**Undergraduate Academic Board**

**Agenda**

February 13, 2015  
2:00-5:00  
ADM 142

**I. Roll**

() Alberta Harder (FS)  
() Utpal Dutta (FS)  
() Francisco Miranda (Chair)  
() Barbara Harville (CAS)  
() Vacant (CAS)  
() Vacant (CAS)

() Vacant (CBPP)  
() Vacant (COH)  
() Vacant (COH)  
() Irasema Ortega (COE)  
() Carrie King (CTC)  
() Jeff Hoffman (SOE)

() Kevin Keating (LIB)  
() Rick Adams (KPC)  
() Sheri Denison (Mat-su)  
() Jared Griffin (Kod)  
() Christina Stuive (ADV)

**Ex-Officio Members**

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

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

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

**IV. Administrative Report**

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

**V. Chair’s Report**

A. UAB Chair- Francisco Miranda

B. GERC

i. **Motion to Add to Associate of Applied Science Catalog Entry:**

Any GER-approved course in humanities, mathematics, natural sciences, or social sciences may be applied toward meeting the General Course Requirements in designated disciplines for Associate of Applied Science degrees.

ii. **GER Catalog Revision** (pg. 6-8)

**VII. Program/Course Action Request- Second Readings**

Add RE A290 Selected Topics in Sustainable Energy (1-4 cr)(0-4+0-12)(pg. 9-12)

**VIII. Program/Course Action Request- First Readings**

Chg Associate of Applied Science in Dental Hygiene (pg. 13-23)

Chg Bachelor of Science in Dental Hygiene (pg. 24-30)

Add Bachelor of Science, Health Sciences Pre-Professional Track,

Speech-Language Pathology (pg. 31-53)
<table>
<thead>
<tr>
<th>Chg</th>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>Chg</td>
<td>ATA A331</td>
<td>Human Factors in Aviation</td>
<td>3 cr</td>
<td>3+0</td>
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<tr>
<td>Chg</td>
<td>ATA A425</td>
<td>Civil Aviation Security</td>
<td>3 cr</td>
<td>3+0</td>
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<tr>
<td>Chg</td>
<td>ATC A147</td>
<td>Pilot Controller Techniques</td>
<td>3 cr</td>
<td>3+0</td>
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<tr>
<td>Chg</td>
<td>ATC A440</td>
<td>Facility Operation and Administration</td>
<td>3 cr</td>
<td>3+0</td>
</tr>
<tr>
<td>Add</td>
<td>ATP A251</td>
<td>Flight Dispatcher Overview</td>
<td>3 cr</td>
<td>3+0</td>
</tr>
<tr>
<td>Add</td>
<td>ATP A351</td>
<td>Flight Dispatcher Operations</td>
<td>3 cr</td>
<td>3+0</td>
</tr>
<tr>
<td>Chg</td>
<td>BA A306</td>
<td>Real Estate Principles</td>
<td>3 cr</td>
<td>3+0</td>
</tr>
<tr>
<td>Chg</td>
<td>BA A315</td>
<td>Property Management and Marketing</td>
<td>3 cr</td>
<td>3+0</td>
</tr>
<tr>
<td>Chg</td>
<td>BA A320</td>
<td>Real Estate Finance</td>
<td>3 cr</td>
<td>3+0</td>
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<tr>
<td>Chg</td>
<td>ENGL A435</td>
<td>History of Criticism (stacked with ENGL A635)</td>
<td>3 cr</td>
<td>3+0</td>
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<tr>
<td>Add</td>
<td>ENGL A474</td>
<td>Sociolinguistics</td>
<td>3 cr</td>
<td>3+0</td>
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<tr>
<td>Dlt</td>
<td>ENGL A475</td>
<td>Modern Grammar</td>
<td>3 cr</td>
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<tr>
<td>Add</td>
<td>ENGL A483</td>
<td>Composition, Literacy, and the Teaching of Writing</td>
<td>3 cr</td>
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<tr>
<td>Chg</td>
<td>ENGL A487</td>
<td>Professional Editing</td>
<td>3 cr</td>
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<tr>
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<td>Chg</td>
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<tr>
<td>Chg</td>
<td>MATH A121</td>
<td>College Algebra for Managerial and Social Sciences</td>
<td>3 cr</td>
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<tr>
<td>Chg</td>
<td>MATH A151</td>
<td>College Algebra for Calculus (GER)</td>
<td>4 cr</td>
<td>4+0</td>
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<td>Trigonometry (GER)</td>
<td>3 cr</td>
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<td>Precalculus (GER)</td>
<td>6 cr</td>
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<td>Chg</td>
<td>MATH A211</td>
<td>Mathematics for Elementary School Teachers</td>
<td>3 cr</td>
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<tr>
<td>Chg</td>
<td>MATH A221</td>
<td>Applied Calculus for Managerial and Social Sciences</td>
<td>3 cr</td>
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<td>Calculus I (GER)</td>
<td>4 cr</td>
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<td>Discrete Methods</td>
<td>3 cr</td>
<td>3+0</td>
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<tr>
<td>Chg</td>
<td>MATH A314</td>
<td>Linear Algebra</td>
<td>3 cr</td>
<td>3+0</td>
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</tbody>
</table>
Chg MATH A324  Introduction to Real Analysis (3 cr)(3+0)(pg. 211-213)
Chg MATH A410  Introduction to Complex Analysis (3 cr)(3+0)(pg. 214-217)
Chg MATH A420  Historical Mathematics (GER)(3 cr)(3+0)(pg. 218-220)
Chg MATH A422  Partial Differential Equations (3 cr)(3+0)(pg. 221-224)

Chg Bachelor of Arts, Mathematics (pg. 225-232)
Chg Bachelor of Science, Mathematics (pg. 233-239)
Chg SWK A106  Introduction to Social Welfare (GER)(3 cr)(3+0)(pg. 240-245)
Chg SWK A206  Introduction to Social Work (3 cr)(3+0)(pg. 246-251)
Chg SWK A243  Cultural Diversity and Community Service Learning (GER)(3 cr)(3+0)
  (pg. 252-257)
Chg SWK A330  Social Work Practice with Individuals (4 cr)(3+2)(pg. 258-264)
Chg SWK A331  Social Work Practice with Organizations and Communities (3 cr)(3+0)
  (pg. 265-270)
Chg SWK A342  Human Behavior in the Social Environment (3 cr)(3+0)(pg. 271-276)
Chg SWK A424  Social Work Research (3 cr)(3+0)(pg. 283-288)
Add SWK A429  Trauma and Crisis Intervention in Social Work Practice (3 cr)(3+0)
  (pg. 289-294)
Chg SWK A430  Social Work Practice with Families and Groups (3 cr)(3+0)(pg. 295-301)
Dlt SWK A431  Social Work Practice IV: Integrative Capstone (GER)(3 cr)(3+0)(pg. 302)
Chg SWK A481  Case Management in Social Work Practice (3 cr)(3+0)(pg. 303-309)
Add SWK A482  Writing for Social Work Practice (3 cr)(3+0)(pg. 310-314)
Chg SWK A495A Social Work Practicum I (3 cr)(3+15)(pg. 315-322)
Chg SWK A495B Social Work Practicum II (3 cr)(3+15)(pg. 323-330)
Chg Bachelor of Social Work Program (pg. 331-343)

VII. Old Business

IX. New Business

X. Informational Items and Adjournment:
I. Roll
(e) Alberta Harder (FS) (x) Vacant (CBPP) (x) Kevin Keating (LIB)
(x) Utpal Dutta (FS) (x) Vacant (COH) (x) Rick Adams (KPC)
(x) Francisco Miranda (Chair) (x) Vacant (COH) (x) Sheri Denison (Mat-su)
() Barbara Harville (CAS) (x) Irasema Ortega (COE) (x) Jared Griffin (Kod)
(x) Vacant (CAS) () Carrie King (CTC) (x) Christina Stuive (ADV)
( ) Vacant (CAS) (x) Jeff Hoffman (SOE)

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

II. Approval of the Agenda (pg. 1)
Amendment to include pre-requisite discussion from Lora Volden
Approved

III. Approval of Meeting Summary (pg. 2-3)
Approved

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
Discussion of the impact of suspending programs and how to properly address it in the future.

B. University Registrar Lora Volden
Working out the last kinks with the e-curriculum process. Will begin discussing out to
implement it in the coming months.
Summer courses are viewable next Monday, February 2, 2015.
The Purge List was released this week, please review to see if there are courses that you
would like to save.

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

B. GERC
GERC was canceled for this week

VII. Program/Course Action Request- First Readings
Add MUS A433 Choral Arranging (3 cr)(3+0)(pg. 4-6)
Waive first reading, approve for second

Chg RE A150 Basics of Ground-Source Heat Pump Systems (1 cr)(1+0)(pg. 7-10)
Waive first reading, approve for second

Chg RE A160 Basics of Biodiesel and Vegetable Oil Fuel Systems (1 cr)(1+0)(pg. 11-14)
Waive first reading, approve for second

Add RE A290 Selected Topics in Sustainable Energy (1-4 cr)(0-4+0-12)(pg. 15-18)
Accepted for first reading
Dlt PSY A427 Field Experience in Psychology (3 cr)(1+6)(pg. 19-20)
Accepted for deletion

Chg PSY A495A Psychology Practicum (3 cr)(1+6)(pg. 21-24)
Waive first reading, approve for second

Chg Bachelor of Science, Psychology (pg. 25-31)
Waive first reading, approve for second

Chg Bachelor of Arts, Psychology (pg. 32-38)
Waive first reading, approve for second

VIII. Old Business

IX. New Business
A. Discussion of the use of a memo to indicate changes in pre-requisites. Discussion focused on how the Registrar’s Office should code and enforce pre-requisites.

X. Informational Items and Adjournment: 2:50pm
TO: Sandy Pence, Chair of the General Education Review Committee

FROM: Patricia Fagan, Ph.D.

RE: Suggested Revisions for AY 2015-16 E-Catalog-GERs for Baccalaureate Degrees

DATE: January 30, 2015

Per your request, Dr. Marcia Stratton and I are submitting for your review the results of our subcommittee project which reflect suggested revisions for the GER section of the UAA E-Catalog. We believe that our changes accurately capture the essence of all institutional Student Learning Outcomes and Core Values as well as permit a more streamlined and user-friendly experience.

You will note highlighted areas within the labelled Screen Tables; we respectfully request that input be sought from pertinent disciplinary experts within the GERC and/or the UAA Faculty Listserv. Since this is an official committee endeavor, we think it best for respondents to send their feedback to you as GERC Chair or the Office of UAA Governance for compilation. In this way, all GERC members can review the suggestions and vote as a committee at our next meeting before submission to UAB.

We thank you in advance for your attention to this matter.
### Screen 1

<table>
<thead>
<tr>
<th>Overview</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>GER FAQs</th>
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<tr>
<td>Introduction</td>
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<td></td>
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<tr>
<td>Revision: ”...and understanding how to integrate and apply knowledge to an evolving world (Tier 3).”</td>
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<tr>
<td>4 Core Values</td>
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<tr>
<td>9 Student Outcomes</td>
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<tr>
<td><em>(Keep Tier Diagram with credits.)</em></td>
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</tr>
</tbody>
</table>

### Screen 2

**Tier 1**

**Introduction**

Revision: “The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication skills:

- Courses in oral and written communication develop intellectual and practical skills, building critical reading, thinking, and communication competencies (listening, speaking, reading, and writing) necessary to communicate effectively in a variety of contexts and formats needed for personal and professional success.
- Quantitative courses develop abilities to reason mathematically and analyze quantitative and qualitative data to reach sound conclusions for success in undergraduate study and professional life.”

*(Keep 3rd bullet as is.)*

**Oral Communication Skills**

*(Oral Communication Specialists need to revise paragraph and “bulletize” to better reflect current Learning Outcomes and Core Values)*

**Quantitative Skills**

*(Quantitative Specialists need to revise paragraph and “bulletize” to better reflect current Learning Outcomes and Core Values)*

**Written Communication Skills**

*(Written Communication Specialists need to revise paragraph and “bulletize” to better reflect current Learning Outcomes and Core Values)*

*(Keep diagram as is.)*

### Screen 3

**Tier 2**

**Introduction**

Revision: “Courses in this tier examine Fine Arts, Humanities, Natural Sciences, and Social Sciences which provide a breadth of academic experience regarding human institutions, artistic and socio-cultural processes, and the physical and natural world:

- Courses in the Fine Arts interpret different systems of aesthetic representation within their historical and cultural contexts.
- Courses in Humanities investigate the cultural, historical, literary, aesthetic, ethical, and spiritual traditions that have shaped and continue to shape our worlds.
- Courses in the Natural Sciences identify theoretical and descriptive approaches in which science advances the understanding of the natural and physical world. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore the complexity of human behavior via empirical methodologies to better understand interpersonal, institutional, and cultural dynamics.”

**Fine Arts**

*(Fine Arts Specialists need to revise paragraph and “bulletize” to better reflect current Learning Outcomes and Core Values)*

*(Keep Course Selection and corresponding credits.)*

**Humanities**

*(Humanities Specialists need to revise paragraph and “bulletize” to better reflect current Learning Outcomes and Core Values)*

*(Keep Course Selection and corresponding credits.)*
Natural Sciences
(Natural Sciences Specialists need to revise paragraph and "bulletize” to better reflect current Learning Outcomes and Core Values)
(Keep Course Selection and corresponding credits.)

Social Sciences
(Social Sciences Specialists need to revise paragraph and “bulletize” to better reflect current Learning Outcomes and Core Values)
(Keep Course Selection and corresponding credits.)

Screen 4

Tier 3: Integrative Capstone

Introduction
Revision: "Integrative Capstone courses culminate the GER experience by synthesizing material gleaned across GER domains with the blending of basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2), cultivating a foundation for life-long learning. Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge in a meaningful and coherent manner by assessing, judging, and comparing information and skills gained from diverse fields and by critically evaluating their own views in relation to those fields and changes within an evolving world.

*The 37-credit General Education Requirement, including the 3-credit integrative capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Academic Standards and Regulations.)
(Keep Integrative Capstone Course List.)

Screen 5

GER FAQs

ADVISING NOTE
All students should consult a faculty or academic advisor for appropriate course selections.
- Baccalaureate students are required to complete 12 credits of basic college-level skills (oral, written and quantitative) before completing 60 total degree applicable credits.
- Each of the eight GER classifications has a list of approved courses (see the General Education Requirements classification lists). Only courses from the GER classification list may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy school/college requirements and/or degree/program requirements, but no course may be counted in more than one GER category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER classification list cannot be petitioned to meet a GER.

GER CLASSIFICATION LIST
Courses listed as satisfying a GER are also identified in the course descriptions. Students may elect to graduate under the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation. However, a course satisfying a particular GER in the semester in which it was completed will continue to satisfy that GER for that student even if its status has changed in the catalog under which the student graduates.

Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the GER SUBSTITUTE LIST Menu.
(Creat link to GER Substitutions List.)

GER SUBSTITUTE LIST
(Keep UAA List of GER Substitutions.)

PETITIONS
(Keep "Petitions for GERs and/or General University Requirements” as is.)

Respectfully submitted by Marcia Stratton and Patricia Fagan on January 30, 2015
**Course Action Request**

**University of Alaska Anchorage**

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

1a. School or College: MA Mat-SU  
1b. Division: No Division Code  
1c. Department: n/a

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE</td>
<td>A290</td>
<td>none</td>
<td>1-4</td>
<td>(0-4+0-12)</td>
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</table>

6. Complete Course Title

**Selected Topics in Sustainable Energy**

Abbreviated Title for Transcript (30 character)

7. Type of Course: ☒ Academic  

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

If a change, mark appropriate boxes:

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

9. Repeat Status: Yes  

9a. # of Repeats:  

9b. Max Credits: 9

10. Grading Basis: ☒ A-F  

11. Implementation Date: FALL /2015  

11a. To: 9999/9999

12. ☐ Cross Listed with  

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

13b. Initiated Name (typed): Mark Masteller  

13c. Initiator Signed Initials:  

13d. Date: __________________

13e. Coordination Email:  

13f. Date: _____  

13g. submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

14. General Education Requirement  

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

Various topics of interest related to sustainable energy systems and development, including energy conservation, energy efficiency, and renewable energy production. (Special Note: May be repeated with change of subtitle for a maximum of 9 credits.)

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)

n/a

17. ☐ Mark if course has fees

18. ☒ Mark if course is a selected topic course

19. Justification for Action

Student and community interest; course offers opportunity to strengthen existing program with timely material.

Initiator (faculty only): Mark Masteller  
Initiator (TYPE NAME): ____________________  
Date: __________________

Approved  
Disapproved  
Dean/Director of School/College  
Date:

协商方：

- Department Chair  
- Date: __________________  
- Approved  
- Disapproved  
- Undergraduate/Graduate Academic  
- Board Chair  
- Date: __________________  
- Approved  
- Disapproved  
- Provost or Designee  
- Date: __________________
I. **Initiation Date:** September 2014

II. **Course Information**
   A. **College:** MA
   B. **Course Prefix:** RE – Renewable Energy
   C. **Course Number:** RE A290
   D. **Credit Hours:** 1-4 + 0-12 Contact Time
   E. **Course Title:** Selected Topics in Sustainable Energy
   F. **Grading Basis:** A-F
   G. **Implementation Date:** Fall 2015
   H. **Cross Listing:** Not applicable
   I. **Stacking:** Not applicable
   J. **Course Description:** Various topics of interest related to sustainable energy systems and development, including energy conservation, energy efficiency, and renewable energy production. (Special Note: May be repeated with change of subtitle for a maximum of 9 credits.)
   K. **Course Attributes:** Not applicable
   L. **Course Prerequisites:** None
   M. **Course Fees:** May vary with topic

III. **Course Level Justification**
Topics build upon introductory knowledge, skills, and vocabulary from foundational courses to further develop skills required to pursue employment and further training in the field of sustainable energy.

IV. **Instructional Goals, Student Learning Outcomes, and Assessment Methods**

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Methods*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The instructor will:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Provide an overview of definitions and terminology.</td>
<td>Define key terms related to the course topic.</td>
<td>Reading exercises Homework and quizzes</td>
</tr>
<tr>
<td>Introduce theories and local and national perspectives related to the course topic.</td>
<td>Explain and apply concepts associated with the course topic in order to analyze issues associated with the course topic.</td>
<td>Reading exercises Homework and quizzes Laboratory exercises</td>
</tr>
<tr>
<td>Address the practices and places associated with the course topic.</td>
<td>Discuss and demonstrate practices and applications.</td>
<td>Reading exercises Research projects Writing assignments Laboratory demonstrations Quizzes and exams</td>
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</table>

*Assessment methods may vary at the discretion of the instructor*
V. Example Topics

Community energy security and clean energy in Alaska (see sample course outline below)
Measuring the solar resource
Wood biomass energy systems
Energy security and community policy
Battery systems installation, operation, and maintenance
Concentrating solar power
Air-source heat pump systems
Building codes and standards

VI. Sample Course Outline

Community energy security and clean energy in Alaska

A. Terminology and definitions

B. Historical energy use in Alaska
   1. Statewide energy use
   2. Community energy use

C. Concepts related to energy security in the 21st century
   1. Energy cost trends and volatility for both fossil and clean energy supply
   2. Distributed generation versus centralized generation
   3. Energy supply chain

D. Energy costs and community economic vitality
   1. Understanding where local energy dollars go
   2. Estimating economic impacts of keeping energy dollars in the local economy

E. Role of energy conservation and energy efficiency
   1. Understanding factors in energy demand and energy supply
   2. Measuring cost-effectiveness of conservation and efficiency measures

F. Role of local renewable energy resources
   1. Assessing local resource availability
   2. Working with local, state, and federal agencies

G. Transition strategies to move from fossil to clean energy
   1. Understanding local opportunities, barriers, and key players
   2. Developing strategies, policies, and local incentives

H. Case studies from Alaska and other regions

VII. Suggested Text

VIII. Bibliography and Resources


To: Curriculum Review Committees  
From: Sandra Pence, UAA Dental Hygiene Program Director  
Re: Revised catalog copy for AAS and BS in Dental Hygiene  
Date: January 15, 2015

The UAA Dental Hygiene Program is updating its catalog copy for its AAS and BS in Dental Hygiene programs. The following changes are proposed:

AAS:

1. Update admission/application requirements and process to reflect current practice.
   a. High school graduation is no longer listed in state statute as a licensure requirement.  
   b. HS A220 is deleted as an option for a psychology prerequisite. No student has taken this course to meet the requirement in recent years.  
   c. HUMS/PSY A153 is deleted as a psychology requirement. This corrects two issues. First, it was inadvertently listed as a separate requirement instead of another psychology option in the last catalog change. This was unintentional and unnecessary. Second, this course does not have GER approval, so students cannot apply it towards meeting BSDH GER requirements. Deleting it improves articulation with the BSDH.  
   d. The HOBET V was renamed this year as the TEAS V.  
   e. Our interview process has not been included in the catalog since implementation and is now listed as part of the application procedure.  
2. The School of Allied Health has a Student Success Coordinator that advises many of our premajor students as they begin college coursework.  
3. Require the second GER written communication course before students start their second year in the program so they are better prepared for written assignments.  
4. Add the term “document” to PSLO #1 per accreditation request. This is a minor change that is already measured through a current assessment instrument (record keeping rubric).

