

Initiator (Ryan Fortson) Date

1. School or College
   CH College of Health

2. Course Prefix
   LEGL

3. Course Number
   A485

4. Previous Course Prefix & Number
   N/A

5. Credits/CEUs
   3

6. Contact Hours (Lecture + Lab)
   (3+0)

7. Complete Course Title
   Tribal Courts and Alaska Native Rights
   Tribal Cts & AK Natv Rts

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

9. Repeat Status No  # of Repeats  Max Credits
   ☐ A-F  ☐ P/NP  ☐ NG

10. Grading Basis
    ☒ A-F

11. Implementation Date
    Semester/year
    From: Spring/2015  To: 9999

12. Cross Listed with
    JUST A485
    Stacked  ☐ with N/A

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

13b. Coordination Email
    Date: 2/6/2014
    submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

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

15. Course Description (suggested length 20 to 50 words)
    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. The history and impact of the Alaska Native Claims Settlement Act, and the operation of tribal courts in the United States is also explored, with an emphasis on tribal courts in Alaska.

16a. Course Prerequisite(s) (list prefix and number)
    (LEGL A101 or JUST A110) 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)
    ☐ College  ☐ Major  ☒ Class  ☐ Level

16e. Completion of all GER Tier 1 (Basic College-Level Skills) courses; Junior or Senior standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
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Initiator (faculty only) Date  ☐ Approved  ☐ Disapproved  Dean/Director of School/College Date

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Ryan Fortson Date  ☐ Approved  ☐ Disapproved  Board Chairperson Date

Department Chairperson Date  ☐ Approved  ☐ Disapproved  Provost or Designee Date

Curriculum Committee Chairperson Date  ☐ Approved  ☐ Disapproved  Date
University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: February 2014

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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: Spring/2015
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. The history and impact of the Alaska Native Claims Settlement Act, and the operation of tribal courts in the United States is also explored, with an 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 and present 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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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.
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   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
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   4.3. The Alaska Native Claims Settlement Act (ANCSA)
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   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
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   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
   8.2. Fishing rights on state and federal waters
   8.3. Rural preference in Alaska case law

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

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

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

<table>
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<table>
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<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>☒ A-F</td>
</tr>
<tr>
<td>☐ P/JP</td>
</tr>
<tr>
<td>☐ NG</td>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Spring/2015</td>
</tr>
<tr>
<td>To: 99/9999</td>
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<table>
<thead>
<tr>
<th>12. ☒ Cross Listed with</th>
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<tbody>
<tr>
<td>☐ Stacked with AE A603</td>
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</table>

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BS of Civil Engineering</td>
<td>254</td>
<td>1/24/2014</td>
<td>Osama Abaza</td>
</tr>
<tr>
<td>2. BS of Construction Management</td>
<td>223</td>
<td>2/4/2014</td>
<td>Jeffrey Callahan</td>
</tr>
<tr>
<td>3. BS of Engineering, EE/ME</td>
<td>260, 261</td>
<td>12/6/2013</td>
<td>Jens Munk/Jeff Hoffman</td>
</tr>
</tbody>
</table>

Initiator Name (typed): Hannele Zubeck  
Initiator Signed Initials: ___________  
Date: ___________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 2/4/2014</th>
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</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 2/4/2014</th>
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</thead>
</table>

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<th>14. General Education Requirement</th>
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<tr>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>☐ Written Communication</td>
</tr>
<tr>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td>☐ Humanities</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
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<tr>
<td>☐ Natural Sciences</td>
</tr>
<tr>
<td>☐ Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduces students to a broad spectrum of engineering challenges unique to cold regions. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. Students gain a working knowledge of cold regions engineering problems and modern solutions as a basis for more detailed study.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
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<td>N/A</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
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<tr>
<td>☐ College</td>
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<tr>
<td>☐ Major</td>
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<tr>
<td>☒ Class</td>
</tr>
<tr>
<td>☐ Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
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</thead>
<tbody>
<tr>
<td>Junior or senior standing in an accredited undergraduate program in engineering or construction management.</td>
</tr>
</tbody>
</table>

| 17. ☒ Mark if course has fees Standard Engineering fee |

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

<table>
<thead>
<tr>
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<td>For identity and assessment purposes, the key graduate courses of the Arctic Engineering program are being given the Arctic Engineering prefix.</td>
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Hannele Zubeck</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
</table>
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. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. 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: Standard Engineering Fee
J. Coordination: UAA/CoEng/CE faculty list serves
K. Course Prerequisites: NA
L. Registration Restrictions: Junior or senior 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:

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

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

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>EN SOENGR</th>
<th>1b. Division</th>
<th>No Division Code</th>
<th>1c. Department</th>
<th>Civil Engineering</th>
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<tbody>
<tr>
<td>2. Course Prefix</td>
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<td>3. Course Number</td>
<td>A603</td>
<td>4. Previous Course Prefix &amp; Number</td>
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<td>5a. Credits/CEUs</td>
<td>3</td>
<td>5b. Contact Hours</td>
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<thead>
<tr>
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<tr>
<td>Abbreviated Title for Transcript</td>
<td>(30 character)</td>
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<td>Non-credit</td>
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<tr>
<td>CEU</td>
<td>☐</td>
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<td>Professional Development</td>
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<th>☑ Change or</th>
<th>☒ Delete</th>
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<td>☑ Credits</td>
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<td>☑ Contact Hours</td>
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<td>☑ Test Score Prerequisites</td>
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<td>☑ Co-requisites</td>
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<td>☑ Other Restrictions</td>
<td>☑ Registration Restrictions</td>
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| 10. Grading Basis | ☑ A-F | ☐ P/JP | ☐ NG |

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

<table>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>List any programs or college requirements that require this course.</th>
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<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>1/2/2014</td>
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<td>2. BS of Engineering, EE/ME</td>
<td>280, 261</td>
<td>12/6/2013</td>
<td>Jeff Hoffman/Jens Munk</td>
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<td>3.</td>
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Initiator Name (typed): Hannele Zubeck  
Initiator Signed Initials: ____________  
Date: ________________

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<tr>
<th>13b. Coordination Email</th>
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<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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| 13c. Coordination with Library Liaison | Date: 2/4/2014 |

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<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
<th></th>
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<table>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<tbody>
<tr>
<td>16b. Test Score(s)</td>
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<tr>
<td>16c. Co-requisite(s) (concurrent enrollment required)</td>
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<th>16d. Other Restriction(s)</th>
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<td>☑ College</td>
<td>☐ Major</td>
<td>☐ Class</td>
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<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>Graduate standing with a baccalaureate degree in engineering. No previous credit for CE/AE A403.</td>
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</tbody>
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| 17. ☑ Mark if course has fees Standard Engineering Fee | |

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

<table>
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Initiator (faculty only): Hannele Zubeck  
Initiator (TYPE NAME): ____________  
Date: ________________

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<td>Date</td>
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<td>Board Chairperson</td>
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<th>22. Approved</th>
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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. Discusses physical principles and practical data collection methods, analyses, designs, and construction methods. 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: Standard Engineering 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:

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<tr>
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<td>6. Avoid design failures of arctic utilities due to arctic conditions.</td>
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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

March 2, 2014

To: Arlene Schmuland, GAB Chair

Dear Arlene,

The College of Engineering Civil Engineering Department is proposing to change course prefix for its courses in Arctic Engineering Program from CE (Civil Engineering) to AE. We also propose to replace the CE A686 Civil Engineering Project with AE A686 Arctic Engineering Project.

These changes entail updating the CARs and CCGs for the following Arctic Engineering courses:

Change course prefix from CE:
AE A403    Arctic Engineering
AE A603    Arctic Engineering
AE A681    Frozen Ground Engineering
AE A682    Ice Engineering
AE A683    Arctic Hydrology and Hydraulic Engineering
AE A684    Arctic Utility Distribution
AE A685    Arctic Heat and Mass Transfer
AE A689    Cold Regions Pavement Design

Add a new course:
AE A686    Artic Engineering Project

Sincerely,

[Signature]

Hannele Zubeck, PE, Ph.D.,
Professor and Chair, UAA Arctic Engineering Program
1a. School or College
EN SOENGR

1b. Department
Civil Engineering

2. Complete Program Title/Prefix
Arctic Engineering/AE

3. Type of Program
Choose one from the appropriate drop down menu:
Undergraduate: or Graduate:
Other: specify type in box 2
Other: specify type in box 2

This program is a Gainful Employment Program: □ Yes or ☑ No

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

☑ PREFIX
☐ Add
☐ Change
☐ Inactivate

5. Implementation Date (semester/year)
From: Spring/2015 To: 99/9999

6a. Coordination with Affected Units
Department, School, or College: Civil Engineering
Initiator Name (typed): Hannele Zubeck
Initiator Signed Initials: __________
Date: __________________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)
Date: 2/4/2014

6c. Coordination with Library Liaison
Date: 2/4/2014

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

8. Justification for Action
For identity and assessment purposes, the key courses in Arctic Engineering Program are being given the Artic Engineering (AE) prefix.