BSDH:

1. Update admission requirements  
   a. Allows current AAS DH students to apply. We start advising these students during their last two semesters of the AAS program.  
   b. Remove departmental application. We have not had a departmental application and do not anticipate needing one.  
2. Change the ENGL A212 requirement to a recommendation. We have not enforced this requirement with students that meet the GER through another course and this will reduce the amount of petitions filed.  
3. Remove CTE A411 from the selective list as it has not been a good fit with the degree.  
4. Add courses to the selective list that have been advisor approved in the past.
1a. School or College
CH College of Health

1b. Department
Dental Hygiene

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

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

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

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

PREFIX
☐ Add
☒ Change
☐ Inactivate

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

6a. Coordination with Affected Units
Department, School, or College: COH
Initiator Name (typed): SP
Initiator Signed Initials: ______ Date: _______________

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

6c. Coordination with Library Liaison Date: 1/15/15

7. Title and Program Description - Please attach the following:
☒ Cover Memo ☒ Catalog Copy in Word using the track changes function.*
*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action
Application requirements and process are updated to current practice; HS A220 and HUMS/PSY A153 are removed from prerequisite course list to better articulate with BSDH. Moved the second written communication GER course to be taken prior to the second year of the program so students are better prepared for written assignments. Added 'document' to PSLO #1 per accreditation request. This is a minor change that does not require additional assessment instruments as it is already addressed through current assessment tools.
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<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
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<td>Dean/Director of School/College</td>
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<td>Undergraduate/Graduate Academic Board Chair</td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
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<tr>
<td>Provost or Designee</td>
<td>Disapproved</td>
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Initiator (faculty only)

Initiator (TYPE NAME)
Associate of Applied Science in Dental Hygiene

- Overview
- Learning Outcomes

Admission Requirements

1. Satisfy the Application and Admission Requirements for Associate Degree Programs.
2. Special admission requirements and application procedures are required. Selection criteria change periodically. Applicants must contact the department for the selection criteria for the year they wish to apply. Completion of the admission requirements does not guarantee selection into the Dental Hygiene program. Applicants transferring credit from another institution should apply to UAA no later than November 1 prior to spring application to Dental Hygiene program to allow sufficient time for application processing and transcript evaluation by application deadline. Spring enrollment in another institution may postpone transcript evaluation and therefore affect program application acceptance.
   - Applicants must meet with the UAA Dental Hygiene program advisor regarding application and program admission requirements prior to application deadline.
   - Documentation from official transcripts showing successful completion of the following courses with a minimum grade of C:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A240</td>
<td>Introductory Microbiology for Health Sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>or BIOL A241</td>
<td>Lectures in Introductory Microbiology for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CHEM A103</td>
<td>Survey of Chemistry</td>
<td>3</td>
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<tr>
<td>or CHEM A105</td>
<td>General Chemistry I</td>
<td></td>
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<tr>
<td>CHEM A104</td>
<td>Introduction to Organic Chemistry and Biochemistry</td>
<td>3</td>
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<td>Fundamentals of Oral Communication</td>
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<td>General Psychology</td>
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<td>or PSY A150</td>
<td>Lifespan Development</td>
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</tr>
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<td>SOC A101</td>
<td>Introduction to Sociology</td>
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<tr>
<td>or SOC A201</td>
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<tr>
<td>or SOC A309</td>
<td>Urban Sociology</td>
<td></td>
</tr>
</tbody>
</table>
Applicants who plan to apply to the Bachelor of Science in Dental Hygiene program will need to take BIOL A240, CHEM A103L or CHEM A105L, and CHEM A104L.

- Courses must be completed by the application deadline.
- International students must contact the Office of Admissions regarding equivalency evaluation of transcripts.

Application Procedure

To be considered for fall admission into the Associate of Applied Science program, the application process must be completed by the deadline date posted on the program’s website.

1. Complete the AAS Dental Hygiene program application and submit to the address below.
2. Provide proof of admittance into the University of Alaska Anchorage as an AAS pre-major dental hygiene student.
3. Submit official transcripts (non-UA) or request transcript credit evaluation (for UAF and UAS transcripts) to UAA Enrollment Services. Transcript credit evaluation of courses listed under Admissions Requirement 2 must be completed by the application deadline.
4. Three letters of recommendation sent to the Dental Hygiene program on the provided forms.
5. Submission of current Test of Essential Academic Skills (TEAS) V scores to the UAA Dental Hygiene program no later than the application deadline posted on the program’s website. Contact the Advising and Testing Center (786-4500) for information about TEAS V administration.
6. Mandatory pre-major advising session with designated advisor.
7. The highest ranking applicants based on number of points obtained through prerequisite course grades, dental assisting experience or education (optional), and TEAS V scores are invited to interview with the selection committee for final selection.

For information and applications, contact:

*UAA Dental Hygiene Program*
*Allied Health Sciences Building, Room 148*
*3211 Providence Drive*
*Anchorage, AK 99508-8371*
*(907) 786-6929*
*http://www.uaa.alaska.edu/alliedhealth/academics/dentalhygiene/

Advising

Students should contact the School of Allied Health or Dental Hygiene program advisors for details.

Graduation Requirements
- Satisfy the [General University Requirements for Associate of Applied Science Degrees](#).
- Complete the [General Course Requirements for Associate of Applied Science Degrees](#) (**ENGL A212** is recommended).
- Complete the Program Requirements listed below.
- Earn at least 75 percent or higher in each Dental Hygiene course to progress within the program and graduate.

**Program Requirements**

Complete the following courses with a minimum grade of C:

**First Fall Semester**
- **DA A110** Dental Radiography 3
- **DA A110L** Dental Radiography Laboratory 1
- **DH A201** Oral Histology and Embryology 2
- **DH A202** Basic Techniques for Dental Hygienists 7
- **DH A204** Anatomy of the Orofacial Structures 2

Choose one of the following: **
- **DN A101** Principles of Nutrition 3
- **DN A203** Nutrition for Health Sciences

**First Spring Semester**
- **DA A160** Materials in Dentistry 3
- **DH A222** Adjunctive Techniques for Dental Hygienists 3
- **DH A292D** Clinical Seminar I 1
- **DH A295D** Clinical Practicum I 4
- **DH A311** Periodontics 2
- **DH A365** Pharmacology for Dental Hygienists 2
- **GER** Written communication skills (other than ENGL A111)**
  (or may be taken in the summer after the first spring semester)
  3

**Second Fall Semester**
- **DH A302** Advanced Instrumentation for Dental Hygienists 1
- **DH A310** Oral Pain Control 3
- **DH A314** Pathology of Oral Tissues 2
- **DH A321** Current Periodontal Therapies 2
- **DH A392C** Clinical Seminar II 1
- **DH A395C** Clinical Practicum II 5

**Second Spring Semester**
- **DH A316** Professional Dental Hygiene Practice 1.5
- **DH A324** Community Dental Health I 2
- **DH A392D** Clinical Seminar III 1
- **DH A395D** Clinical Practicum III 6

**Due to a heavy credit load, it is recommended that the nutrition course be taken prior to the first fall semester in the program.**
A total of 72.5 credits is required for the degree.

**Associate of Applied Science in Dental Hygiene**

- **Overview**
- **Learning Outcomes**

**Program Student Learning Outcomes**

This degree program prepares students to sit for the ADA National Board Dental Hygiene Examination (written examination) and the WREB Dental Hygiene Examination (clinical examination), and the WREB Anesthesia Examination (written and clinical) so that they are able to work in the dental hygiene field.

At the completion of the program, students are able to:

- Provide and document dental hygiene care in a legal and ethical manner.
- Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers.
- Evaluate scientific literature relevant to dental hygiene.
- Collect, analyze and record data on the general and oral health status of patients.
- Use critical decision-making skills to develop a dental hygiene diagnosis, which will provide a basis for interventions that are within the scope of dental hygiene practice and determine the need for referral to appropriate health professions as needed.
- Formulate dental hygiene care plans, including a planned sequence of educational, preventive, and therapeutic services based on the dental hygiene diagnosis in collaboration with the patient and other health care providers.
- Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices.
- Evaluate the effectiveness of the implemented services, and modify as needed.
- Promote the profession of dental hygiene through service and affiliations with professional organizations.
- Provide community oral health services.
Associate of Applied Science in Dental Hygiene

- Overview
- Learning Outcomes

Admission Requirements

1. Satisfy the Application and Admission Requirements for Associate Degree Programs.
2. Special admission requirements and application procedures are required. Selection criteria change periodically. Applicants must contact the department for the selection criteria for the year they wish to apply. Completion of the admission requirements does not guarantee selection into the Dental Hygiene program. Applicants transferring credit from another institution should apply to UAA no later than November 1 prior for spring application to Dental Hygiene program to allow sufficient time for application processing and transcript evaluation by application deadline. Spring enrollment in another institution may postpone transcript evaluation and therefore affect program application acceptance.
   - Applicants must meet with the UAA Dental Hygiene program advisor regarding application and program admission requirements prior to application deadline.
   - Graduation from high school or equivalent.
   - Documentation from official transcripts showing successful completion of the following courses with a minimum grade of C:

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<td>or PSY A150</td>
<td>Lifespan Development</td>
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<td>or HS A220</td>
<td>Core Concepts in the Health Sciences</td>
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<td>HUMS/PSY A153</td>
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<tr>
<td>SOC A101</td>
<td>Introduction to Sociology</td>
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4. Three letters of recommendation sent to the Dental Hygiene program on the provided forms.
5. Submission of current Test of Essential Academic Skills (TEAS) VHealth Occupations Basic Entrance Test (HOBET) scores to the UAA Dental Hygiene program no later than the application deadline posted on the program’s website. Contact the Advising and Testing Center (786-4500) for information about TEAS V/HOBET administration.
6. Mandatory pre-major advising session with designated advisor.
6.7. The highest ranking applicants based on number of points obtained through prerequisite course grades, dental assisting experience or education (optional), and TEAS V scores are invited to interview with the selection committee for final selection.

For information and applications, contact:

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Allied Health Sciences Building, Room 148
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Anchorage, AK 99508-8371
(907) 786-6929
[http://www.uaa.alaska.edu/alliedhealth/academics/dentalhygiene/](http://www.uaa.alaska.edu/alliedhealth/academics/dentalhygiene/)

Advising

Students should contact the School of Allied Health or Dental Hygiene program advisors for details.

Graduation Requirements
- Satisfy the **General University Requirements for Associate of Applied Science Degrees**.
- Complete the **General Course Requirements for Associate of Applied Science Degrees** *(ENGL A212 is recommended)*.
- Complete the Program Requirements listed below.
- Earn at least 75 percent or higher in each Dental Hygiene course to progress within the program and graduate.

**Program Requirements**

Complete the following courses with a minimum grade of C:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
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<td>DH A202</td>
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<td>DH A204</td>
<td>Anatomy of the Orofacial Structures</td>
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<tr>
<td></td>
<td>DN A101</td>
<td>Principles of Nutrition</td>
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<td>DH A292D</td>
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<td>DH A311</td>
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<td>DH A392C</td>
<td>Clinical Seminar II</td>
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<td>DH A395D</td>
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</table>

**Due to a heavy credit load, it is recommended that the nutrition course be taken prior to the first fall semester in the formal admission to program.**
A total of 72.5 credits is required for the degree.

**Associate of Applied Science in Dental Hygiene**

- Overview
- Learning Outcomes

**Program Student Learning Outcomes**

This degree program prepares students to sit for the ADA National Board Dental Hygiene Examination (written examination) and the WREB Dental Hygiene Examination (clinical examination), and the WREB Anesthesia Examination (written and clinical) so that they are able to work in the dental hygiene field.

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- Evaluate the effectiveness of the implemented services, and modify as needed.
- Promote the profession of dental hygiene through service and affiliations with professional organizations.
- Provide community oral health services.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>Dental Hygiene</td>
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</table>

2. Complete Program Title/Prefix

Bachelor of Science in Dental Hygiene

3. Type of Program

Choose one from the appropriate drop down menu:

- Undergraduate: Associate of Applied Science
- Graduate: CHOOSE ONE

This program is a Gainful Employment Program:

- ☐ Yes
- ☑ No

4. Type of Action:

- PROGRAM
  - ☐ Add
  - ☑ Change
  - ☐ Delete

- PREFIX
  - ☐ Add
  - ☐ Change
  - ☐ Inactivate

5. Implementation Date (semester/year)

From: Fall 2015   To: 99/9999

6a. Coordination with Affected Units

Department, School, or College: COH

Initiator Name (typed): Sandra Pence  
Initiator Signed Initials: ________

Date: __________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu)  
Date: 1/29/15

6c. Coordination with Library Liaison  
Date: 1/15/15

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

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

*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action

Updated application process and course selective list for compatibility. Changed ENGL A212 from a requirement to a recommendation. We have not enforced this requirement if a student met the GER requirement with another course and this will eliminate petitions.

<table>
<thead>
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<th>Initiator (faculty only)</th>
<th>Date</th>
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<td>Sandra Pence</td>
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<tr>
<td>Disapproved</td>
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<table>
<thead>
<tr>
<th>Department Chair</th>
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<th>Date</th>
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<tbody>
<tr>
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Bachelor of Science in Dental Hygiene

- **Overview**
- **Learning Outcomes**

The Bachelor of Science in Dental Hygiene is designed to allow graduates of the UAA Associate of Applied Science in Dental Hygiene program an opportunity to increase their education to the baccalaureate level. The program offers students a broader background in community oral health as well as training in an advanced areas of dental hygiene practice.

**Admission Requirements**

Satisfy the [Application and Admission Requirements for Baccalaureate Programs.](#)

Students who apply to the Bachelor of Science in Dental Hygiene major are admitted in pre-major status. The process for advancement to major status is:

1. Complete an [AAS in Dental Hygiene](#), or be currently enrolled as an AAS Dental Hygiene full major.
2. Apply to UAA as a Bachelor of Science, Dental Hygiene pre-major.
3. Complete an advising session with a dental hygiene advisor regarding application, program admission and development of a program of study. (See contact information below)
4. Complete laboratory classes for chemistry ([CHEM A103L](#) or [CHEM A105L](#), and [CHEM A104L](#)) with a minimum grade of C.
5. Complete [BIOL A240](#) with a minimum grade of C.
6. Complete a Change of Major form from pre-major to major status, signed by a Dental Hygiene faculty advisor.

**Advising**

Students are encouraged to meet with the academic advisor each semester to review their academic progress and plan future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

**Graduation Requirements**

- Satisfy the [General University Requirements for Baccalaureate Degrees.](#)
- Complete the [General Education Requirements for Baccalaureate Degrees.](#)
  - NOTE: ENGL A212 Technical Writing or ENGL A213 Writing in the Social and Natural Sciences is recommended to satisfy the second Written Communication Skills General Education Requirement.
- Complete the Major Requirements below.
Major Requirements

Required Support Courses
Complete the following courses with a minimum grade of C:

- **BIOL A240** Introductory Microbiology for Health Sciences 4
- **CHEM A103L** Survey of Chemistry Laboratory 1
- or **CHEM A105L** General Chemistry I Laboratory
- **CHEM A104L** Introduction to Organic Chemistry and Biochemistry Laboratory 1

- **STAT A252** Elementary Statistics 3-4
- or **STAT A253** Applied Statistics for the Sciences

Core Requirements
Complete the requirements for an AAS in Dental Hygiene
Complete a minimum of 10 credits with a minimum grade of C from the following: *

- **CTE A490** Selected Topics in Career and Technical Education (1-6)
- **DH A360** Restorative Techniques for Dental Auxiliaries (5)
- **DH A390** Selected Topics in Dental Hygiene ** (1-6)
- **DH A395E** Community Practicum in Dental Hygiene *** (1-3)
- **DH A398** Individual Research (1-4)
- **DH A460** Instructional Concepts in Dental Hygiene (1)
- **DH A495B** Instructional Practicum in Dental Hygiene (1-4)
- **DN A315** World Food Patterns (3)
- **DN A355** Weight Management and Eating Disorders (3)
- **DN A407** Preventive and Therapeutic Nutrition (3)
- **DH A495E** Rural Practicum in Dental Hygiene *** (1-3)
- **ENGL A312** Advanced Technical Writing (3)
- or **ENGL A313** Professional Writing (3)
- or **ENGL A414** Research Writing (3)
- **HS/SOC A370** Medical Sociology (3)
- **PHIL A302** Biomedical Ethics (3)
- or **PHIL A305** Professional Ethics (3)

Other courses approved by a Dental Hygiene advisor

Integrative Capstone

- **DH A424** Community Dental Health II 3

Electives
Complete 10 elective credits

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

** No more than 6 credits of **DH A390** may be applied toward this degree.

*** No more than 3 credits total of **DH A395E** and **DH A495E** can be counted toward this requirement.
AAS degree-seeking students may take BSDH courses, provided prerequisite requirements are fulfilled.

A total of 120 credits is required for the degree.

Program Student Learning Outcomes At the completion of the program, students are able to:

Critically evaluate research relevant to dental hygiene.

Assess, plan, implement and evaluate complex community oral health projects to diverse populations.

Perform advanced dental hygiene skills beyond the associate degree level, e.g., restorative functions and/or clinical instruction. - See more at:
Bachelor of Science in Dental Hygiene

- Overview
- Learning Outcomes

The Bachelor of Science in Dental Hygiene is designed to allow graduates of the UAA Associate of Applied Science in Dental Hygiene program an opportunity to increase their education to the baccalaureate level. The program offers students a broader background in community oral health as well as training in an advanced areas of dental hygiene practice.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Students who apply to the Bachelor of Science in Dental Hygiene major are admitted in pre-major status. The process for advancement to major status is:

1. Complete an AAS in Dental Hygiene, or be currently enrolled as an AAS Dental Hygiene full major.
2. Apply to UAA as a Bachelor of Science, Dental Hygiene pre-major.
3. Complete an advising session with a dental hygiene advisor regarding application, program admission and development of a program of study. (See contact information below)
4. Complete an AAS in Dental Hygiene.
5. Complete laboratory classes for chemistry (CHEM A103L or CHEM A105L, and CHEM A104L) with a minimum grade of C.
6. Complete BIOL A240 with a minimum grade of C.
7. Submit a departmental application for admission to the Bachelor of Science in Dental Hygiene program.
8. Complete a Change of Major form from pre-major to major status, signed by a Dental Hygiene faculty advisor.

Advising

Students are encouraged to meet with the academic advisor each semester to review their academic progress and plan future courses. It is particularly important for students to meet with their advisor whenever academic difficulties arise.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
Complete the General Education Requirements for Baccalaureate Degrees.

- NOTE: ENGL A212 Technical Writing or ENGL A213 Writing in the Social and Natural Sciences is recommended to satisfy the second Written Communication Skills General Education Requirement.

Complete the Major Requirements below.

**Major Requirements**

**Required Support Courses**

Complete the following courses with a minimum grade of C:

- **BIOL A240** Introductory Microbiology for Health Sciences 4
- **CHEM A103L** Survey of Chemistry Laboratory 1
- or **CHEM A105L** General Chemistry I Laboratory
- **CHEM A104L** Introduction to Organic Chemistry and Biochemistry Laboratory 1
- **ENGL A212** Technical Writing 3
- **STAT A252** Elementary Statistics 3-
- or **STAT A253** Applied Statistics for the Sciences 4

**Core Requirements**

Complete the requirements for an AAS in Dental Hygiene

Complete a minimum of 10 credits with a minimum grade of C from the following: * 10

- **CTE A411** Historical and Philosophical Foundations of Career and Technical Education
- **CTE A490** Selected Topics in Career and Technical Education (1-6)
- **DH A360** Restorative Techniques for Dental Auxiliaries (5)
- **DH A390** Selected Topics in Dental Hygiene ** (1-6)
- **DH A395E** Community Practicum in Dental Hygiene *** (1-3)
- **DH A398** Individual Research (1-4)
- **DH A460** Instructional Concepts in Dental Hygiene (1)
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Other courses approved by a Dental Hygiene advisor

**Integrative Capstone**

- **DH A424** Community Dental Health II 3
Electives

Complete 10 elective credits

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

** No more than 6 credits of DH A390 may be applied toward this degree.

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AAS degree-seeking students may take BSDH courses, provided prerequisite requirements are fulfilled.

A total of 120 credits is required for the degree.

Program Student Learning Outcomes At the completion of the program, students are able to:

Critically evaluate research relevant to dental hygiene.

Assess, plan, implement and evaluate complex community oral health projects to diverse populations.

Perform advanced dental hygiene skills beyond the associate degree level, e.g., restorative functions and/or clinical instruction. - See more at:
TO: Undergraduate Academic Board

FROM: Philippe Amstislavski, Associate Professor, Public Health, COH
Ellen Brigham, Term Assistant Professor, Speech-Language Pathology, COE

DATE: 1/23/15

SUBJECT: Addition of Speech-Language Pathology Minor as an option for the pre-professional track of the College of Health Bachelor of Science in Health Sciences

We are proposing addition of a Speech-Language Pathology option to the pre-professional track of the COH Bachelor of Science in Health Sciences. This option will consist of the courses required for the Minor in Speech-language Pathology offered in the College of Education. There is a documented severe shortage of Speech-Language Pathologists in healthcare in Alaska. Adding Speech-Language Pathology (SLP) as an option to the Bachelor of Science in Health Sciences Pre-Professional Track will allow students to obtain coursework in preparation for graduate study in Speech-Language Pathology while preparing them to work in healthcare settings. The proposed course package is consistent with the required courses for the SLP minor, therefore students selecting this option could also earn a minor in Speech-Language Pathology. This option would enable students to:

- Understand the scope of the discipline of Speech-Language Pathology and its role in medical settings.
- Bolster knowledge acquired in other health related majors by improving the student’s knowledge of the communication process and communication disorders.
- Obtain information that will help one as a health professional to better understand, teach, and/or interact with individuals with speech, language, or hearing impairment.
- Obtain coursework in preparation for graduate study in Speech-Language Pathology.

Below is the proposed Speech-Language Pathology course package which is equivalent to the Minor in Speech-Language Pathology (21 credits)*

If you have questions about the proposed addition of the SLP minor as an option for the pre-professional track of the College of health Bachelor of Science in health Sciences, please contact Ellen Brigham or Philippe Amstislavski.

Thank you for your consideration.

**EDSL A201 Foundations of Communication Disorders** 3 credits
Examines common developmental and acquired speech, language, and hearing disorders including etiologies, characteristics, prevention, assessment, and intervention. Multicultural communication differences are considered. The interdisciplinary nature of the field of communication disorders is described, particularly as it relates to educational, health, and developmental settings.
EDSL A301 Anatomy & Physiology of Speech & Hearing  3 credits
Examines the anatomy and physiology of the systems involved in human communication and swallowing: respiration, phonation, articulation/resonance, nervous system, auditory system, and mastication/deglutition. Examines the relationship between anatomy, physiology, and disorders of communication.

EDSL A302 Phonetics  3 credits
Explores the production, classification, and transcription of speech sounds. Develops skills in transcription of speech at the vowel, consonant, and single-word level as well as connected speech. Differentiates speech disorders from dialectic variations.

EDSL A303 Language Development Across the Lifespan  3 credits
Explores the normal acquisition of language, including the components of language, the perceptual, social, and cognitive bases of language, theories of language development, and how language evolves from infancy through adulthood. Second language learning and cultural influences on language development will also be explored.

EDSL A401 Phonology & Articulation Development & Disorders  3 credits
Explores articulation and phonological development and disorders in relation to acquisition, multicultural factors, appraisal, differential diagnosis, and remediation.

EDSL A402 Audiology  3 credits
Explores normal hearing, causes and effects of impaired hearing, hearing testing procedures, and management of hearing loss.

EDSL A403 Aural Rehabilitation  3 credits
Integrates the science of hearing loss identification and management with specific emphasis on the strategies speech-language and hearing professionals use in providing support and counseling, along with developing habilitation/rehabilitation plans to maximize auditory skills and promote communication success for children and adults.

*Additional courses required if applying to the affiliated graduate program:

*EDSL A410 Speech Science  3 credits
Explores the physiology and acoustic correlates of the speech production mechanism. Introduces speech science theory, instrumentation, and measurement.

*EDSL A411 Neurological Foundations of Speech and Language  3 credits
Explores neuroanatomy and neurophysiology including current research of nervous system structures and functions important for speech and language. Critically analyses current theories of the neurophysiology utilized in speech and language.
**Program/PREFIX Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<td>Health Sciences</td>
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<th>2. Complete Program Title/PREFIX</th>
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<td>Bachelor of Science, Health Sciences, Pre-Professional Track, Speech-Language Pathology Option</td>
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<tr>
<td>Initiator Name (typed): Philippe Amstislavski</td>
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<tr>
<td>Initiator Signed Initials: ______</td>
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<td>Date: __________</td>
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<td>□ Catalog Copy in Word using the track changes function</td>
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<th>8. Justification for Action</th>
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<td>There is a documented severe shortage of Speech-Language Pathologists in healthcare in Alaska. Adding Speech-Language Pathology (SLP) as an option to the Bachelor of Sciences in Health Sciences Pre-Professional Track will allow students to obtain coursework in preparation for graduate study in Speech-Language Pathology while preparing them to work in healthcare settings. The proposed course package is consistent with the required courses for the SLP minor, therefore students selecting this option would also earn a minor in Speech-Language Pathology.</td>
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<tr>
<td>Philippe Amstislavski</td>
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<tr>
<td>Initator (TYPE NAME)</td>
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33
Bachelor of Science in Health Sciences

- Overview
- Learning Outcomes

The Department of Health Sciences takes a multi-disciplinary approach to preparing students for careers in the areas of health education and health promotion, public health, community health, health care delivery, disease prevention, and rehabilitation. The Bachelor of Science in Health Sciences (BSHS) includes three tracks:

- Health Educator
- Physician Assistant
- Pre-professional, with emphases in occupational therapy, physical therapy, physician assistant, speech-language pathology, or pharmacy

Health Educator Track

The Health Educator track of the BS in Health Sciences provides training in the competencies for health educators identified by the National Health Educators Competencies Update Project and qualifies students to take the Certified Health Educator Specialist (CHES) exam. In addition it provides education in population-based health and a community health education practicum. The Health Educator track provides a good foundation for careers or graduate study in health education, public health and community health promotion.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Field Practicum

The practicum provides students with an opportunity to apply health sciences and health education knowledge and skills to specific assigned projects within a community health organization. Placements may become competitive. The Department of Health Sciences makes every effort to find appropriate field placements for students; however, admittance to the BSHS Health Educator Track does not guarantee acceptance by cooperating health agencies.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below.

Major Requirements
### Core Courses

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<tr>
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<th>Course Title</th>
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<tr>
<td>HS A210</td>
<td>Introduction to Environmental Health</td>
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<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
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<tr>
<td>HS A230</td>
<td>Introduction to Global Health</td>
<td>3</td>
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<tr>
<td>HS A326</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
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<tr>
<td>HS A345</td>
<td>Planning and Implementation of Health Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>HS/SOC A370</td>
<td>Medical Sociology</td>
<td>3</td>
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<tr>
<td>HS/HUMS A420</td>
<td>Introduction to Program Evaluation</td>
<td>3</td>
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<tr>
<td>HS NS A433</td>
<td>Health Education: Theory and Practice</td>
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<tr>
<td>HS A492</td>
<td>Senior Seminar: Contemporary Health Policy</td>
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<tr>
<td>HS A495</td>
<td>Health Sciences Practicum</td>
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<tr>
<td>PEP A384</td>
<td>Cultural and Psychological Aspects of Health and Physical Activity</td>
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<td>PHIL A302</td>
<td>Biomedical Ethics</td>
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<td>PSY A372</td>
<td>Community Psychology</td>
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### Support Courses

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>BIOL A111</td>
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<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>BIOL A240</td>
<td>Introductory Microbiology for Health Sciences</td>
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<tr>
<td>COMM A241</td>
<td>Public Speaking</td>
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<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
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<td>ENGL A212</td>
<td>Technical Writing</td>
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<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
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<tr>
<td>ENGL A214</td>
<td>Persuasive Writing</td>
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<td>PSY A111</td>
<td>General Psychology</td>
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<td>PSY A150</td>
<td>Lifespan Development</td>
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<td>PSY A260</td>
<td>Statistics for Psychology</td>
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<td>and Statistics for Psychology Lab</td>
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<tr>
<td>SWK A243</td>
<td>Cultural Diversity and Community Service Learning</td>
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Select one course from the natural science GER list in a discipline other than Biology.

Select one of the following focus area sequences:

**Aging**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SOC A110</td>
<td>Introduction to Gerontology: Multidisciplinary Approach</td>
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<tr>
<td>SOC A310</td>
<td>Sociology of Aging</td>
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**Public Policy**

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<tr>
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<tr>
<td>PS A101</td>
<td>Introduction to American Government</td>
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<tr>
<td>or PS A102</td>
<td>Introduction to Political Science</td>
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</table>
PS A347        Public Administration
or PS A348        Public Policy
Nutrition Sequence 1
DN A145        Child Nutrition
or DN A147        Geriatric Nutrition
DN A415        Community Nutrition
Nutrition Sequence 2
DN A310        Nutrition Communication
DN A355        Weight Management and Eating Disorders
Medical Anthropology
ANTH A202        Cultural Anthropology
ANTH A205        Biological Anthropology
ANTH A455        Medical Anthropology
Communication
COMM A235        Small Group Communication
or COMM A237        Interpersonal Communication
COMM A305        Intercultural Communication
Research Methods
PS/SOC A361        Social Science Research Methods
or PSY A261        Research Methods in Psychology
PSY/SOC A362        Social Science Statistics

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

**Honors in Health Sciences, Health Educator Track**

The BSHS Health Educator Track recognizes exceptional performance by conferring
departmental honors in Health Sciences. In order to receive honors in Health Sciences, a student
must meet each of the following requirements:

1. Satisfy all requirements for the BSHS Health Educator track.
2. Earn a GPA of 3.50 or higher in upper division (300- and 400-level) BSHS core and
   focus sequence courses.
3. Meet the requirements for [graduation with honors](#).
4. Complete the HS A492 with a grade of B or better.
5. Complete a senior project or thesis (HS A498 or HS A499) with a grade of B or better.
   The Health Sciences faculty must approve the project/thesis proposal and the final written
   report.
6. Notify the departmental advisor in writing on or before the date of filing an Application
   for Graduation with the Office of the Registrar.
Physician Assistant Track

Physician assistants (PAs) are health care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and write prescriptions. PAs practice in primary care medicine, family medicine, internal medicine, pediatrics, obstetrics and gynecology, and in surgery and the surgical subspecialties. Within the physician-PA relationship, PAs exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. PA practice may also include education, research and administrative services. Typical PA applicants come from a diversity of health care backgrounds, such as licensed practical nurse (LPN), registered nurse (RN), paramedic, corpsman and community health practitioners.

The BSHS Physician Assistant track is offered in conjunction with the MEDEX (Medicine Extension) Northwest Physician Assistant training program at the University of Washington (UW) School of Medicine. The MEDEX model was developed in 1964 at UW with a strong emphasis on the deployment of students and graduates into medically underserved communities.

The BSHS Physician Assistant track provides a BS degree for students who complete the education and clinical experience required to work as a physician assistant. The program consists of a minimum of two years of pre-major coursework and health care experience followed by the MEDEX Northwest PA training program curriculum. The MEDEX curriculum includes one year of clinical and didactic instruction at approved training sites, and a year of clinical and family practice clerkships. UAA students can complete all of their training in Alaska.

Upon successful completion of BSHS PA track requirements (see below), UAA awards a Bachelor of Science in Health Sciences. In addition, upon successful completion of the MEDEX PA program the UW School of Medicine grants a Physician Assistant certificate. Also upon completion, students are eligible to sit for the National Certifying Examination for Physician Assistants.

Physician Assistant Students Enrolled at MEDEX

Completion of the BSHS requires a year of intense didactic instruction that will be taught in Alaska through the UW MEDEX program. While students may earn a PA certificate through a number of training programs, special arrangements have been made with UW so that the UAA BSHS Physician Assistant track may be awarded in conjunction with coursework taken through the UW MEDEX program. Students will receive their first year of coursework at UAA but will be admitted and registered at UW. Students will be co-enrolled during their clinical year clerkship to meet the UAA degree requirements. Students co-enrolled at MEDEX must complete their clinical year clerkship courses at UAA to receive the certificate from UW and their BSHS from UAA. Students who have already completed PA training and hold a PA certificate who are not co-enrolled at MEDEX should review the Certified Physician Assistant Degree Completion Admission Requirements section below.
Procedures for Participation of UAA Students in the UW MEDEX Northwest Physician Assistant Program

Up to 20 students may be admitted to the Anchorage training site of the UW MEDEX program annually, in accordance with the joint selection process established in the collaborative agreement between UAA and UW. Applicants are evaluated on their previous clinical experience and their commitment to practice in Alaska, particularly in underserved areas, in addition to their overall academic performance in the pre-physician assistant curriculum.

Alaska students admitted into the MEDEX program spend their junior year of the PA program at the UAA training site where they receive intense clinical and didactic instruction. The senior year of the BSHS program is spent in training sites throughout Alaska and the Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) region currently utilized by the MEDEX program.

The practicum year corresponds to UW’s year of clinical placement and supervision that completes the MEDEX certificate program. The clinical year begins in September and ends in early September the following year. The clinical placements call for 35-40 hours a week in supervised clinical training and 10-20 hours a week in self-study.

At the completion of the MEDEX PA program, students are eligible to sit for the National Certifying Examination for Physician Assistants. The UW School of Medicine grants a Physician Assistant Certificate upon successful completion of the MEDEX PA program. Upon successful completion of degree requirements (see below), UAA awards a Bachelor of Science in Health Sciences.

More information is available online about the MEDEX Northwest Physician Assistant Program.

Practicing PAs of other programs may contact the Health Sciences Department to obtain details about entering this degree pathway.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Students who declare a Health Sciences major and do not meet the additional admission requirements listed below, but do meet the university’s general admission requirements, will be admitted as Health Sciences pre-majors (see Pre-Major Admission below).

Health Care Experience

Students without health care experience should note that admission to the MEDEX program requires a minimum of two years of recent, full-time, hands-on experience in the direct delivery of medical care to patients, in addition to specific academic requirements (see Full Admission below). Students should meet with an advisor in the Health Sciences Department to discuss what type of work experience will meet this admission requirement.
More information is available online about the MEDEX Northwest Physician Assistant Program admission requirements.

Pre-Major Admission

Students admitted as pre-majors must contact an advisor in the Health Sciences Department and plan their academic schedule carefully in order to satisfy both the UAA BSHS admission and degree requirements and the MEDEX admission and program requirements.

Full Admission

To apply for full admission to the BSHS PA Track program, students must:

1. Have completed UW MEDEX admission requirements and have received formal notification of admission to the MEDEX program or have graduated from an ARC-PA accredited program.
2. Complete a Change of Major Form requesting a change of admission status from pre-major to full major.

Students seeking admission to the MEDEX program must complete the following UAA BSHS pre-major courses. The MEDEX program requires a minimum grade of B- in each course applied toward the UW admission requirements. Students who already hold a current PA certificate do not need to take the UAA BSHS pre-major courses.

UAA BSHS Pre-Major Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A111</td>
<td>Introduction to Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

- CHEM A103 & A103L Survey of Chemistry and Survey of Chemistry Laboratory
- BIOL A102 Introductory Biology
- BIOL A240 Introductory Microbiology for Health Sciences

Highly Recommended Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Certified Physician Assistant Degree Completion Admission Requirements

Students who have graduated from the UW MEDEX program or another accredited PA certificate program and hold current NCCPA certification may be admitted to the UAA BSHS program to complete their degrees. This program is only available to those students who have not previously completed a bachelor's program. They must meet the Application and Admission
Requirements for Baccalaureate Degrees and must submit official transcripts and official documentation of successful PA program completion.

Students admitted to the BSHS program who hold a current PA Certificate through an ARC-PA accredited program and satisfy all UAA requirements including completion of 30 credits in residence may be awarded credits for the certificate and apply those credits toward the BSHS. Contact the Health Sciences Department for details.

Students who have already completed PA training and hold a current PA certificate are not required to take the clinical year clerkship courses, HS A464, HS A465, or HS A466.

Academic Progress Requirements

Students in pre-major admission status who are unsuccessful after three attempts to be admitted into the MEDEX program will be removed from the BSHS program. MEDEX students who do not successfully complete or are dismissed from the MEDEX program may be removed from the BSHS program.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees. In conjunction with a collaborative agreement between the University of Washington MEDEX program and UAA, students who hold a MEDEX PA certificate may use their MEDEX courses to meet the UAA General University Requirements that 24 upper division credits must be completed in residence at UAA and 12 credits in the major must be completed in residence at UAA. These students will, however, be required to meet all other General University Requirements including completion of at least 30 credits in residence at UAA.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below.

Major Requirements

- **HS A491** Health Issues in Alaska 3
- MEDEX students concurrently admitted to the BSHS degree program at UAA and the UW MEDEX program must complete the following: *
- **HS A463** Physician Assistant Clinical Clerkship I 12
- **HS A464** Physician Assistant Clinical Clerkship II 12
- **HS A465** Physician Assistant Family Practice Clerkship I 12
- **HS A466** Physician Assistant Family Practice Clerkship II 12

* Students who already hold a current PA certificate are not required to take HS A463, HS A464, HS A465 or HS A466.

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

The Bachelor of Science in Health Sciences Pre-professional (PP) track provides training in public health and health education along with preparation for occupational therapy (OT), physical therapy (PT), physician assistant (PA), speech-language pathology (SLP), or other professional health-related graduate programs. The BSHS PP track includes an OT option, a PT option, a PA option, a SLP option, and a pharmacy option.

Prerequisites for graduate programs vary across graduate schools. The UAA BSHS PP track includes most prerequisites for many OT, PT, PA, SLP and pharmacy graduate programs. However, students must check the prerequisites for the schools they plan to attend in order to ensure that they meet all admission requirements. Students are encouraged to meet with an advisor in the Health Sciences department early in their academic program to assist with course selection.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below.