Initiator (faculty only)
Hannele Zubeck
Initiator (TYPE NAME)

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

☑ Approved Department Chair Date
☐ Approved Undergraduate/Graduate Academic Board Chair Date
☐ Approved Provost or Designee Date
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
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<tbody>
<tr>
<td>AS CAS</td>
<td>Geological Sciences</td>
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<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
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<tbody>
<tr>
<td>Geological Sciences - B.S./GEOL</td>
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<table>
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<th>3. Type of Program</th>
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<tr>
<td>Choose one from the appropriate drop down menu: Undergraduate: or Graduate:</td>
</tr>
<tr>
<td>Bachelor of Science</td>
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<tr>
<th>4. Type of Action: PROGRAM</th>
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<td>□ Add</td>
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<tr>
<td>☒ Change</td>
<td>☒ Change</td>
</tr>
<tr>
<td>□ Delete</td>
<td>□ Inactivate</td>
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<th>5. Implementation Date (semester/year)</th>
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<td>From: Fall 2014 To: 9999</td>
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<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
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<tbody>
<tr>
<td>Department, School, or College: CAS</td>
</tr>
<tr>
<td>Initiator Name (typed): Kristine J Crossen</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________</td>
</tr>
<tr>
<td>Date: ___________________</td>
</tr>
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| 6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) |
| Date: 2/28/13 |

| 6c. Coordination with Library Liaison |
| Date: 4/1/13 |

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<th>7. Title and Program Description - Please attach the following:</th>
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<td>□ Cover Memo</td>
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<table>
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<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addition of introductory course for majors (GEOL A121)</td>
</tr>
<tr>
<td>2. Separation of GEOL A111 (lecture/lab) into GEOL A111 and A111L.</td>
</tr>
<tr>
<td>3. Additional information on field trips (GEOL A221, GEOL A381, GEOL A382, GEOL A480, GEOL A482).</td>
</tr>
<tr>
<td>4. Separation of GEOL A452 into 3 courses GEOL A430, GEOL A431, and GEOL A432.</td>
</tr>
<tr>
<td>5. Stacking of upper division courses with newly developed graduate courses (GEOL A454 and A654, GEOL A455 and A655, GEOL A456 and A656, GEOL A460 and A660, and GEOL A490 and A690).</td>
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<tr>
<td>Role</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Initiator (faculty only)</td>
</tr>
<tr>
<td>Kristine J Crossen</td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
</tr>
<tr>
<td>Department Chair</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
</tr>
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Geology is the science that studies planet Earth. The geological sciences incorporate areas of study in:

1. Earth materials including mineralogy, petrology, sedimentology and stratigraphy, volcanology, ore deposits, and structure;
2. Geologic Earth history including historical geology and paleontology;
3. Earth surface processes including geomorphology, soils, paleoclimatology, glacial geology, and permafrost; and
4. Earth's environmental systems including hydrogeology, environmental geochemistry and geophysics. The curriculum is designed to provide students with a solid understanding of the geological sciences to prepare them for graduate studies, government and industry employment, and teaching. A Bachelor of Science degree in Geological Sciences is available for undergraduates.

The Geological Sciences faculty is highly motivated to transmit their knowledge and passion for the geological sciences and focus on combining classroom education with laboratory and field work. Students who enjoy working outdoors, have a strong scientific background, and are interested in earth processes will find the geological sciences a rewarding area of study.

The program in Geological Sciences requires completion of a basic science curriculum in chemical, physical, and mathematical sciences in addition to core and elective courses in geological sciences. The undergraduate degree in geology offers two tracks: general geology or environmental geology. The general geology track includes core geology courses with upper division course electives. The environmental geology track requires core geology courses plus upper division electives that focus on environmental topics including environmental geochemistry, hydrogeology, and soils. Students are strongly encouraged to consult with Geologic Sciences faculty to choose the direction of study suiting their goals.