Major Requirements

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS A210</td>
<td>Introduction to Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HS A230</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HS A326</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS A345</td>
<td>Planning and Implementation of Health Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>HS/SOC A370</td>
<td>Medical Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HS/HUMS A420</td>
<td>Introduction to Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HS/NS A433</td>
<td>Health Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HS A492</td>
<td>Senior Seminar: Contemporary Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PEP A384</td>
<td>Cultural and Psychological Aspects of Health and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PHIL A302</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Support Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>BIOL A115</td>
<td>Fundamentals of Biology I</td>
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<tr>
<td>BIOL A116</td>
<td>Fundamentals of Biology II</td>
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<tr>
<td>CHEM A105</td>
<td>General Chemistry I</td>
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<tr>
<td>&amp; A105L</td>
<td>and General Chemistry I Laboratory</td>
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<tr>
<td>CHEM A106</td>
<td>General Chemistry II</td>
<td>4</td>
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<tr>
<td>&amp; A106L</td>
<td>and General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>or ENGL A214</td>
<td>Persuasive Writing</td>
<td></td>
</tr>
<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>or PSY A150</td>
<td>Lifespan Development</td>
<td></td>
</tr>
<tr>
<td>STAT A252</td>
<td>Elementary Statistics</td>
<td>3-4</td>
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<tr>
<td>or STAT A253</td>
<td>Applied Statistics for the Sciences</td>
<td></td>
</tr>
<tr>
<td>or PSY A260</td>
<td>Statistics for Psychology</td>
<td></td>
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<tr>
<td>&amp; A260L</td>
<td>and Statistics for Psychology Lab</td>
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Select one of the following option requirements: 9-21

**Occupational Therapy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP A382</td>
<td>Kinesiology and Biomechanics</td>
</tr>
<tr>
<td>PEP A383</td>
<td>Movement Theory and Motor Development</td>
</tr>
<tr>
<td>SOC A310</td>
<td>Sociology of Aging</td>
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</tbody>
</table>

**Physical Therapy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP A382</td>
<td>Kinesiology and Biomechanics</td>
</tr>
<tr>
<td>PEP A383</td>
<td>Movement Theory and Motor Development</td>
</tr>
<tr>
<td>PHYS A123</td>
<td>Basic Physics I</td>
</tr>
<tr>
<td>&amp; A123L</td>
<td>and Basic Physics I Laboratory</td>
</tr>
<tr>
<td>PHYS A124</td>
<td>Basic Physics II</td>
</tr>
<tr>
<td>&amp; A124L</td>
<td>and Basic Physics II Laboratory</td>
</tr>
<tr>
<td>SOC A310</td>
<td>Sociology of Aging</td>
</tr>
</tbody>
</table>

**Physician Assistant**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL A240</td>
<td>Introductory Microbiology for Health Sciences</td>
</tr>
<tr>
<td>CHEM A321</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>or PHYS A123</td>
<td>Basic Physics I</td>
</tr>
<tr>
<td>&amp; A123L</td>
<td>and Basic Physics I Laboratory</td>
</tr>
<tr>
<td>SOC A310</td>
<td>Sociology of Aging</td>
</tr>
</tbody>
</table>

**Speech-Language Pathology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDSL A201</td>
<td>Foundations of Communication Disorders</td>
</tr>
<tr>
<td>EDSL A301</td>
<td>Anatomy and Physiology of Speech and Hearing</td>
</tr>
<tr>
<td>EDSL A302</td>
<td>Phonetics</td>
</tr>
</tbody>
</table>
EDSL A303        Language Development Across the Lifespan
EDSL A401        Phonology and Articulation and Disorders
EDSL A402        Audiology
EDSL A403        Aural Rehabilitation

Pharmacy
CHEM A321        Organic Chemistry I
CHEM A322        Organic Chemistry II
CHEM A323L       Organic Chemistry Laboratory
COMM A241        Public Speaking
ECON A201        Principles of Macroeconomics
ECON A202        Principles of Microeconomics
MATH A200        Calculus I

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

**Honors in Health Sciences, Pre-professional Track**

The BSHS Pre-professional track recognizes exceptional performance by conferring departmental honors in Health Sciences. In order to receive honors in Health Sciences, a student must meet each of the following requirements:

1. Satisfy all requirements for the BSHS Pre-professional track.
2. Earn a GPA of 3.50 or higher in upper division (300- and 400-level) BSHS core and focus sequence courses.
3. Meet the requirements for [graduation with honors](http://catalog.uaa.alaska.edu/undergraduateprograms/coh/healthsciences/bs-healthsciences/#sthash.wRkIP4wF.dpuf).
4. Complete the HS A492 with a grade of B or better.
5. Complete a senior project or thesis ([HS A498](http://catalog.uaa.alaska.edu/undergraduateprograms/coh/healthsciences/bs-healthsciences/#sthash.wRkIP4wF.dpuf) or [HS A499](http://catalog.uaa.alaska.edu/undergraduateprograms/coh/healthsciences/bs-healthsciences/#sthash.wRkIP4wF.dpuf)) with a grade of B or better. The Health Sciences faculty must approve the project/thesis proposal and the final written report.
6. Notify the departmental advisor in writing on or before the date of filing an Application for Graduation with the Office of the Registrar.

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/coh/healthsciences/bs-healthsciences/#sthash.wRkIP4wF.dpuf
Bachelor of Science in Health Sciences

- Overview
- Learning Outcomes

The Department of Health Sciences takes a multi-disciplinary approach to preparing students for careers in the areas of health education and health promotion, public health, community health, health care delivery, disease prevention, and rehabilitation. The Bachelor of Science in Health Sciences (BSHS) includes three tracks:

- Health Educator
- Physician Assistant
- Pre-professional, with emphases in occupational therapy, physical therapy, physician assistant, speech-language pathology, or pharmacy

Health Educator Track

The Health Educator track of the BS in Health Sciences provides training in the competencies for health educators identified by the National Health Educators Competencies Update Project and qualifies students to take the Certified Health Educator Specialist (CHES) exam. In addition it provides education in population-based health and a community health education practicum. The Health Educator track provides a good foundation for careers or graduate study in health education, public health and community health promotion.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Field Practicum

The practicum provides students with an opportunity to apply health sciences and health education knowledge and skills to specific assigned projects within a community health organization. Placements may become competitive. The Department of Health Sciences makes every effort to find appropriate field placements for students; however, admittance to the BSHS Health Educator Track does not guarantee acceptance by cooperating health agencies.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below.

Major Requirements
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>Core Concepts in the Health Sciences</td>
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<td>Introduction to Global Health</td>
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<td>HS A492</td>
<td>Senior Seminar: Contemporary Health Policy</td>
<td>3</td>
</tr>
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<td>HS A495</td>
<td>Health Sciences Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PEP A384</td>
<td>Cultural and Psychological Aspects of Health and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PHIL A302</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY A372</td>
<td>Community Psychology</td>
<td>3</td>
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Support Courses:

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>Human Anatomy and Physiology II</td>
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</tr>
<tr>
<td>BIOL A240</td>
<td>Introductory Microbiology for Health Sciences</td>
<td>4</td>
</tr>
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<td>COMM A241</td>
<td>Public Speaking</td>
<td>3</td>
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<td>DN A203</td>
<td>Nutrition for Health Sciences</td>
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<tr>
<td>&amp; A260L</td>
<td>and Statistics for Psychology Lab</td>
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</tr>
<tr>
<td>SWK A243</td>
<td>Cultural Diversity and Community Service Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the natural science GER list in a discipline other than Biology. 3

Select one of the following focus area sequences: 6-9

Aging

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC A110</td>
<td>Introduction to Gerontology: Multidisciplinary Approach</td>
<td></td>
</tr>
<tr>
<td>SOC A310</td>
<td>Sociology of Aging</td>
<td></td>
</tr>
</tbody>
</table>

Public Policy

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>PS A101</td>
<td>Introduction to American Government</td>
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</tr>
<tr>
<td>or PS A102</td>
<td>Introduction to Political Science</td>
<td></td>
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</tbody>
</table>
A total of 120 credits is required for this degree, of which 42 must be upper division.

**Honors in Health Sciences, Health Educator Track**

The BSHS Health Educator Track recognizes exceptional performance by conferring departmental honors in Health Sciences. In order to receive honors in Health Sciences, a student must meet each of the following requirements:

1. Satisfy all requirements for the BSHS Health Educator track.
2. Earn a GPA of 3.50 or higher in upper division (300- and 400-level) BSHS core and focus sequence courses.
3. Meet the requirements for graduation with honors.
4. Complete the HS A492 with a grade of B or better.
5. Complete a senior project or thesis (HS A498 or HS A499) with a grade of B or better. The Health Sciences faculty must approve the project/thesis proposal and the final written report.
6. Notify the departmental advisor in writing on or before the date of filing an Application for Graduation with the Office of the Registrar.
Physician Assistant Track

Physician assistants (PAs) are health care professionals licensed to practice medicine with physician supervision. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and write prescriptions. PAs practice in primary care medicine, family medicine, internal medicine, pediatrics, obstetrics and gynecology, and in surgery and the surgical subspecialties. Within the physician-PA relationship, PAs exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. PA practice may also include education, research and administrative services. Typical PA applicants come from a diversity of health care backgrounds, such as licensed practical nurse (LPN), registered nurse (RN), paramedic, corpsman and community health practitioners.

The BSHS Physician Assistant track is offered in conjunction with the MEDEX (Medicine Extension) Northwest Physician Assistant training program at the University of Washington (UW) School of Medicine. The MEDEX model was developed in 1964 at UW with a strong emphasis on the deployment of students and graduates into medically underserved communities.

The BSHS Physician Assistant track provides a BS degree for students who complete the education and clinical experience required to work as a physician assistant. The program consists of a minimum of two years of pre-major coursework and health care experience followed by the MEDEX Northwest PA training program curriculum. The MEDEX curriculum includes one year of clinical and didactic instruction at approved training sites, and a year of clinical and family practice clerkships. UAA students can complete all of their training in Alaska.

Upon successful completion of BSHS PA track requirements (see below), UAA awards a Bachelor of Science in Health Sciences. In addition, upon successful completion of the MEDEX PA program the UW School of Medicine grants a Physician Assistant certificate. Also upon completion, students are eligible to sit for the National Certifying Examination for Physician Assistants.

Physician Assistant Students Enrolled at MEDEX

Completion of the BSHS requires a year of intense didactic instruction that will be taught in Alaska through the UW MEDEX program. While students may earn a PA certificate through a number of training programs, special arrangements have been made with UW so that the UAA BSHS Physician Assistant track may be awarded in conjunction with coursework taken through the UW MEDEX program. Students will receive their first year of coursework at UAA but will be admitted and registered at UW. Students will be co-enrolled during their clinical year clerkship to meet the UAA degree requirements. Students co-enrolled at MEDEX must complete their clinical year clerkship courses at UAA to receive the certificate from UW and their BSHS from UAA. Students who have already completed PA training and hold a PA certificate who are not co-enrolled at MEDEX should review the Certified Physician Assistant Degree Completion Admission Requirements section below.
Procedures for Participation of UAA Students in the UW MEDEX Northwest Physician Assistant Program

Up to 20 students may be admitted to the Anchorage training site of the UW MEDEX program annually, in accordance with the joint selection process established in the collaborative agreement between UAA and UW. Applicants are evaluated on their previous clinical experience and their commitment to practice in Alaska, particularly in underserved areas, in addition to their overall academic performance in the pre-physician assistant curriculum.

Alaska students admitted into the MEDEX program spend their junior year of the PA program at the UAA training site where they receive intense clinical and didactic instruction. The senior year of the BSHS program is spent in training sites throughout Alaska and the Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) region currently utilized by the MEDEX program.

The practicum year corresponds to UW’s year of clinical placement and supervision that completes the MEDEX certificate program. The clinical year begins in September and ends in early September the following year. The clinical placements call for 35-40 hours a week in supervised clinical training and 10-20 hours a week in self-study.

At the completion of the MEDEX PA program, students are eligible to sit for the National Certifying Examination for Physician Assistants. The UW School of Medicine grants a Physician Assistant Certificate upon successful completion of the MEDEX PA program. Upon successful completion of degree requirements (see below), UAA awards a Bachelor of Science in Health Sciences.

More information is available online about the MEDEX Northwest Physician Assistant Program.

Practicing PAs of other programs may contact the Health Sciences Department to obtain details about entering this degree pathway.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Students who declare a Health Sciences major and do not meet the additional admission requirements listed below, but do meet the university’s general admission requirements, will be admitted as Health Sciences pre-majors (see Pre-Major Admission below).

Health Care Experience

Students without health care experience should note that admission to the MEDEX program requires a minimum of two years of recent, full-time, hands-on experience in the direct delivery of medical care to patients, in addition to specific academic requirements (see Full Admission below). Students should meet with an advisor in the Health Sciences Department to discuss what type of work experience will meet this admission requirement.
More information is available online about the [MEDEX Northwest Physician Assistant Program admission requirements](#).

**Pre-Major Admission**

Students admitted as pre-majors must contact an advisor in the Health Sciences Department and plan their academic schedule carefully in order to satisfy both the UAA BSHS admission and degree requirements and the MEDEX admission and program requirements.

**Full Admission**

To apply for full admission to the BSHS PA Track program, students must:

1. Have completed UW MEDEX admission requirements and have received formal notification of admission to the MEDEX program or have graduated from an ARC-PA accredited program.
2. Complete a Change of Major Form requesting a change of admission status from pre-major to full major.

Students seeking admission to the MEDEX program must complete the following UAA BSHS pre-major courses. The MEDEX program requires a minimum grade of B- in each course applied toward the UW admission requirements. Students who already hold a current PA certificate do not need to take the UAA BSHS pre-major courses.

**UAA BSHS Pre-Major Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A111</td>
<td>Introduction to Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM A103</td>
<td>Survey of Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>&amp; A103L</td>
<td>and Survey of Chemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A102</td>
<td>Introductory Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A240</td>
<td>Introductory Microbiology for Health Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

**Highly Recommended Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY A111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY A150</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certified Physician Assistant Degree Completion Admission Requirements**

Students who have graduated from the UW MEDEX program or another accredited PA certificate program and hold current NCCPA certification may be admitted to the UAA BSHS program to complete their degrees. This program is only available to those students who have not previously completed a bachelor's program. They must meet the [Application and Admission](#)
Requirements for Baccalaureate Degrees and must submit official transcripts and official documentation of successful PA program completion.

Students admitted to the BSHS program who hold a current PA Certificate through an ARC-PA accredited program and satisfy all UAA requirements including completion of 30 credits in residence may be awarded credits for the certificate and apply those credits toward the BSHS. Contact the Health Sciences Department for details.

Students who have already completed PA training and hold a current PA certificate are not required to take the clinical year clerkship courses, HS A464, HS A465, or HS A466.

Academic Progress Requirements

Students in pre-major admission status who are unsuccessful after three attempts to be admitted into the MEDEX program will be removed from the BSHS program. MEDEX students who do not successfully complete or are dismissed from the MEDEX program may be removed from the BSHS program.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees. In conjunction with a collaborative agreement between the University of Washington MEDEX program and UAA, students who hold a MEDEX PA certificate may use their MEDEX courses to meet the UAA General University Requirements that 24 upper division credits must be completed in residence at UAA and 12 credits in the major must be completed in residence at UAA. These students will, however, be required to meet all other General University Requirements including completion of at least 30 credits in residence at UAA.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below.

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS A491</td>
<td>Health Issues in Alaska</td>
<td>3</td>
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</tbody>
</table>

MEDEX students concurrently admitted to the BSHS degree program at UAA and the UW MEDEX program must complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS A463</td>
<td>Physician Assistant Clinical Clerkship I</td>
<td>12</td>
</tr>
<tr>
<td>HS A464</td>
<td>Physician Assistant Clinical Clerkship II</td>
<td>12</td>
</tr>
<tr>
<td>HS A465</td>
<td>Physician Assistant Family Practice Clerkship I</td>
<td>12</td>
</tr>
<tr>
<td>HS A466</td>
<td>Physician Assistant Family Practice Clerkship II</td>
<td>12</td>
</tr>
</tbody>
</table>

* Students who already hold a current PA certificate are not required to take HS A463, HS A464, HS A465 or HS A466.

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

The Bachelor of Science in Health Sciences Pre-professional (PP) track provides training in public health and health education along with preparation for occupational therapy (OT), physical therapy (PT), physician assistant (PA), speech-language pathology (SLP), pharmacy, or other professional health-related graduate programs. The BSHS PP track includes an OT option, a PT option, a PA option, a SLP option, and a pharmacy option.

Prerequisites for graduate programs vary across graduate schools. The UAA BSHS PP track includes most prerequisites for many OT, PT, PA, SLP and pharmacy graduate programs. However, students must check the prerequisites for the schools they plan to attend in order to ensure that they meet all admission requirements. Students are encouraged to meet with an advisor in the Health Sciences department early in their academic program to assist with course selection.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below.

Major Requirements

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS A210</td>
<td>Introduction to Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HS A220</td>
<td>Core Concepts in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HS A230</td>
<td>Introduction to Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HS A326</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS A345</td>
<td>Planning and Implementation of Health Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>HS/SOC A370</td>
<td>Medical Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HS/HUMS A420</td>
<td>Introduction to Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HS/NS A433</td>
<td>Health Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HS A492</td>
<td>Senior Seminar: Contemporary Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PEP A384</td>
<td>Cultural and Psychological Aspects of Health and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PHIL A302</td>
<td>Biomedical Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Support Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>
BIOL A115  Fundamentals of Biology I  4
BIOL A116  Fundamentals of Biology II  4
CHEM A105  General Chemistry I  4
& A105L  and General Chemistry I Laboratory
CHEM A106  General Chemistry II  4
& A106L  and General Chemistry II Laboratory
DN A203  Nutrition for Health Sciences  3
ENGL A212  Technical Writing  3
or ENGL A213  Writing in the Social and Natural Sciences
or ENGL A214  Persuasive Writing
PSY A111  General Psychology  3
or PSY A150  Lifespan Development
STAT A252  Elementary Statistics  3-4
or STAT A253  Applied Statistics for the Sciences
or PSY A260  Statistics for Psychology
& A260L  and Statistics for Psychology Lab
Select one of the following option requirements: 9-21
Occupational Therapy
PEP A382  Kinesiology and Biomechanics
PEP A383  Movement Theory and Motor Development
SOC A310  Sociology of Aging
Physical Therapy
PEP A382  Kinesiology and Biomechanics
PEP A383  Movement Theory and Motor Development
PHYS A123  Basic Physics I
& A123L  and Basic Physics I Laboratory
PHYS A124  Basic Physics II
& A124L  and Basic Physics II Laboratory
SOC A310  Sociology of Aging
Physician Assistant
BIOL A240  Introductory Microbiology for Health Sciences
CHEM A321  Organic Chemistry I
or PHYS A123  Basic Physics I
& A123L  and Basic Physics I Laboratory
SOC A310  Sociology of Aging

Speech-Language Pathology
EDSL A201  Foundations of Communication Disorders
EDSL A301  Anatomy and Physiology of Speech and Hearing
EDSL A302  Phonetics
A total of 120 credits is required for this degree, of which 42 must be upper division.

**Honors in Health Sciences, Pre-professional Track**

The BSHS Pre-professional track recognizes exceptional performance by conferring departmental honors in Health Sciences. In order to receive honors in Health Sciences, a student must meet each of the following requirements:

1. Satisfy all requirements for the BSHS Pre-professional track.
2. Earn a GPA of 3.50 or higher in upper division (300- and 400-level) BSHS core and focus sequence courses.
3. Meet the requirements for graduation with honors.
4. Complete the **HS A492** with a grade of B or better.
5. Complete a senior project or thesis (**HS A498** or **HS A499**) with a grade of B or better. The Health Sciences faculty must approve the project/thesis proposal and the final written report.
6. Notify the departmental advisor in writing on or before the date of filing an Application for Graduation with the Office of the Registrar.

- See more at: [http://catalog.uaa.alaska.edu/undergraduateprograms/coh/healthsciences/bs-healthsciences/#sthash.wRkIP4wF.dpuf](http://catalog.uaa.alaska.edu/undergraduateprograms/coh/healthsciences/bs-healthsciences/#sthash.wRkIP4wF.dpuf)
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
CT CTC

1b. Division  
AAVI Division of Aviation

1c. Department  
Aviation Technology

2. Course Prefix  
ATA

3. Course Number  
A331

4. Previous Course Prefix & Number  

5a. Credits/CEUs  
3 Credits

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

6. Complete Course Title  
Human Factors in Aviation

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  
☐ Co-requisites  
☐ Test Score Prerequisites  
☐ Registration Restrictions  
☐ Automatic Restrictions  
☐ General Education Requirement  
☐ Other CCG and Catalog (please specify)

9. Repeat Status choose one  
☐ # of Repeats  
☐ Max Credits  
☐ 3

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

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

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<tbody>
<tr>
<td>1. See attached Sheet</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Raymond Weber  
Initiator Signed Initials:  
Date:  

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

13c. Coordination with Library Liaison  
Date: 11/12/2014

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)

Covers the following aspects of human factors: the meaning of human factors, human error, body rhythms and sleep, fitness and performance, vision and visual illusions, motivation and speech, attitudes and persuasion, training and training devices, documentation, displays and controls, space and layout, the aircraft cabin and its human payload.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
ATA A233

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

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

16d. Registration Restriction(s) (non-codable)  
None

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

19. Justification for Action  
This course does not require significant outside experience so we are removing the previous registration requirement. This course applies these human factors directly to aviation safety, so the prerequisite of aviation safety is being added.

Initiator (faculty only)  
Raymond Weber  
Initiator (TYPE NAME)

Initiator (faculty only)  
Raymond Weber  
Initiator (TYPE NAME)

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

☑ Approved  
☐ Disapproved  
Date  
Undergraduate/Graduate Academic  
Date

☑ Approved  
☐ Disapproved  
Date  
Board Chair  
Date

☑ Approved  
☐ Disapproved  
Date  
Provost or Designee  
Date

☑ Approved  
☐ Disapproved  
Date  
College/School Curriculum Committee Chair  
Date

☑ Approved  
☐ Disapproved  
Date  

I. Course Description:

Covers the following aspects of human factors: the meaning of human factors, human error, body rhythms and sleep, fitness and performance, vision and visual illusions, motivation and speech, attitudes and persuasion, training and training devices, documentation, displays and controls, space and layout, the aircraft cabin and its human payload.

II. Course Design:

A. Designed for students pursuing a BSAT degree and as a community interest course for individuals in the aviation field.
B. 3.0 Credits (3+0)
C. Total time of the student involvement: 135 hours
   1. 3 hours of lecture/week = 45 hours
   2. 6 hours of outside prep work/week = 90 hours
D. This course is required for the BSAT degree
E. No lab fees
F. Course may be taught in any time frame but not less than 3 weeks.
G. This is a revised course.
H. Coordinated with: Faculty list serve, Program Director
I. This is a 300 level course because it builds on previous knowledge of the students. Additionally, the student will be expected to analyze the “cause and effect” of human factors accidents and issues associated with various facets of the aviation industry.

III. Course Activities

This course will be conducted with lecture, discussion, and the use of guest speakers.
IV. Course Restrictions: None

V. Course Evaluation:
   A. Grades will be A-F
   B. Evaluation will be based on objective testing, attendance, and successful completion of each assigned exercise.
   C. The instructor will explain specific grading policies and requirements at the beginning of the semester.

VI. Content Outline:
   A. SAFETY
      1. General Rules
      2. Class Conduct
      3. Building Exit

   B. DEFINITION OF HUMAN FACTORS

   C. THE “SHEL” MODEL

   D. THE NATURE OF ERROR
      1. Sources
      2. Classification

   E. ASSOCIATED FACTORS
      1. Fatigue
      2. Body Rhythms
      3. Sleep

   F. HEALTH AND ITS EFFECT ON PERFORMANCE

   G. VISION AND VISUAL ILLUSIONS
      1. The Eye
      2. The Brain
      3. Examples

   H. PSYCHOLOGICAL CONSIDERATIONS
      1. Motivation and Safety
      2. Leadership influence

   I. COMMUNICATION
      1. Elements
      2. Types
3. Problems

J. HAZARDOUS ATTITUDES

K. DOCUMENTATION
   1. Inadequacies
   2. Recommendations

L. DISPLAYS AND CONTROLS
   1. Historical Background
   2. Displays
   3. Controls

M. ERGONOMICS
   1. Design Working Areas and Hardware
   2. Human Dimensions

N. DEALING WITH HUMAN FACTOR ISSUES
   1. Equipment Design
   2. Training
   3. Cabin Hardware
   4. Changing the Environment
   5. Intrapersonal Relationships

VII. Instructional Goals
     Prepares the students to identify and understand the role human factors play in the aviation industry.

VIII. Suggested Text:

IX. Bibliography


X. Course Outcomes

<table>
<thead>
<tr>
<th>Upon Successful completion of this course, students will be able to:</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and discuss human factors involvement in safety issues.</td>
<td>Written assignments, Oral Discussions, performance tests.</td>
</tr>
<tr>
<td>Identify sources of human error and accurately analyze cause and effect relationships.</td>
<td>Written assignments, Oral Discussions, performance tests.</td>
</tr>
<tr>
<td>Evaluate types of motivation and how managerial policy and leadership can affect safety.</td>
<td>Written assignments, Oral Discussions, performance tests.</td>
</tr>
<tr>
<td>Summarize the communication process and its implications to safety.</td>
<td>Written assignments, Oral Discussions, performance tests.</td>
</tr>
<tr>
<td>Identify and explain the cause and effect relationships of attitudes in the work environment and how to effect the necessary behavioral modification.</td>
<td>Written assignments, Oral Discussions, performance tests.</td>
</tr>
</tbody>
</table>
1a. School or College  
CT CTC  

1b. Division  
AAVI Division of Aviation  

1c. Department  
Aviation Technology  

2. Course Prefix  
ATA  

3. Course Number  
A425  

4. Previous Course Prefix & Number  

5a. Credits/CEUs  
3 credits  

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

6. Complete Course Title  
Civil Aviation Security  

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 Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Auto-restrictions  ☐ Registration Restrictions  ☐ Class  ☐ Level  ☐ Department  ☐ College  ☐ Major  ☐ General Education Requirement  ☐ Other CCG and Catalog (please specify)  

9. Repeat Status choose one  
☐ # of Repeats  ☐ Max Credits  
☐ 3  

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

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

12. ☐ Cross Listed with  
☐ Stacked with  

Cross-Listed Coordination Signature  

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

Initiator Name (typed): Raymond Weber  
Initiator Signed Initials: __________  Date: __________

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

13c. Coordination with Library Liaison  
Date: 11/12/2014  

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)  
Analyzes applicable civil aviation transportation security regulations and policy; assesses security risks and formulates potential intervention, prevention, or enhancement plans using current and developing technology.

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

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

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

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

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
We are changing the registration requirement from aviation related work experience or training to upper-division standing to better fit what is actually required by the course. This will also allow outside majors who will find the content applicable to more easily take the course.

Initiator (faculty only)  
Raymond Weber  
Initiator (TYPE NAME)  

☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic  
Date  

Board Chair  
Date  

Provost or Designee  
Date
I. Course Description:
   Analyzes applicable civil aviation transportation security regulations and policy; assesses security risks and formulates potential intervention, prevention, or enhancement plans using current and developing technology.

II. Course Design:
   A. Designed for students pursuing a BSAT degree as well as individuals currently in the field desiring to increase their knowledge of civil aviation security issues.
   B. 3.0 Credits (3+0)
   C. Total time of the student involvement: 135 hours
      1. 3 hours of lecture/week = 45 hours
      2. 6 hours of outside prep work/week = 90 hours
   D. This course is required for the BSAT degree
   E. No lab fees
   F. Course may be taught in any time frame but not less than 3 weeks.
   G. This is a revised course.
   H. Coordinated with: Faculty list serve, Program Director
   I. This is a 400-level course because the student will be expected to evaluate and critique aviation related security measures, develop enhancements and propose plans for dealing with security issues that are of concern to airports, airlines, and the flying public.

III. Course Activities
   This course will be conducted with lecture, discussion, and the use of guest speakers.

IV. Registration Restrictions: Upper-division standing
V. Course Evaluation:
A. Grades will be A-F
B. Evaluation will be based on objective testing, participation, and successful completion of each assigned exercise.
C. The instructor will explain specific grading policies and requirements at the beginning of the course.

VI. Content Outline:

A. SAFETY
   1. General Rules
   2. Class Conduct
   3. Building Exit

B. 9/11 COMMISSION REPORT

C. CIVIL AVIATION SECURITY OVERVIEW AND HISTORY
   1. Government Organizations
   2. Airline Organizations
   3. Airport Organizations
   4. Internationally Approved Organizations

D. CRIMINAL ACTS AGAINST CIVIL AVIATION
   1. Hijackings
   2. Psychological Terrorism
   3. Organized Terrorism
   4. Bombs/Explosions
   5. Other Attacks

E. TERRORISM
   1. History of Terrorism and Radical Fundamentalism
   2. Terrorism World Map
   3. State Supported Organizations
   4. Loosely Affiliated Groups

F. GOVERNMENT STRUCTURE
   1. Past Structure
   2. Present Structure
   3. Significant Congressional Acts
   4. Passenger/Cargo Security
G. EQUIPMENT
1. Metal Detectors (hand held and walk through)
2. X-ray Machines and Equipment
3. Bulk X-ray Detection
4. Explosives Trace Detection

H. NEW AVIATION SECURITY ACT & INTERNATIONAL IMPLEMENTATION

I. EXPLOSIVE THREATS
1. Explosives
2. Bombers
3. The Threat

J. SIGNIFICANT TERRORISM/ HIJACKING ACTS
1. D.B. Cooper
2. TWA 847
3. Pan Am 103
4. Value Jet
5. TWA 800
6. Post 9/11 Events

K. THE SECURITY INDUSTRY & TOOLS

VII. Instructional Goals
Engage the students to develop an awareness and working knowledge or Civil Aviation Security and its association with risk and intervention.

VIII. Suggested Text:

IX. Bibliography
X. **Course Outcomes**

<table>
<thead>
<tr>
<th>Upon Successful completion of this course, students will be able to:</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the history and purpose of aviation security and its implication to the government and private sector.</td>
<td>Written assignments, Oral Discussions, performance tests.</td>
</tr>
<tr>
<td>Evaluate common government, industry, airport and airline organizations that combat terrorism.</td>
<td>Written assignments, Oral Discussions, performance tests.</td>
</tr>
<tr>
<td>Critique aviation security issues.</td>
<td>Written assignments, Oral Discussions, performance tests, case studies.</td>
</tr>
<tr>
<td>Appraise and assess different types of security measures and equipment that best apply to a particular situation.</td>
<td>Written assignments, Oral Discussions, performance tests, case studies.</td>
</tr>
</tbody>
</table>
# Course Action Request
## University of Alaska Anchorage
### Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>AAVI Division of Aviation</td>
<td>ATC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATC</td>
<td>A 147</td>
<td>AT A147</td>
<td>3.0 credits</td>
<td>(Lecture + Lab)</td>
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<td></td>
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<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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</thead>
<tbody>
<tr>
<td>Pilot Controller Techniques</td>
</tr>
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<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<table>
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<th>7. Type of Course</th>
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<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
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<tr>
<td>☐ Professional Development</td>
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<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Add</td>
</tr>
<tr>
<td>☐ Change</td>
</tr>
<tr>
<td>☐ Delete</td>
</tr>
</tbody>
</table>

**If a change, mark appropriate boxes:**
- ☐ Prefix
- ☐ Credits
- ☐ Grading Basis
- ☐ Title
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Course Number
- ☐ Co-requisites
- ☐ Course Prerequisites
- ☐ Registration Restrictions
- ☐ Cross-Listed/Stacked
- ☐ General Education Requirement
- ☐ Class
- ☐ Level
- ☐ College
- ☐ Major
- ☐ Other

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<th>9. Repeat Status choose one</th>
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<tr>
<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>☑ A-F</td>
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<tr>
<td>☐ P/NP</td>
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<td>☐ NG</td>
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<table>
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<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Fall/2015</td>
</tr>
<tr>
<td>To: /999</td>
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<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stacked with</td>
</tr>
</tbody>
</table>

**Cross-Listed Coordination Signature**

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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**Initiator Name (typed): Sharon LaRue**  
**Initiator Signed Initials: _________**  
**Date: __________________**

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 11/19/14</th>
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</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: [uaa-faculty@lists. uaa. alaska.edu](mailto:uaa-faculty@lists. uaa. alaska.edu)</td>
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<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 11/19/14</th>
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<tbody>
<tr>
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<table>
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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>☐ Oral Communication</td>
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<tr>
<td>☐ Written Communication</td>
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<tr>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td>☐ Humanities</td>
</tr>
<tr>
<td>☐ Fine Arts</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
</tr>
<tr>
<td>☐ Integrative Capstone</td>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Examine methods of airport operations, as well as light and other visual aids, including markings and signs. Includes discussion of techniques used by pilots and controllers, including all aspects of radio communication.</td>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<td>☐ College</td>
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<td>☐ Major</td>
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<tr>
<td>☐ Class</td>
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<tr>
<td>☐ Level</td>
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<tr>
<th>17. ☐ Mark if course has fees</th>
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<th>18. ☐ Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>The course work in ATC A143 is not applicable as a prerequisite</td>
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<th>20. Initiation (faculty only)</th>
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<th>24. Dean/Director of School/College</th>
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<th>25. Date</th>
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<th>27. ☐ Disapproved</th>
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<table>
<thead>
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<th>28. Undergraduate/Graduate Academic</th>
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<thead>
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<th>29. Date</th>
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<th>30. ☑ Approved</th>
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<th>31. ☐ Disapproved</th>
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<table>
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<th>32. Board Chair</th>
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<table>
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<th>33. Date</th>
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<th>36. Provost or Designee</th>
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<table>
<thead>
<tr>
<th>37. Date</th>
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</thead>
</table>

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64
I. Course Description:

Examines methods of airport operations, as well as aeronautical lighting and other airport visual aids, such as airport markings and signs. Includes discussion of varying techniques used by pilots and controllers, including all aspects of radio communication.

II. Course Design:

A. Designed for students pursuing an AAS degree in Air Traffic Control or a BSAT with an Air Traffic Control emphasis.

B. 3.0 credits (3+0).

C. Total student involvement time: 135 hours
   45 hours will be in a classroom setting.
   90 hours will be outside student involvement.
   0 hours will be in the lab.

D. This is a required course for the AAS, Air Traffic Control degree and BSAT, Air Traffic Control emphasis.

E. There are no fees associated with this course.

E. Course may be taught in any time frame but not less than one credit per week.

G. This is a revised course.

H. Coordinated with faculty listserv and aviation.

I. Introduces a field of knowledge and develops basic skills.

III. Course Activities:

The course will be conducted by lecture, practical exercises, application of acquired knowledge, and guest speakers.
IV. Course Prerequisites: None

V. Course Evaluation:

A. Grading is A-F.

B. Evaluation will be based on objective testing, attendance, and successful completion of each assigned exercise.

C. Specific evaluation criteria will be explained by the instructor at the beginning of the semester.

VI. Content Outline:

1.0 Safety
   1.1 Classroom/building safety
   1.2 Personal safety

2.0 Airport lighting aids

3.0 Airport marking aids and signs

4.0 Airport operations
   4.1 Use of runway declared distances
   4.2 Low Level Windshear Alert System (LLWAS)
   4.3 Braking action reports and advisories
   4.4 Runway friction reports and advisories
   4.5 Intersection takeoffs
   4.6 Low approach
   4.7 Traffic control light signals
   4.8 Communications
   4.9 Taxiing
   4.10 Taxi during low visibility
   4.11 Exiting the runway after landing
   4.12 Option approach
   4.13 Flight Check aircraft
   4.14 Clearances

5.0 Aircraft characteristics and recognition
   5.1 Categories
   5.2 Weight classes
   5.3 Designators
   5.4 Performance characteristics
   5.5 Identification features

6.1 Radio communications phraseology and techniques
   6.2 Radio technique
   6.3 Contact procedures
   6.4 Aircraft call signs
   6.4 Description aircraft types
6.5  Ground station call signs
6.6  Phonetic alphabet
6.7  Figures
6.8  Altitudes and flight levels
6.9  Directions
6.10  Speeds
6.11  Time
6.12  NORDO communications
6.13  Communications IFR/VFR flights
6.14  Flight control strips
6.15  Coordination
6.16  Holding
6.17  Radar symbology
6.18  Arrival procedures
6.19  Departure procedures

VII. Instructional Goals:

Provides the student with the knowledge and understanding of airport operations in association with controllers and pilots.

VIII. Course Outcomes and Assessment Procedures:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity various types of airport lighting configuration, markings and signs on the airfield.</td>
<td>Written and oral exams Performance tests</td>
</tr>
<tr>
<td>Use proper radio communication procedures and phraseology.</td>
<td>Written and oral exams Performance tests</td>
</tr>
<tr>
<td>Identify different types of aircraft and distinguish their respective performance characteristics.</td>
<td>Written and oral exams Performance tests</td>
</tr>
</tbody>
</table>

IX. Suggested Text:


X. Bibliography:


Department of Transportation. (2007). *Aeronautical Information manual*
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CT CTC

1b. Division
AAVI Division of Aviation

1c. Department
ATC

2. Course Prefix
ATC

3. Course Number
A 440

4. Previous Course Prefix & Number
AT A440

5a. Credits/CEUs
3.0 credits

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

6. Complete Course Title
Facility Operation and Administration

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

9. Repeat Status choose one
# of Repeats
Max Credits

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date

From: Fall/2015
To: 9999

12. Cross Listed with
☒
☐ Stacked with

Cross-Listed Coordination Signature

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

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

Initiator Name (typed): Sharon LaRue
Initiator Signed Initials: __________
Date: __________

13b. Coordination Email
submitted to Faculty Listserv: [ual-faculty@lists.ualaska.edu](mailto:ual-faculty@lists.ualaska.edu)

13c. Coordination with Library Liaison
Date: 11/19/14

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)
Emphasizes effective operation and administration of air traffic service facilities and conflict resolution between the FAA and labor unions. Evaluates current issues and events, and their potential impact on the National Airspace System.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
30 semester credit hour completion.

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

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

16d. Registration Restriction(s) (non-codable)
None

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
The course work in this class does not require the prerequisite of BA A361 and BA A461.

Initiator (faculty only)
Sharon LaRue
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Board Chair

Provost or Designee
Date
I. Course Description:

Emphasizes effective operation and administration of air traffic service (ATS) facilities and conflict resolution between FAA instructions and the terms of a labor union contract. Evaluates current issues and events, and their potential impact on the National Airspace System.

II. Course Design:

A. Designed for students pursuing a BSAT, Air Traffic Control emphasis.

B. Credits: 3

C. Total student involvement time: 135 hours
   a. 45 hours will be in a classroom setting
   b. 90 hours will be outside student involvement
   c. 0 hours will be in the lab

D. This is a required course for BSAT, Air Traffic Control emphasis. This is an elective course for the BSAT, Piloting or Management emphasis, and the AAS in Air
Traffic Control.
E. There are no fees associated with this course.
F. This course may be taught in any time frame, but not less than one credit per week.
G. This is a revised course.
H. Coordinated with faculty listserv and aviation.
I. Course justification: In this course, students must be able to analyze, compare, research, create, develop and apply course material to developing solutions to complex problems.

III. Course Activities:
The course will be conducted by lecture, discussion of concepts and ideas, and the use of guest speakers.

IV. Course Prerequisites: 30 semester credit hours completion.

V. Course Evaluation:
A. Grading basis: A-F
B. Evaluation will be based on reading analysis, class participation, and various essays and assignments.
C. Specific evaluation criteria will be explained at the beginning of the semester.