The Bachelor of Science in Geological Sciences program requires a minimum of 120 credits for graduation. It can be completed in four years by students who have adequate high school preparation in the sciences and math. Consult the College of Arts and Sciences list of recommended preparatory courses in all disciplines.

**Program Objectives and Student Learning Outcomes**

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

1. Have a basic knowledge of the principles related to the geological sciences with either an emphasis in environmental geology or general geology;
2. Have an understanding of how to think scientifically and apply their knowledge to solve geologic problems;
3. Have sufficient competence to obtain employment as an entry-level geologist or environmental geologist, and be able to progress professionally within the discipline and are prepared for advanced study;
4. Have a fundamental understanding of Alaskan geology and environmental problems in Alaska;
5. Are able to communicate their ideas; and
6. Are prepared for and understand the need for continued professional development throughout their careers.

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

1. An ability to apply their knowledge of general geology and/or environmental geology;
2. An ability to accept challenges and think through problems until they are solved;
3. An ability to design and conduct projects that include field work, laboratory analyses and interpretation in their area of emphasis;
4. Experience in field geology in Alaska;
5. An ability to communicate effectively; and
6. A recognition of the need for, and ability to pursue, lifelong learning.
Honors in Geological Sciences
The Department of Geological Sciences offers recognition to students who demonstrate exceptional promise in the science by awarding them with departmental honors in Geological Sciences. To graduate with departmental honors, the student must be a declared Geological Sciences major and meet the following requirements:

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

Bachelor of Science, Geological Sciences
Admission Requirements
Complete the Admission to Baccalaureate Programs Requirements in Chapter 7, Academic Standards and Regulations.

Academic Progress
In order to graduate with a BS in Geological Sciences, all courses covered under Major Requirements for a BS in Geological Sciences must be completed with a grade of C or better. Students who audit a course in Geological Sciences or who are unable to earn a grade of C or better in the course may repeat the course for a maximum of two times. All prerequisites for Geological Sciences courses must be completed with a grade of C or better.

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

Graduation Requirements
Students must complete the following graduation requirements:

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

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

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

D. Major Requirements
1. Some major requirements may also be used to satisfy the College of Arts and Sciences BS requirements.
2. Complete these required support courses (24 credits):
   - CHEM A105/L General Chemistry I 4
   - CHEM A106/L General Chemistry II 4
   - PHYS A123/L Basic Physics I 4
   - PHYS A124/L Basic Physics II 4
   - MATH A200 Calculus I 4
   - STAT A253 Applied Statistics for the Sciences (4) or
   - STAT A307 Probability and Statistics (4)

   Note: Math A201 Calculus II is highly recommended for students majoring in Geological Sciences.
3. Complete Geological Sciences core curriculum courses (40 credits):
a. Complete the following required courses (34 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL A121</td>
<td>Physical Geology for Science and Engineering Majors</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A221</td>
<td>Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A321</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A322</td>
<td>Igneous and Metamorphic Petrology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A335</td>
<td>Structural Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A350</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A360</td>
<td>Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A310</td>
<td>Professional Practices in Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A430</td>
<td>Sedimentology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A431</td>
<td>Stratigraphy</td>
<td>3</td>
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<tr>
<td>GEOL A432</td>
<td>Sedimentary Petrology</td>
<td>1</td>
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</table>

b. Complete a minimum of 6 credits of the following required field courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL A480*</td>
<td>Geologic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A481*</td>
<td>Alaskan Field Investigations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Geology Field Camp</td>
<td>3-6</td>
</tr>
</tbody>
</table>

*GEOL A480 and GEOL A481 are offered through UAA. Geology Field Camps are offered through other accredited academic institutions and must be approved by the Department of Geological Sciences. Credits must be transferable to UAA from the academic institution that is offering the course and must be completed with at least a minimum grade of 2.00.

4. Complete 13-14 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL A320</td>
<td>Volcanology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A325</td>
<td>Geology of Ore Deposits</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A340</td>
<td>Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A380</td>
<td>Anchorage Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A381</td>
<td>Kenai Peninsula Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A382</td>
<td>Geologic Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A454</td>
<td>Glacial and Quaternary Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A455</td>
<td>Permafrost</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A456</td>
<td>Geoarchaeology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A460</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A475</td>
<td>Environmental Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A480**</td>
<td>Geologic Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A481**</td>
<td>Alaskan Geologic Field Investigations</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A482</td>
<td>Geologic Field Investigations</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A490</td>
<td>Advanced Topics in Geology</td>
<td>1-4</td>
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<td>GEOL A492</td>
<td>Geology Seminar</td>
<td>1</td>
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<td>GEOL A495</td>
<td>Geology Internship</td>
<td>1-9</td>
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<tr>
<td>GEOL A498</td>
<td>Student Research</td>
<td>1-6</td>
</tr>
<tr>
<td>GEOL A499</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
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</table>
GEOL A480 and GEOL 481 may be applied toward recommended electives if they are not being applied to satisfy the core curriculum credits.

Environmental Geological Sciences Track

Students wishing to receive a degree with an Environmental Geological Sciences track should complete the following sequence of the electives listed above:

Complete requirement 4. with the following (13-14 credits):

a.

GEOL A340  Hydrogeology  3

b. Complete at least 6 additional credits from the following:  6
   GEOL A454  Glacial and Quaternary Geology (3)
   GEOL A455  Permafrost (3)

GEOL A460  Environmental Geochemistry (3)
GEOL A475  Environmental Geophysics (3)
GEOL A495  Geology Internship (1-3)

c. Complete at least 4 additional credits from 4.

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

Minor, Geological Sciences

Students majoring in another subject who wish to minor in Geological Sciences must complete the following requirements. Completion of a minimum of 18 credits is required for the minor, 8 of which must be upper division.

GEOL A111  Physical Geology (3) and GEOL A111L (1)  4
Or
GEOL A121  Physical Geology for Science and Engineering Majors  4
GEOL A221  Historical Geology  4
Upper division Geological Sciences electives  8
Other Geological Sciences electives  2 or more

FACULTY

Kristine J. Crossen, Professor/Chair, kjcrossen@uaa.alaska.edu
Jennifer Aschoff, Associate Professor
LeeAnn Munk, Professor, lamunk@uaa.alaska.edu
Donald “Matt” Reeves, Associate Professor
Anne Pasch, Emeritus Professor, AHADP@uaa.alaska.edu
Mark Rivera, Term Instructor, mrivera@uaa.alaska.edu
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<td>Geomorphology</td>
<td>4</td>
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<td>Geochemistry</td>
<td>3</td>
</tr>
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<td>GEOL A310</td>
<td>Professional Practices in Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A452</td>
<td>Sedimentology and Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A430</td>
<td>Sedimentology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A431</td>
<td>Stratigraphy</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A432</td>
<td>Sedimentary Petrology</td>
<td>1</td>
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</table>

b. Complete a minimum of 6 credits of the following required field courses

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4. Students must select one of the following tracks in the Geological Sciences. Students may complete both tracks, but may not use the same courses to fulfill the requirements in each track.

4. Complete 13-14 credits of the following:

<table>
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<td>Geology of Ore Deposits</td>
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<td>Hydrogeology</td>
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</tr>
<tr>
<td>GEOL A381</td>
<td>Kenai Peninsula Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A382</td>
<td>Geologic Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A421</td>
<td>Invertebrate Paleontology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL A444</td>
<td>Glacial and Quaternary Geology</td>
<td>3</td>
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<td>GEOL A455</td>
<td>Permafrost</td>
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</tr>
<tr>
<td>GEOL A456</td>
<td>Geochronology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A457</td>
<td>Soil Genesis and Classification</td>
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<tr>
<td>GEOL A460</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GEOL A475</td>
<td>Environmental Geophysics</td>
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</tr>
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**GEOL A480 and GEOL 481 may be applied toward recommended electives if they are not being applied to satisfy the core curriculum credits.**

b. Environmental Geological Sciences Track (13-14 credits)

Students wishing to receive a degree with an Environmental Geological Sciences track should complete the following sequence of the electives listed above:

Complete requirement 4. with the following (13-14 credits):