VI. Course Outline:
A. Safety
   a. General rules
   b. Class conduct
B. Manager responsibilities
   a. Air Traffic Responsibilities
   b. Fiscal responsibilities
c. Other facility responsibilities

C. Labor responsibilities
   a. Role of labor union
   b. Relationship between union and management

D. Staff offices
   a. Quality control
   b. Training
   c. Airspace and Procedures
   d. Plans and programs
   e. Automation

E. Other agencies
   a. ICAO
      i. International control
      ii. Relationship with FAA
   b. NTSB
   c. Weather agencies
      i. AVO
      ii. NWS
      iii. NOAA

F. Controllers and facility
   a. Physiological concerns
   b. Other health concerns
VII. Instructional Goals:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to perform the following:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of various manager responsibilities</td>
<td>Essay, graded discussion</td>
</tr>
<tr>
<td>Demonstrate understanding of roles and responsibilities of labor</td>
<td>Essay, graded discussion</td>
</tr>
<tr>
<td>Demonstrate knowledge of various staff offices and their functions</td>
<td>Essay, graded discussion</td>
</tr>
<tr>
<td>Demonstrate understanding of FAA relationship with other agencies involved in the flight environment.</td>
<td>Essay, graded discussion</td>
</tr>
</tbody>
</table>

VIII. Suggested Text:


X. Bibliography:


### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>AAVI Division of Aviation</td>
<td>ATP</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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<tbody>
<tr>
<td>ATP</td>
<td>A 251</td>
<td>N/A</td>
<td>3.0 credits</td>
<td>(3+00)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Flight Dispatcher Overview</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
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<tr>
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<table>
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<tr>
<th>8. Type of Action:</th>
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<tr>
<td>☒ Add</td>
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<table>
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<tr>
<th>9. Repeat Status</th>
<th># of Repeats</th>
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<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ A-F</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015</td>
<td>To: /9999</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AAS Air Traffic Control</td>
<td>9/1/14</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>2. AAS Professional Piloting</td>
<td>9/1/14</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>3. BSAT Aviation Technology</td>
<td>9/1/14</td>
<td>Rocky Capozzi</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 11/19/2014</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>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 11/25/2014</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course provides an overview of the flight dispatcher profession, and is designed to prepare students for the transition from the academic to the vocational environment. Students will complete extensive study in meteorology, flight planning considerations, and Federal Aviation Regulations used by dispatchers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For ATC students: ATP A100, ATP A235, ATP A143, ATP A144, ATP A325</td>
</tr>
<tr>
<td>For piloting students: ATP A100, ATP A116, ATP A200, ATP A235</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>16c. Automatic Restriction(s)</th>
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</thead>
<tbody>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</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>
<tbody>
<tr>
<td>Completion of this course and ATP A351 will make students eligible to take the flight dispatcher certification test.</td>
</tr>
</tbody>
</table>

75
<table>
<thead>
<tr>
<th>Role</th>
<th>Approve/Disapprove</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon LaRue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Approved/Disapproved</td>
<td>Date</td>
</tr>
</tbody>
</table>
Course Content Guide
University of Alaska Anchorage
Community and Technical College

Department: AAVI Date: Fall 2015
Course Title: Flight Dispatcher Overview Credits: 3 cr.
Course Number: ATP A251

I. Course Description:
This course provides an overview of the flight dispatcher profession, and is designed to prepare students for the transition from the academic to the vocational environment. Students will complete extensive study in meteorology, flight planning considerations, and Federal Aviation Regulations used by dispatchers.

II. Course Design:
A. This course is designed for students pursing the BSAT: Piloting and Air Traffic Control emphasis, or AAS in Professional Piloting, or AAS in Air Traffic Control who wish to be eligible to take the flight dispatcher qualifying exam.
B. Credits: 3
C. Total student involvement time: 140 hours
   50 hours will be in a classroom setting.
   90 hours will be outside student involvement.
D. This is an elective course.
E. There are no fees associated with this course.
F. This course may be taught in any time frame, but not less than one credit per week.
G. This is a new course.
H. Coordinated with faculty listserv and aviation.
I. Course justification: Prepares students for the vocational application of the flight dispatcher training. Completion of this course and associated content is a FAA requirement before testing for a flight dispatcher certificate.

III. Course Activities:
This course is designed to prepare students to complete the activities involved in practical dispatch operations. Course activities will include study of air regulations, air traffic control procedures, and aerodynamics. Course activities will include active flight planning, as well as written and oral exams. Additionally, visits to local flight dispatcher operations will be included.
IV. Course Prerequisites:
For ATC students: ATP A100, ATP A235, ATC A143, ATC A144, ATC A325
For piloting students: ATP A100, ATP A116, ATP A200, ATP A235

V. Course Evaluation:
A. Grading basic: A-F
B. Grades are based on quizzes, tests, written assignments, and oral exams.

VI. Outline:

1.0 Safety
   1.1 Building safety
   1.2 Laboratory safety
   1.3 Code of conduct

2.0 Human Factors
   2.1 Aeronautical decision-making
   2.2 Situational assessment
   2.3 Safety management systems
   2.4 Dispatch resource management

3.0 Meteorology
   3.1 Theory
   3.2 Weather services
   3.3 Hazardous weather
   3.4 Air traffic control

4.0 Jet Transport Systems
   4.1 Performance
   4.2 Aircraft limitations
   4.3 Turbojet aircraft systems

5.0 Dispatcher environment
   5.1 Workload activities
   5.2 Flight crew dispatcher relations
   5.3 Company operations
   5.4 Dangerous goods
6.0 Federal regulations
6.1 FAR 135
6.2 FAR 121

VII. Suggested Texts:


VIII. Bibliography:

IX. Instructional Goals:

Instructional goals: It is anticipated that by the end of the course, students will have the basic core competencies associated with the flight dispatch field, including weight and balance, meteorology, operating systems, and federal air regulations.

X. Student Outcomes and Assessment Procedures:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to perform the following:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of the federal air regulations regarding various operations.</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of jet transport systems, including limitations and operating characteristics</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of how forecasted weather affects flight planning and economics.</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of dispatcher environment, including workload, relationships and company operations.</td>
<td>Written and oral exams</td>
</tr>
</tbody>
</table>
## Course Action Request
### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

### 1. School or College
CT CTC

### 1b. Division
AAVI Division of Aviation

### 1c. Department
ATP

### 2. Course Prefix
ATP

### 3. Course Number
A 351

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

### 5a. Credits/CEUs
3.0 credits

### 5b. Contact Hours
(3+00)

### 6. Complete Course Title
Flight Dispatcher Operations

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

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

### 9. Repeat Status
- [ ] Yes
- [x] No

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

### 11. Implementation Date
- From: Fall/2015
- To: /9999

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

### 13a. Impacted Courses or Programs
- AAS Air traffic control
- AAS Professional piloting
- BSAT Aviation Technology

### 13b. Coordination Email
Date: 11/19/14
submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

### 13c. Coordination with Library Liaison
Date: 11/19/2014

### 14. General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 15. Course Description
This course is designed to prepare students for the practical application of previously acquired knowledge necessary to perform flight dispatcher functions. Topics include weight and balance, use of charts and graphs and their effect on flight planning, aerodynamics relating to flight characteristics in normal and abnormal flight.

### 16a. Course Prerequisite(s)
- [ ]

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

### 16c. Automatic Restriction(s)
- [ ]

### 16d. Registration Restriction(s)
- [ ]

### 17. Mark if course has fees
- [ ]

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

### 19. Justification for Action
Completion of this course and ATP A251 will allow students to take the flight dispatcher certification test.

---

**Initiator Name (typed):** Sharon LaRue  
**Initiator Signed Initials:** _________  
**Date:** __________________

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

---

**Initiator (faculty only):**  
**Initiator (TYPE NAME):**  
**Date:** __________________

**Mark if course has fees:**
- [ ]

**Mark if course is a selected topic course:**
- [ ]

---

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

---

**Initiator (faculty only):**  
**Initiator (TYPE NAME):**  
**Date:** __________________

**Mark if course has fees:**
- [ ]

**Mark if course is a selected topic course:**
- [ ]

---

**Initiator (faculty only):**  
**Initiator (TYPE NAME):**  
**Date:** __________________

---

**Initiator (faculty only):**  
**Initiator (TYPE NAME):**  
**Date:** __________________

---

**Initiator (faculty only):**  
**Initiator (TYPE NAME):**  
**Date:** __________________
Course Content Guide
University of Alaska Anchorage
Community and Technical College

Department: AAVI  Date: Fall 2015
Course Title: Flight Dispatcher Operations  Credits: 3 cr.
Course Number: ATP A351

I. Course Description:
This course is designed to prepare students for the practical application of previously acquired knowledge necessary to perform flight dispatcher functions. Topics include weight and balance, use of charts and graphs and their effect on flight planning, aerodynamics relating to flight characteristics in normal and abnormal flight.

II. Course Design:
A. This course is designed for students pursuing the BSAT: Piloting and Air Traffic Control emphasis, or AAS in Professional Piloting, or AAS in Air Traffic Control who wish to receive flight dispatcher certification.
B. Credits: 3
C. Total student involvement time: 140 hours
50 hours will be in a classroom setting.
90 hours will be outside student involvement.
D. This is an elective course.
E. There are fees associated with this course.
F. This course may be taught in any time frame, but not less than one credit per week.
G. This is a new course.
H. Coordinated with faculty listserv and aviation.
I. Course justification: Prepares students for the vocational application of the flight dispatcher training. Completion of such a course is a FAA requirement before testing for a flight dispatcher certificate.

III. Course Activities:
This course is designed to prepare students for the practical applications of flight dispatcher operations. Course activities will include all factors involved in dispatching a flight, including weight and balance and weather considerations. Additionally, guest speakers from local flight dispatch operations will address the class. Upon successful completion of this course, students will receive authorization to take the oral and written exam for the flight dispatcher certificate.
IV. Course Prerequisites:
For ATC students: ATP A100, ATP A235, ATC A143, ATC A144, ATC A325
For piloting students: ATP A100, ATP A116, ATP A200, ATP A235

V. Course Evaluation:
A. Grading basic: A-F
B. Grades are based on quizzes, tests, written assignments, and oral exams.

VI. Outline:

1.0 Safety
  1.1 Building safety
  1.2 Laboratory safety
  1.3 Code of conduct

2.0 Flight Planning/Dispatch Release
  2.1 Regulatory requirements
  2.2 Meteorology
  2.3 Weather observations, analysis, and forecasts
  2.4 Weather-related hazards
  2.5 Aircraft systems, performance and limitations
  2.6 Navigation and aircraft navigation systems
  2.7 Practical dispatch applications
  2.8 Manuals, handbooks and other written guidance

3.0 Preflight, Takeoff, and Departure
  3.1 Air traffic control procedures
  3.2 Airports, crew, and company procedures

4.0 Inflight Procedures
  4.1 Routing, re-routing, and flight plan filing
  4.2 En Route communication procedures and requirements

5.0 Air Traffic Control
  5.1 Arrival, approach, and landing procedures
  5.2 ATC and air navigation procedures
6.0 Flight Planning
6.1 Aircraft performance
6.2 Aircraft limitations
6.3 Weight and balance
6.4 Weather considerations
6.5 Delivery captain briefing

7.0 Abnormal and Emergency Procedures
7.1 Abnormal and emergency procedures

8.0 Practical Dispatch Applications
8.1 Human factors
8.2 Applied Dispatching

VII. Suggested Texts:


VIII. Bibliography:

IX. Instructional Goals:

Instructional goals: Students in this course should be familiar with all aspects of flight planning, including weight and balance, air traffic control procedures, meteorology, and flight economics.

Student Outcomes and Assessment Procedures:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to perform the following:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of various stages of flight and air traffic control</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate application of flight planning, including weight and balance and flight limitations</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of how weather affects flight planning</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of economics of flight, including aircraft performance</td>
<td>Written and oral exams</td>
</tr>
</tbody>
</table>
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Term Assistant Professor Terry Fields, CBPP

Subject: Minor, Real Estate

Date: December 6, 2014

This memorandum addresses the proposed change to the Minor, Real Estate outlined in this Program Action Request (PAR).

The modification discussed in this memorandum is to adjust the program requirements for the Minor, Real Estate.

Modification:

The proposed catalog copy removes BA A131 Personal Finance and BA A242 Business Law II as required courses; removes BA A426 Financial Institutions, BA A395 Property Management Internship, and BA A431 Real Estate Appraisal as program electives; and adds BA A432 Real Estate Law and ECON A201 Principles of Macroeconomics as required courses. In addition, it adds BA A215 Introduction to Property Management and BA A315 Property Management and Marketing as program electives, of which three credits must be completed.

Justification:

This modification is part of a strategic decision by the College of Business and Public Policy to further structure the Minor, Real Estate program with courses that better align with real estate, topic specific curriculum. The modification coincides with curriculum changes to BA A306 Real Estate Principles and prerequisite changes to BA A315 Property Management and Marketing and BA A320 Real Estate Finance to strengthen the tangible outcomes of the program and better align the required courses and their prerequisites.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix  

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>Management and Marketing</td>
</tr>
</tbody>
</table>

2. Complete Program Title/Prefix  
Real Estate  

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

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

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

6a. Coordination with Affected Units  
Department, School, or College: CBPP, Business Administration  
Initiator Name (typed): Terry Fields  
Initiator Signed Initials:  
Date:  

6b. Coordination Email submitted to Faculty Listserv (uoa-faculty@lists.uaa.alaska.edu)  
Date: 01/13/2015  

6c. Coordination with Library Liaison  
Date: 01/13/2015  

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

8. Justification for Action  
To better align the Real Estate Minor with real estate specific curriculum and improve the tangible outcomes of the program.  

Initiator (faculty only)  
Terry Fields  
Initiator (TYPE NAME)  

Initiator (faculty only)  
Date  
Approved or Disapproved  
Dean/Director of School/College  
Date  

Disapproved  
Department Chairperson  
Date  
Approved or Disapproved  
Undergraduate/Graduate Academic Board Chairperson  
Date  

Approved  
Provost or Designee  
Date  

Disapproved  
Curriculum Committee Chairperson  
Date  
Approved or Disapproved  

Minor in Real Estate

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

- ECON 201 Principles of Macroeconomics 3
- BA/JUST A241 Business Law I 3
- BA A306 Real Estate Principles 3
- BA A320 Real Estate Finance 3
- BA A432 Real Estate Law 3

Complete 3 credits from the following: 3
- BA A315 Property Management and Marketing
- BA A215 Introduction to Property Management

Total Credits 18

* Not available to BBA Management majors.
## Minor in Real Estate

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A131</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A242</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BA A306</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA A320</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BA A432</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete 6–3 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA A315</td>
<td>Property Management and Marketing</td>
</tr>
<tr>
<td>BA A215</td>
<td>Introduction to Property Management</td>
</tr>
<tr>
<td>BA A395</td>
<td>Property Management Internship</td>
</tr>
<tr>
<td>BA A426</td>
<td>Financial Institutions</td>
</tr>
<tr>
<td>BA A431</td>
<td>Real Estate Appraisal</td>
</tr>
<tr>
<td>BA A432</td>
<td>Real Estate Law</td>
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</tbody>
</table>

Total Credits 21

* Not available to BBA Finance Management majors.
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College
CB CBPP

1b. Division
ADBP Division of Business Programs

1c. Department
BA

2. Course Prefix
BA

3. Course Number
A306

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

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

6. Complete Course Title
Real Estate Principles

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
☐ Automatic 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: Fall/2015
To: /9999

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See attached list</td>
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<td>2.</td>
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<td></td>
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Initiator Name (typed): Terry Fields
Initiator Signed Initials: __________

13b. Coordination Email
Date: 01/13/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 01/13/2015

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

15. Course Description (suggested length 20 to 50 words)
Surveys licensee relationships; forms of ownership; property law and rights and limitations; forms of conveyances; contracts; financing instruments; Alaska real estate license law and Alaska landlord tenant law; and federal fair housing and RESPA laws.
Special Note: May fulfill pre-license education requirements for the Alaska Real Estate Salesperson License exam. Contact the instructor for details.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
(ECON A201, BA A241, and (MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272)) with a minimum grade of C.

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

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

16d. Registration Restriction(s) (non-codable)
College of Business and Public Policy majors must be admitted to upper-division standing

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update course description, prerequisites, suggested text, and student learning outcomes.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Fields</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator (TYPE NAME)**

- [ ] Approved
- [x] Disapproved

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<th>Department Chair</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
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- [ ] Approved
- [x] Disapproved

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<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
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<tbody>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- [ ] Approved
- [x] Disapproved
I. Date Initiated: February 11, 2015

II. Course Information

   College/School: College of Business and Public Policy
   Department: Marketing and Management
   Program: Bachelor of Business Administration, Management Major, Property Management and Real Estate Concentration; Bachelor of Business Administration, Real Estate Minor
   Course Title: Real Estate Principles
   Course Number: BA A306
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                 6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A - F

   Course Description: Surveys licensee relationships; forms of ownership; property law and rights and limitations; forms of conveyances; contracts; financing instruments; Alaska real estate license law and Alaska landlord tenant law; and federal fair housing and RESPA laws.
   Special Note: May fulfill pre-license education requirements for the Alaska Real Estate Salesperson License exam. Contact the instructor for details.

   Course Prerequisites: [ECON A201, BA A241, and (MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272)] with a minimum grade of C.

   Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities

   A. Lectures
   B. Discussions
   C. Guest lectures
   D. Presentations

IV. Course Level Justification

   This course requires 100- and 200-level prerequisites in math, economics, and business law.
V. Outline
A. Licensee Relationships
B. Forms of Ownership
C. Contracts
D. Health, Safety, Environmental Issues, and ADA Compliance
E. Fair Housing and Equal Opportunity Laws
F. Financing Real Estate
G. Land Use, Planning, Zoning, and Building Codes
H. Legal Descriptions
I. Marketing Property
J. Residential and Commercial Property Management
K. Property Valuation and Appraisal
L. Real Estate Investment Analysis
M. Real Estate Property and License Law
N. Title Insurance and Liens
O. Alaska Landlord Tenant Law

VI. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td></td>
</tr>
<tr>
<td>1. Present an overview of the real estate industry</td>
<td></td>
</tr>
<tr>
<td>2. Discuss rights and interests in land</td>
<td></td>
</tr>
<tr>
<td>3. Discuss forms of land ownership and transfer of title</td>
<td></td>
</tr>
<tr>
<td>4. Explain the real estate sales contract and deed of trust</td>
<td></td>
</tr>
<tr>
<td>5. Discuss valuation of mortgages and notes, and economic analysis of the markets</td>
<td></td>
</tr>
<tr>
<td>in which they are traded</td>
<td></td>
</tr>
<tr>
<td>6. Discuss types of financial instruments and sources of funding</td>
<td></td>
</tr>
<tr>
<td>7. Describe appraisal techniques</td>
<td></td>
</tr>
<tr>
<td>8. Discuss the role of real estate institutions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes. Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess an individual’s interest in land, forms of</td>
<td>Homework, quizzes,</td>
</tr>
<tr>
<td>ownership, and transfer of title</td>
<td>exams</td>
</tr>
</tbody>
</table>


2. Evaluate a real estate sales contract and deed of trust | Homework, quizzes, and exams
3. Value mortgages and notes, and analyze the markets in which they are traded | Homework, quizzes, and exams
4. Describe sources and financing of a real estate transaction | Homework, quizzes, and exams
5. Determine the appraised value of a property | Homework, quizzes, and exams
6. Fulfill education requirements for licensure in the state of Alaska. | State exam - optional

VII. Suggested Text

VIII. Bibliography
Textbooks are supplemented by readings from current professional publications available in the UAA/APU Consortium Library and Loussac Library. Useful information on real estate industry is available on the following websites:

*American Land Title Association*. http://www.alta.org
*Apartments.com*. http://www.arts.com
*Appraisal Institute*. http://www.appraisalinstitute.org
*CACI International*. http://www.caci.com
*Certified Commercial Investment Member Institute*. http://www.ccim.com
*Directory of Major Malls*. http://www.shoppingcenters.com
*Federal Housing Association home loans*. http://www.fha-home-loans.com
*Federal Reserve Bank service*. http://www.frbservices.org
*HousingZone.com*. http://www.housingzone.com
*Institute of Real Estate Management*. http://www.irem.org
*International Real Estate Digest*. http://www.ired.com
*Joint Center for Housing Studies*. http://www.jchs.harvard.edu
*Mortgage Bankers Association*. http://www.mbaa.org
*Real Estate Research Corporation*. http://www.rerc.com
*Real Estate Research Institute*. http://www.reri.org
1. School or College
   CB CBPP

2. Course Prefix
   BA

3. Course Number
   A315

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Property Management and Marketing

   Property Mgt. and Mktg.