1. Complete the following 3 required credits:
   - GEOL A340 Hydrogeology 3

2. Complete at least 6 additional credits from the following:
   - GEOL A454 Glacial and Quaternary Geology (3)
   - GEOL A455 Permafrost (3)
   - GEOL A457 Soil Genesis and Classification (4)
   - GEOL A460 Environmental Geochemistry (3)
   - GEOL A475 Environmental Geophysics (3)
   - GEOL A495 Geology Internship (1-3)

3. Complete at least 4 additional credits from 4. elective credits from the following:
   - GEOL A320 Volcanology (3)
   - GEOL A325 Geology of Ore Deposits (3)
   - GEOL A380 Anchorage Field Studies (3)
   - GEOL A381 Kenai Peninsula Field Studies (3)
   - GEOL A382 Geologic Field Studies (3)
   - GEOL A421 Invertebrate Paleontology (4)
   - GEOL A454 Glacial and Quaternary Geology (3)
   - GEOL A455* Permafrost (3)
   - GEOL A456 Geoarcheology (3)
   - GEOL A457* Soil Genesis and Classification (4)
   - GEOL A460* Environmental Geochemistry (3)
   - GEOL A475* Environmental Geophysics (3)
   - GEOL A480^ Geologic Field Methods (3)
   - GEOL A481^ Alaska Geologic Field Investigations (3)
   - GEOL A482 Geologic Field Investigations (3)
   - GEOL A490 Advanced Topics in Geology (1-4)
   - GEOL A492 Geology Seminar (1)
   - GEOL A495* Geology Internship (1-3)
GEOL A498 Student Research (1-6)
GEOL A499 Senior Thesis (3)

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

* GEOL A455, GEOL A457, GEOL A460, GEOL A475, and GEOL A495 may be applied toward the recommended electives if they are not being applied to satisfy the requirements under B.1.a. and B.1.b. for the Environmental Geosciences Track.

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

Minor, Geological Sciences

Students majoring in another subject who wish to minor in Geological Sciences must complete the following requirements.

Completion of a minimum of 18 credits is required for the minor, 8 of which must be upper division.

- GEOL A111 Physical Geology (3) and GEOL A111L (1) 24
  or
- GEOL A121 Physical Geology for Science and Engineering Majors 4
  GEOL A111L Physical Geology Lab 1
- GEOL A221 Historical Geology 4
- Upper division Geological Sciences electives 8
- Other Geological Sciences electives 2 or more

FACULTY

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Jennifer Aschoff, Associate Professor
LeeAnn Munk, Professor, lamunk@uaa.alaska.edu
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Anne Pasch, Emeritus Professor, AHADP@uaa.alaska.edu
Mark Rivera, Term Instructor, marivera@uaa.alaska.edu
Jennifer Witter, Term Assistant Professor, jpwitter@uaa.alaska.edu
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November 5, 2013

To: Faculty Senate Executive Board
From: Lora Volden, University Registrar

Re: Concentrations within majors

Special Note: Although there are multiple terms (concentration, options, tracks, emphasis, etc.) utilized by departments in the UAA Catalog, for the purposes of this memo I will be referring to these focus areas of study as concentrations.

Issue
A number of departments have indicated an interest in having concentrations noted on student transcripts. After exploring the issue, I have found that there is a great deal of inconsistency in UAA’s current practice. Moreover, UAA has no written policy regarding minimal requirements necessary for notating a concentration on a student transcript, and after more than two years of research I am unable to find any national norm regarding notation of concentrations on a student transcript.

Proposal
After thoroughly reviewing the current catalog, I am proposing the following and seek your approval to move forward.

1. Departments will continue to be given the freedom to choose the term (concentration, option, track, emphasis, etc.) that best matches the intent of their degree and there will be no minimum requirement necessary to outline these in the catalog.
2. For baccalaureate degrees, students who complete a minimum of 15 unique credits in a concentrated area will have this notated on their official transcript. In the event that there are common courses between concentrations of a major there must be 15 credits above and beyond those shared.
3. For graduate degrees, students who complete a minimum of 9 unique credits in a concentrated area will have this notated on their official transcript. Again these credits must be unique and course numbering not shared amongst other concentrations.
4. Concentrations will not be noted on the transcript for Associate degrees, certificates (including graduate certificates), occupational endorsement certificates, and minors.

*Please note: The national norm for diplomas is to list the degree only. At UAA, the degree and, when appropriate, the major will be noted, e.g. BA, English.