   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
   - Automatic Restrictions
   - Other Update CCG (please specify)

9. Repeat Status No
   # of Repeats
   Max Credits

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

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

12. Cross Listed with
   - Stacked
   - 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).

   **Impacted Program/Course**
   **Date of Coordination**
   **Chair/Coordinator Contacted**
   1. Minor, Real Estate
      12/1/2014
      Ed Forrest
   2.
   3.

   **Initiator Name (typed): Terry Fields**
   **Initiator Signed Initials: _____**
   **Date: _____**

13b. Coordination Email
     Date: 01/13/2015
     submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
     Date: 01/13/2015

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

15. Course Description (suggested length 20 to 50 words)
    Surveys residential, retail, office, and industrial property management; management contracts and lease agreements; landlord-tenant laws and federal fair housing laws; asset operating budgets and cash flow statements; and property leasing and marketing.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
     [ECON A201, BA A241, and (MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272)] with a minimum grade of C.

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

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

16d. Registration Restriction(s) (non-codable)
     College of Business and Public Policy majors must be admitted to upper-division standing

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

18. Mark if course is a selected topic course

19. Justification for Action
    Update course description, prerequisites, and suggested text.

   **Initiator (faculty only)**
   **Date**
   **Terry Fields**
   **Initiator (TYPE NAME)**

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

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

   **Approved**
   **Disapproved**
   **Provost or Designee**
   **Date**
I. Date Initiated
   February 11, 2015

II. Course Information
   College/School: College of Business and Public Policy
   Department: Marketing and Management
   Program: Minor, Real Estate
   Course Title: Property Management and Marketing
   Course Number: BA A315
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A - F
   Course Description: Surveys residential, retail, office, and industrial property management; management contracts and lease agreements; landlord-tenant laws and federal fair housing laws; asset operating budgets and cash flow statements; and property leasing and marketing.
   Course Prerequisites: [ECON A201, BA A241, and (MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272)] with a minimum grade of C.
   Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures
   B. Discussions
   C. Guest lectures
   D. Presentations

IV. Course Level Justification
   This course requires 100- and 200-level prerequisites in math, economics, and business law.
V. Outline
A. Objectives of Property Management and Marketing
B. Residential Property Management
C. Shopping Center and Office Building Management
D. Leases and Landlord-Tenant Laws
E. Property Maintenance and Human Relations
F. Advertising and the Communication Process
G. Sales and Marketing

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Present an overview of property management and marketing
2. Discuss the management of residential properties
3. Discuss the management of shopping centers and office buildings
4. Explain different types of leases and landlord-tenant laws
5. Discuss property marketing and sales
6. Discuss property maintenance and human resource management
7. Analyze advertising and communication options

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

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the management of residential properties</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>2. Evaluate the management of shopping centers and office buildings</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>3. Develop an understanding of property leases and landlord-tenant laws</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>4. Develop an understanding of property maintenance and human resource management</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>5. Design a marketing, advertising, and sales campaign</td>
<td>Project</td>
</tr>
<tr>
<td>6. Evaluate the performance of a property manager</td>
<td>Project or exam</td>
</tr>
</tbody>
</table>
VII. Suggested Text

Kyle, R.C., Spodek, M.S., and Baird, F.M. (2013) Property management (9th ed.). La Crosse, WI: DF Institute, Inc. d/b/a Kaplan Real Estate Education

VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in the UAA/APU Consortium Library and Loussac Library. Useful information on real estate industry is available on the following websites:

- Certified Commercial Investment Member Institute. http://www.ccim.com
- International Real Estate Digest. http://www.ired.com
- Joint Center for Housing Studies. http://www.jchs.harvard.edu
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>BA</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 (Lecture + Lab)</th>
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<tbody>
<tr>
<td>BA</td>
<td>A320</td>
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<td>(3+0)</td>
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6. Complete Course Title  
Real Estate Finance  
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
☐ Credits ☐ Grading Basis ☐ Cross-Listed/Stacked Course
☐ Title ☐ Course Description ☐ Course Prerequisites
☐ Grading Basis ☐ Test Score Prerequisites ☐ Co-requisites
☐ Automatic Restrictions ☐ Registration Restrictions ☐ General Education Requirement
☒ Other Update CCG (please specify)

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

10. Grading Basis  
☒ A-F ☐ P/NC ☐ NG

11. Implementation Date  
From: Fall/2015 To: 9/999

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

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

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<th>Chair/Coordinator Contacted</th>
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<td>1. Bachelor of Business Administration, Management - Property Management and Real Estate Concentration</td>
<td>12/1/2014</td>
<td>Ed Forrest</td>
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<tr>
<td>2. Minor, Real Estate</td>
<td>12/1/2014</td>
<td>Ed Forrest</td>
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</table>

Initiator Name (typed): Terry Fields  
Initiator Signed Initials:  
Date:  

13b. Coordination Email  
Date: 01/13/2015  
Submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 01/13/2015

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

15. Course Description (suggested length 20 to 50 words)  
Surveys all aspects of real estate finance. Topics covered are interest rates, mortgages, federal housing policies, secondary mortgage markets, leverage and property valuation, taxation, and real estate in a portfolio context.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
[ECON A201, BA A241, and (MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272)] with a minimum grade of C.

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

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

16d. Registration Restriction(s) (non-codable)  
College of Businesss and Public Policy majors must be admitted to upper-division standing

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
Update course prerequisites and suggested text.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
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<th>Approved</th>
<th>Disapproved</th>
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<tbody>
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Initiator (TYPE NAME)

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<th>Disapproved</th>
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</table>

Dean/Director of School/College | Date

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<th>Disapproved</th>
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</table>

Department Chair | Date

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Undergraduate/Graduate Academic Board Chair | Date

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College/School Curriculum Committee Chair | Date

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

Provost or Designee | Date

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>
I. Date Initiated
   February 11, 2015

II. Course Information
   College/School: College of Business and Public Policy
   Department: Marketing and Management
   Program: Bachelor of Business Administration Management,
             Property Management and Real Estate Concentration;
             Minor, Real Estate
   Course Title: Real Estate Finance
   Course Number: BA A320
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A - F
   Course Description: Surveys all aspects of real estate finance. Topics covered
                      are interest rates, mortgages, federal housing policies, secondary mortgage
                      markets, leverage and property valuation, taxation, and real estate in a portfolio
                      context.
   Course Prerequisites: [ECON A201, BA A241, and (MATH A107 or MATH
                         A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272)] with a
                         minimum grade of C.
   Registration Restrictions: College of Business and Public Policy majors must be
                            admitted to upper-division standing.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures
   B. Discussions
   C. Guest lectures
   D. Presentations

IV. Course Level Justification
   This course requires 100- and 200-level prerequisites in math, economics, and
   business law.
V. Outline
A. Money, Credit, and the Determination of Interest Rates
B. Mortgage Instruments
C. Secondary Mortgage Markets
D. Federal Housing Policies
E. Leverage and Property Valuation
F. Real Estate Taxation
G. Real Estate Investment in a Portfolio Context

VI. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Present an overview of interest rate determination
2. Discuss different mortgage instruments
3. Describe secondary mortgage securities and their markets
4. Explain federal housing policies
5. Explain leverage and property valuation
6. Examine real estate taxation
7. Describe real estate investment in a portfolio context

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

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate</td>
<td>Homework and exam</td>
</tr>
<tr>
<td>interest rate</td>
<td></td>
</tr>
<tr>
<td>fluctuations and</td>
<td></td>
</tr>
<tr>
<td>their impact on</td>
<td></td>
</tr>
<tr>
<td>property value</td>
<td></td>
</tr>
<tr>
<td>2. Evaluate</td>
<td>Homework and exam</td>
</tr>
<tr>
<td>primary and</td>
<td></td>
</tr>
<tr>
<td>secondary</td>
<td></td>
</tr>
<tr>
<td>mortgage</td>
<td></td>
</tr>
<tr>
<td>market securities</td>
<td></td>
</tr>
<tr>
<td>and their markets</td>
<td></td>
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<tr>
<td>3. Explain</td>
<td>Homework and exam</td>
</tr>
<tr>
<td>federal housing</td>
<td></td>
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<tr>
<td>policies</td>
<td></td>
</tr>
<tr>
<td>4. Analyze the</td>
<td>Project or exam</td>
</tr>
<tr>
<td>impact of leverage</td>
<td></td>
</tr>
<tr>
<td>property</td>
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</tr>
<tr>
<td>valuation</td>
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</tr>
<tr>
<td>5. Calculate</td>
<td>Homework and exam</td>
</tr>
<tr>
<td>tax liabilities</td>
<td></td>
</tr>
<tr>
<td>on real estate</td>
<td></td>
</tr>
<tr>
<td>income and capital</td>
<td></td>
</tr>
<tr>
<td>gains</td>
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<tr>
<td>6. Evaluate the</td>
<td>Project or exam</td>
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<td>performance of a</td>
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<td>real estate</td>
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<td>investment in an</td>
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<tr>
<td>investment portfolio</td>
<td></td>
</tr>
<tr>
<td>context</td>
<td></td>
</tr>
</tbody>
</table>
VII. Suggested Text


VIII. Bibliography

Textbooks are supplemented by readings from current professional publications available in the UAA/APU Consortium Library and Loussac Library. Useful information on real estate industry is available on the following websites:

*American Land Title Association.* http://www.alta.org

*Apartments.com.* http://www.apt.com

*Appraisal Institute.* http://www.appraisalinstitute.org

*CACI International.* http://www.caci.com

*Certified Commercial Investment Member Institute.* http://www.ccim.com

*Directory of Major Malls.* http://www.shoppingcenters.com

*Federal Housing Association home loans.* http://www.fha-home-loans.com

*Federal Reserve Bank service.* http://www.frbservices.org

*HousingZone.com.* http://www.housingzone.com

*Institute of Real Estate Management.* http://www.irem.org

*International Real Estate Digest.* http://www.ired.com

*Joint Center for Housing Studies.* http://www.jchs.harvard.edu

*Mortgage Bankers Association.* http://www.mbaa.org

*National Multi Housing Council.* http://www.nmhc.org

*Real Estate Research Corporation.* http://www.rerc.com

*Real Estate Research Institute.* http://www.reri.org

4 February 2015

To Whom It May Concern:

The Department of English is proposing the changes that will affect catalog copy for our BA and minor programs, specifically:

1. Proposing two new courses, one of which is stacked: (1) ENGL A474: Sociolinguistics; and (2) ENGL A483: Composition, Literacy, and the Teaching of Writing (which will be stacked with ENGL A683).
2. Proposing a change to two courses: (1) ENGL A435: History of Criticism (which will be stacked with ENGL A635); and (2) ENGL A487: Professional Editing (currently titled Standard Written English).
3. Proposing to delete one course: ENGL A475: Modern Grammar.
4. Changing catalog copy to reflect these changes, including adding the new courses to fulfill distributional requirements for the English BA and the minor.
5. Changing catalog copy to correct a small typographical error.

These changes will allow for more flexibility in the program, and allows us to better fulfill disciplinary needs and match faculty expertise. The stacked courses will allow us to deal more effectively with fluctuating enrollments and respond proactively to budgetary constraints.

The following documents are included for review:

1. A PAR for proposed changes to the Bachelor of Arts in English, with catalog copy showing tracked changes.
2. A PAR for proposed changes to the minor in English, with catalog copy showing tracked changes.
3. A CAR and CCG showing proposed changes to ENGL A435: History of Criticism.
4. A CAR and CCG for the proposed new course, ENGL A474: Sociolinguistics.
5. A CAR for the proposed deletion of ENGL A475: Modern Grammar.
6. A CAR and CCG for the proposed new course ENGL A483: Composition, Literacy, and the Teaching of Writing.
7. A CAR and CCG showing proposed changes to ENGL A487, including changing the title of the course from Standard Written English to Professional Editing.
8. Resource implication forms for the two new courses (ENGL A474 and ENGL A483).
9. A copy of the 4-year path for the English degree.

If there are any questions or comments about these proposals, I can be reached at david.bowie@uaa.alaska.edu or 786-4359.

Very truly yours,

David Bowie
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>□ Preparatory/Development</th>
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<th>□ CEU</th>
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<th>□ Change</th>
<th>□ Delete</th>
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</table>

If a change, mark appropriate boxes:
- □ Prefix
- □ Credits
- □ Title
- □ Grading Basis
- □ Contact Hours
- □ Repeat Status
- □ Cross-Listed/Stacked
- □ Course Description
- □ Course Prerequisites
- □ Automatic Restrictions
  - □ Class
  - □ Level
  - □ College
  - □ Major
- □ Other CCG (please specify)

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<th>□ P/NP</th>
<th>□ NG</th>
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<td>From: Fall/2015</td>
<td>To: 9999/9999</td>
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<table>
<thead>
<tr>
<th>12. □ Cross Listed with</th>
<th>ENGL A 635</th>
</tr>
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Cross-Listed Coordination

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<tr>
<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
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<tbody>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
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<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. English BA</td>
<td>1/20/2015</td>
<td>Dan Kline</td>
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<td>2.</td>
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</table>

Initiator Name (typed): Toby Widdicombe
Initiator Signed Initials: __________
Date: __________

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Study of critical theory from Classical times to the present with an emphasis on historical continuity and change.</td>
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<tr>
<th>16a. Course Prerequisite(s)</th>
<th>16b. Co-requisite(s)</th>
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<tbody>
<tr>
<td>(list prefix and number or test code and score)</td>
<td>(concurrent enrollment required)</td>
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<td>ENGL A201 and ENGL A202 with a minimum grade of C</td>
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<th>17. □ Mark if course has fees</th>
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<th>18. □ Mark if course is a selected topic course</th>
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<table>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Revision of CCG, prerequisites, and course description in line with planned curriculum revisions. This class will be stacked with ENGL A635. This will allow us to boost enrollments in the class and responds to current budgetary constraints.</td>
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<table>
<thead>
<tr>
<th>20. Initator (faculty only)</th>
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<tbody>
<tr>
<td>Toby Widdicombe</td>
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<th>Initiator (TYPE NAME)</th>
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<td>Disapproving</td>
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<th>21. Undergraduate/Graduate Academic Board Chair</th>
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<th>22. Provost or Designee</th>
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<th>Date</th>
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</thead>
<tbody>
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University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide

I. Date of Initiation: Spring 2015

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: ENGL
C. Course Number: A435
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: History of Criticism
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: Stacked with ENGL A635
J. Course Description: Study of critical theory from Classical times to the present with an emphasis on historical continuity and change.
K. Course Prerequisites: [ENGL A201 and ENGL A202] with a minimum grade of C
L. Course Co-requisites: None
M. Other Restrictions: None
N. Registration Restrictions: None
O. Course Fees: None

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Clarify the distinction between analysis and evaluation of literary texts.
   2. Articulate the varied premises from which critical analysis may begin.
   3. Elucidate the historical relation among differing critical schools and their individual proponents.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinguish between analysis and evaluation of literary texts.</td>
<td>Study guides, papers, examinations</td>
</tr>
<tr>
<td>2. Discuss the different premises from which critical analysis may begin.</td>
<td>Study guides, papers, examinations</td>
</tr>
<tr>
<td>3. Evaluate the historical relationships among differing critical schools and their individual proponents.</td>
<td>Study guides, papers, examinations</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This course involves the student in complex forms of argument, analysis, and evaluation. The texts studied are themselves consistently sophisticated in ideological, semantic, and
epistemological ways.

V. Topical Course Outline
A. Philosophical Assumptions Affecting Critical Practice
   1. Essentialism
   2. Constructionism
   3. Canonicity
B. Orientation of Critical Theories
   1. Mimetic Theories
   2. Pragmatic Theories
   3. Expressive Theories
   4. Objective Theories
C. Application of Critical Theories
   1. Literary Works as Representations
   2. Literary Works and the Question of Audience
   3. Literary Works and the Question of Authorial Intent
   4. Literary Works as Self-Reflexive Artefacts.

VI. Suggested Texts

VII. Bibliography
Proposal to Initiate, Add, Change, or Delete a Course

**Course Action Request**

**University of Alaska Anchorage**

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

2. **Course Prefix**
   - ENGL

3. **Course Number**
   - A635

4. **Previous Course Prefix & Number**
   - NA

5a. **Credits/CEUs**
   - 3

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

6. **Complete Course Title**
   - Advanced Theory

7. **Type of Course**
   - Academic

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

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

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

11. **Implementation Date**
    - From: Fall/2015
    - To: 9999/9999

12. **Cross Listed with**
    - ENGL A435

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

14. **General Education Requirement**
    - Oral Communication
    - Written Communication
    - Quantitative Skills
    - Humanities
    - Fine Arts
    - Social Sciences
    - Natural Sciences
    - Integrative Capstone

15. **Course Description**
    - Advanced study of critical theory with an emphasis on recent developments in the field

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

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

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

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**
    - This class will be stacked with ENGL A435. This will allow us to boost enrollments in the class and responds to current budgetary constraints. It also will allow recursive exposure to theory, building on students engagement with theory at 400-level and then again in greater depth and with greater sense of application at the 600-level. Additionally, the stacking provides an opportunity for graduate students to develop leadership through course participation and teaching and introduces upper-level undergraduates to graduate-level work, which potentially will motivate undergraduates to pursue graduate work, especially at UAA.

**Initiator Name (typed):** Toby Widdicombe

**Initiator Signed Initials:**

**Date:**

**Signature:**

**Dean/Director of School/College**

**Date:**

**Provost or Designee**

**Date:**
University of Alaska Anchorage
College of Arts and Sciences
Course Content Guide

I. Date of Initiation: Spring 2015

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: ENGL
C. Course Number: A635
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Advanced Theory
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: Stacked with ENGL A435
J. Course Description: Advanced study of critical theory with an emphasis on recent developments in the field.
K. Course Prerequisites: None
L. Course Co-requisites: None
M. Other Restrictions: None
N. Registration Restrictions: Graduate Standing
O. Course Fees: None

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Clarify the distinction between analysis and evaluation of literary texts.
   2. Articulate the varied premises from which critical analysis may begin.
   3. Elucidate the historical relation among differing critical schools and their individual proponents.
   4. Synthesize recent developments in theory with parallel developments in cultural studies and postmodernism
   5. Examine the concept of theory in relation to belatedness
   6. Problematize the concept of textuality in the age of technology and globalization.

B. Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Upon completion of this course, the student will be able to:</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2. Discuss the different premises from which critical analysis may begin.</td>
<td>Study guides, papers, examinations</td>
</tr>
<tr>
<td>3. Evaluate the historical relationships among differing critical schools and their individual proponents.</td>
<td>Study guides, papers, examinations</td>
</tr>
<tr>
<td>4. Synthesize an understanding of theory in its relation to cultural studies and the definitions</td>
<td>Presentation and literature review</td>
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</tbody>
</table>
of postmodernity.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>5.</td>
<td>Critique and apply the concept of belatedness in its relation to literary studies.</td>
</tr>
<tr>
<td>6.</td>
<td>Hypothesize the direction of textuality in the coming decades.</td>
</tr>
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</table>

IV. Course Level Justification
This course involves the student in complex forms of argument, analysis, and evaluation. The texts studied are themselves consistently sophisticated in ideological, semantic, and epistemological ways. If or when the course is stacked with ENGL A435, graduate students will have considerably more written and presentational work to undertake than will undergraduate students. That work will be integrated into the teaching of the stacked course so that all students will benefit from the stringencies of the graduate course. The additional student learning outcomes and assessment measures reflect the greater stringency.

V. Topical Course Outline
A. Philosophical Assumptions Affecting Critical Practice
   1. Essentialism
   2. Constructionism
   3. Canonicity
B. Orientation of Critical Theories
   1. Mimetic Theories
   2. Pragmatic Theories
   3. Expressive Theories
   4. Objective Theories
C. Application of Critical Theories
   1. Literary Works and the Nature of Representations
   2. Literary Works and the Question of Audience
   3. Literary Works and the Question of Authorial Intent
   4. Literary Works as Self-Reflexive Artefacts
D. Contextualization of Critical Theories
   1. Literary Theory in its relation to Cultural Studies and the Definition of Postmodernity.
   2. Literary Theory and Belatedness in the Age of Textual Overabundance
   3. Literary Theory and the Definition of Textuality in the Future.

VI. Suggested Texts
(Note: The entry in boldface is additional to those cited in the ENGL A435 CCG).


VII. Bibliography
(Note: The entries in boldface are additional to those cited in the ENGL A435 CCG).


# Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>English</td>
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<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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<th>6. Complete Course Title</th>
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<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
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<th>Max Credits</th>
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<tr>
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<td>Add or Change or Delete</td>
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<td></td>
<td></td>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Text Score Prerequisites
- Automatic Restrictions
- Class Level College Major (please specify)
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Registration Restrictions
- General Education Requirement

<table>
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<th>10. Grading Basis</th>
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<td>To: /9999</td>
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</thead>
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<tr>
<td></td>
<td>Stacked with</td>
</tr>
</tbody>
</table>

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Dan Kline</td>
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13b. Coordination Email Date: January 20, 2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: January 20, 2015

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

15. Course Description (suggested length 20 to 50 words)
Investigates the relationship between language variation and social structures, and addresses theories and methods of sociolinguistic research, with a focus on the production and perception of linguistic variation.

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

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

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

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
This course replaces a course that is being deleted, to better fulfill disciplinary curricular needs and match faculty expertise.

<table>
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Approved: Dean/Director of School/College: Date
Approved: Undergraduate/Graduate Academic Board Chair: Date
Approved: Provost or Designee: Date

112
Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences
Department of English

I. Initiation Date: January 20, 2015

II. Course Information

A. College: College of Arts and Sciences
B. Course prefix: ENGL
C. Course number: A474
D. Number of credits: 3
E. Contact hours: 3+0
F. Course title: Sociolinguistics
G. Grading basis: A-F
H. Implementation date: Fall 2015
I. Course description:
   Investigates the relationship between language variation and social structures, and addresses theories and methods of sociolinguistic research, with a focus on the production and perception of linguistic variation.

A. Prerequisites: [ENGL A211 or A212 or A213 or A214] with a minimum grade of C
B. Corequisites: No
C. Registration Restrictions: No
D. Course fees: No
III. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The instructor will:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Methods of assessment may include:</strong></td>
</tr>
<tr>
<td>Provide an overview of modern approaches to sociolinguistics.</td>
<td>Synthesize differences and commonalities among theoretical models of sociolinguistics.</td>
<td>Problem sets, Examinations, Short essays</td>
</tr>
<tr>
<td>Provide an explanation of the relationship between sociolinguistic theory and practice.</td>
<td>Determine appropriate methods to study various sociolinguistic phenomena.</td>
<td>Problem sets, Fieldwork assignments</td>
</tr>
<tr>
<td>Provide an overview of competing models of sociolinguistics.</td>
<td>Compare the ramifications of different approaches to linguistic variation.</td>
<td>Problem sets, Examinations, Research papers, Portfolio projects</td>
</tr>
<tr>
<td>Describe methods of investigating sociolinguistic variation in production.</td>
<td>Integrate multiple methods to investigate variation in linguistic production.</td>
<td>Problem sets, Fieldwork assignments, Portfolio projects</td>
</tr>
<tr>
<td>Describe methods of investigating sociolinguistic variation in perception.</td>
<td>Integrate multiple methods to investigate variation in linguistic perception.</td>
<td>Problem sets, Fieldwork assignments, Portfolio projects</td>
</tr>
</tbody>
</table>

IV. Course Level Justification

As a course that deals with advanced concepts in linguistic analysis, this course is best suited to students in their junior or senior years. It is also appropriate for graduate students.

V. Topical Course Outline

A. Theoretical and sociolinguistic models of language
   1. The centrality of variation
   2. Prescriptivism vs. descriptivism
   3. Attempts to incorporate variation into theory (e.g., variable rules)
   4. Variationism as a reaction to theoretical models
   5. The “grammar vs. usage” debate

B. Sociolinguistic theory and practice
   1. Sociolinguistic claims of “ atheoreticality”
   2. The “three waves” of sociolinguistics
   3. Sampling methods
   4. Recording techniques
   5. Instrumental and impressionistic coding

C. Investigating variation in production
   1. Early dialectological research
   2. Labov and the development of variationism
   3. Communities of practice

D. Investigating variation in perception
   1. Early models of perception
   2. The relationship between perception and production
   3. Near-mergers
   4. Social vs. linguistic perception
VI. Suggested Textbooks


VII. Bibliography

Note: This is a selective list of references for teaching, with a particular focus on including classic and foundational texts.


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

### 1a. School or College
- AS CAS

### 1b. Division
- AHUM Division of Humanities

### 1c. Department
- English

### 2. Course Prefix
- ENGL

### 3. Course Number
- A475

### 4. Previous Course Prefix & Number

### 5a. Credits/CEUs
- 3

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

### 6. Complete Course Title
- Modern Grammar

### 7. Type of Course
- Academic

### 8. Type of Action:
- Add

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

### 10. Grading Basis
- A-F

### 11. Implementation Date
- From: Fall/2015
- To: 9999

### 12. Cross Listed with
- Stacked with

### 13a. Impacted Courses or Programs:
- English Minor, Linguistics Option
- January 16, 2015
- Dan Kline

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

### 13c. Coordination with Library Liaison
- Date: January 20, 2015

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

### 15. Course Description
- An inductive linguistic analysis of English emphasizing transformational grammar.

### 16a. Course Prerequisite(s)
- LING A201 with a minimum grade of C

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

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

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

### 17. Mark if course has fees

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

### 19. Justification for Action
- Course is being replaced with a new course that better fulfills disciplinary curricular needs and matches faculty expertise.

### Initiator Name (typed): David Bowie

### Initiator Signed Initials: _________

### Date: ____________

### Dean/Director of School/College
- Approved
- Disapproved

### Date: ____________

### Department Chair
- Approved
- Disapproved

### Date: ____________

### Undergraduate/Graduate Academic Board Chair
- Approved
- Disapproved

### Date: ____________

### Provost or Designee
- Approved
- Disapproved

### Date: ____________

---

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## Course Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>A483</td>
<td>NA</td>
<td>3</td>
<td>(3+0)</td>
</tr>
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6. Complete Course Title  
Composition, Literacy, and the Teaching of Writing  
Comp. Literacy, Tchng Writing  
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
- ☐ Automatic Restrictions
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ 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  
From: Fall /2015  
To: 9999/9999

12. ☐ Cross Listed with  
ENGL A683

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>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English BA</td>
<td>1/16/2015</td>
<td>Dan Kline</td>
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<td>3.</td>
<td></td>
<td></td>
</tr>
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</table>

Initiator Name (typed): Jacqueline Cason  
Initiator Signed Initials: __________  
Date: __________

13b. Coordination Email  
Date: 1/20/2015  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 1/20/2015

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

15. Course Description (suggested length 20 to 50 words)  
Focuses on practical strategies for teaching literacy and composition in the context of theoretical issues and guides students to begin developing their own reflective pedagogies.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
(ENGL A111 and [A211 or A212 or A213 or A214], with a minimum grade of C)

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

16c. Automatic Restriction(s)

☐ College  
☐ Major  
☐ Class  
☐ Level

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This class is stacked with ENGL A683. This will allow us to boost enrollments in the class and responds to current budgetary constraints. It also will allow students who plan to become writing educators to have more theoretical, practical, and pedagogical preparation at the undergraduate level.

Initiator (faculty only)  
Jacqueline Cason  
Initiator (TYPE NAME)

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

☐ Approved  
☐ Disapproved  
Date  
Undergraduate/Graduate Academic  
Date

☐ Approved  
☐ Disapproved  
Date  
Board Chair  
Date

☐ Approved  
☐ Disapproved  
Date  
Provost or Designee  
Date
I. Date of Initiation: January 20, 2015

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: ENGL
C. Course Number: A483
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Composition, Literacy, and the Teaching of Writing
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: ENGL A683
J. Course Description: Focuses on practical strategies for teaching literacy and composition in the context of theoretical issues and guides students to begin developing their own reflective pedagogies.
K. Course Prerequisites: {ENGL A111 and [A211, A212, A213, or A214]} with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: Yes

II. Instructional Goals, Student Learning Outcomes, and Assessment Measures

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will Introduce key concepts and terminology underlying composition theory and literacy practices.</td>
<td>Students will be able to Analyze the pedagogical basis of composition curricula, including syllabi, assignments, lesson plans, textbooks, and assessment methods.</td>
<td>May include Reading Responses Discussion Critical Literacy Narrative Analytical report Curriculum review report Textbook review</td>
</tr>
<tr>
<td>Lead discussions of contemporary issues across the fields of composition and literacy studies as they apply to issues of curriculum design for first-year writing classes.</td>
<td>Acquire a range of practical tools for the teaching of writing and literacy, such as how to craft assignments, mark written assignments, and give students feedback.</td>
<td>Textbook review Response to student writing Grading of student writing Portfolio</td>
</tr>
<tr>
<td>Provide necessary background, key concepts, and terminology for extended discussions of transfer theory and institutional</td>
<td>Investigate and identify threshold concepts that reach across the curricular transitions students make from secondary to post-</td>
<td>Reading Responses Analytical report</td>
</tr>
<tr>
<td>design of composition curricula.</td>
<td>secondary writing classrooms.</td>
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<td>-------------------------------</td>
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</table>
| Provide a framework for observing the teaching of writing in classrooms and tutorial settings. | Observe and articulate the pedagogical basis for teacher or tutor interactions with students in the classroom, writing center, or studio. | Direct observation report  
| Provide models and guide discussion of the teaching philosophy genre. | Develop a solid teaching philosophy well grounded in pedagogical theory. | Statement of Teaching Philosophy  

IV. **Course Level Justification**

This course provides undergraduates an opportunity to understand and analyze the connections between literacy and the teaching of writing in secondary and post-secondary contexts. This course, stacked with a graduate level course, focuses less on theory and research assignments and more on experiential knowledge and the analysis of teaching practices in the field of composition and literacy.

V. **Topical Course Outline**

A. Shared Assumptions and Contexts in Composition and Literacy Studies
   1. Product, process, and post-process pedagogies
   2. Literacy myths and crisis narratives
   3. Sponsorship and cultural capital
   4. Dominant discourses
   5. Adaptation and amalgamation
   6. Ideological and autonomous models of literacy
   7. New literacy studies
   8. Composition and literature

B. Pedagogical Overview
   1. Process-oriented pedagogy
   2. Theories of drafting
   3. Theories of revision
   4. Theories of research
   5. Theories of genre

C. Contemporary Issues in Writing Classrooms
   1. Transfer of learning across sites and contexts of writing
   2. Standards, assessment, and placement
   3. Grammar, style, and voice in student writing
   4. Second language learning and world Englishes
   5. Critical media literacy and multimodality
   6. Writing from sources

D. Curriculum Analysis
   1. Observations
   2. Learning Outcomes
   3. Syllabus design
   4. Assignment design
   5. Lesson planning
6. Texts and textbook selection

E. Teaching Practices
1. Formulaic Writing and the Five-paragraph Theme
2. Revision
3. Responding, Grading, Minimal Marking
4. Dialogic discussion
5. Conferencing
6. Peer review

VI. Suggested Texts (bold-faced text unique to the undergraduate course)


VII. Bibliography


Downs, Douglas, and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)Envisioning 'First-Year Composition' as 'Introduction to Writing Studies.'" *CCC* 58.4 (June 2007): 552-84.


Heilker, Paul, and Peter Vandenberg. eds. *Keywords in Composition Studies*. Portsmouth, NH: Boynton/Cook, 1996.


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

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<tr>
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<th>13a. Impacted Courses or Programs:</th>
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<th>Chair/Coordinator Contacted</th>
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<tr>
<td>1. English MA</td>
<td>1/16/2015</td>
<td>Dan Kline</td>
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Initiator Name (typed): Jacqueline Cason  
Initiator Signed Initials: ______________  
Date: __________________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 1/20/2015</th>
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<tbody>
<tr>
<td></td>
<td>(<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: 1/20/2015 |

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<th>14. General Education Requirement</th>
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<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
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<td>Social Sciences</td>
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<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>Investigates origins, foundational philosophies, theoretical movements, and pedagogical practices in composition studies, including direct observation in college classrooms and tutorial settings. Special Note: Required course for Teaching Assistants.</td>
</tr>
</tbody>
</table>

| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| College | Major | Class | Level |
| graduate standing |

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

| 16c. Automatic Restriction(s) |

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

| 17. Mark if course has fees |

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
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<tbody>
<tr>
<td>Revision of CCG and course description in line with planned curriculum revisions. This class is stacked with ENGL A483. This will allow us to boost enrollments in the class and respond to current budgetary constraints. The course stacking will connect students who will be teaching writing at various levels (e.g., secondary and post-secondary) and thus promotes a pedagogy that supports a vertical transfer of learning. It also will provide insights into the curricular and developmental pathways of students across various sites. Additionally, the stacking provides an opportunity for graduate students to develop leadership through course participation and teaching and introduces upper-level undergraduates to graduate-level work, which potentially will motivate undergraduates to pursue graduate work, especially at UAA. Because this course is stacked with ENGL 483, changing the number from 687 to 683 allows for alignment.</td>
</tr>
</tbody>
</table>

Signature

124
<table>
<thead>
<tr>
<th>Role</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>Initiator (TYPE NAME)</td>
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<tr>
<td>Dean/Director of School/College</td>
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<td>Department Chair</td>
<td>Disapproved</td>
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I. Date of Initiation: Fall 2015

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: ENGL
C. Course Number: A683
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Composition Theory and Pedagogy
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: ENGL A483
J. Course Description: Investigates origins, foundational philosophies, theoretical movements, and pedagogical practices in composition studies, including direct observation in college classrooms and tutorial settings. Special Note: Required course for Teaching Assistants.
K. Course Prerequisites: None
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Graduate standing
O. Course Fees: Yes

II. Instructional Goals, Student Learning Outcomes, and Assessment Measures

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will provide necessary background, key concepts, and terminology for extended discussions of composition theories and writing practices in the context of contemporary issues.</td>
<td>Students will be able to synthesize and critique philosophical and theoretical foundations of composition as they apply to contemporary issues in the teaching of writing.</td>
<td>Reading Responses, Discussion, Literature Review, Annotated Bibliography</td>
</tr>
<tr>
<td>Introduce, model, and analyze course design for first-year writing classes.</td>
<td>Design and implement pedagogically sound curricula following a backward design protocol.</td>
<td>Curriculum Unit Design, Annotated Syllabus, Annotated Assignments and Lessons, Assessment Plan</td>
</tr>
<tr>
<td>Guide inquiry into classroom practices; facilitate sessions for the review of student writing.</td>
<td>Acquire a repertoire of classroom teaching practices such as responding to and grading written assignments, conducting peer review, and holding conferences.</td>
<td>Mock conferences, Response to student writing, Grading of student writing, Portfolio</td>
</tr>
</tbody>
</table>
Provide necessary background, key concepts, and terminology for extended discussions of transfer theory and institutional design of composition curricula.

Investigate and identify threshold concepts that move across the curricular transitions students make between basic writing, first-year composition, and discipline-specific writing classrooms within our institution.

Provide models and guide discussion of the teaching philosophy genre.

Research, theorize, and articulate a pedagogical position for teaching writing.

Reading Responses
Analytical report
Direct observation report

IV. Course Level Justification
As a course that deals with advanced rhetorical theories and practices, this course is most appropriate for graduate students in English. The course fulfills a requirement for Teaching Assistants enrolled in the MA in English and serves as an elective for other students in the MA program. In this course, stacked with an undergraduate course, graduate students are expected to synthesize, apply, and present on original research with a theoretical component, at times leading discussion among undergraduates.

V. Topical Course Outline
A. Origins and Evolution of Composition Studies
1. 19th century: First year composition at Harvard
2. Early 20th century: Progressive education and teaching writing
3. The 1960s: Classical rhetoric, writing processes, and authentic voice
4. The 1970s: Cognitive processes, basic writing, and writing across the curriculum
5. The 1980s: Social and historical approaches to rhetoric
6. 1990s: The challenges of diversity
7. Twenty-First century: Post-process perspectives and new media literacies

B. Theoretical Bases for Pedagogical Strategies
1. Expressive
2. Process and post-process
3. Collaborative
4. Community-engaged
5. Critical and cultural studies
6. Feminist
7. Genre
8. Composition and literature
9. Online and hybrid
10. Researched writing and argumentation

C. Contemporary Issues in Writing Classrooms
1. Basic writing
2. Learning transfer and portfolio pedagogy
3. Multiple literacies and multimodality
4. Placement, standards, and assessment
5. Information literacy—writing from experience, primary inquiry, and secondary sources
6. Writing in the disciplines and across the curriculum
7. Writing centers, studios, and third spaces
8. Language variety, grammar, and style
9. Service learning
D. Curriculum Development and Reflective Teaching
   1. Backward design
   2. Learning Outcomes
   3. Syllabus design
   4. Observations
   5. Assignment design
   6. Lesson planning
   7. Textbook and text selection

E. Classroom Practices
   1. Responding, Grading, Minimal Marking
   2. Dialogic discussion
   3. Conferencing
   4. Peer review

VI. Suggested Texts (bold-faced items in the list below are sources that appear on the graduate level course but not on the undergraduate level course)


VII. Bibliography (bold-faced items in the list below are sources that appear on the graduate level course but not on the undergraduate level course)


Downs, Douglas, and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)Envisioning 'First-Year Composition' as 'Introduction to Writing Studies.'" CCC 58.4 (June 2007): 552-84.


Heilker, Paul, & Peter Vandenberg, eds. *Keywords in Composition Studies.* Portsmouth, NH: Boynton/Cook, 1996.


Heilker, Paul, and Peter Vandenberg, eds. *Keywords in Composition Studies*. Portsmouth, NH: Boynton/Cook, 1996.


# Course Action Request

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>A487</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

## 6. Complete Course Title

Professional Editing

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

## 7. Type of Course

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

## 8. Type of Action:

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

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

- [ ] Prefix
- [ ] Credits
- [x] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Course Number
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] Major
- [x] College
- [ ] Other

## 9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

## 10. Grading Basis

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

## 11. Implementation Date

- [x] semester/year

**From:** Fall/2015  **To:** /9999

## 12. Cross Listed with

- [ ] Stacked with

**Cross-Listed Coordination Signature**

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

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

### Impacted Program/Course

<table>
<thead>
<tr>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20, 2015</td>
<td></td>
</tr>
</tbody>
</table>

### 13b. Coordination Email

- [ ] Date: January 20, 2015  
  submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

- [ ] Date: January 20, 2015

## 14. General Education Requirement

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

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

Focuses on principles and practical applications of professional editing in business, government, non-profit, and academic settings. Emphasizes linguistic, rhetorical, historical, and social aspects of editing print-based and electronic texts.

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

(ENGL A111 and [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214]) with minimum grade of C

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

N/A

## 16c. Automatic Restriction(s)

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

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

N/A

## 17. Mark if course has fees

- [ ]

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

- [ ]

## 19. Justification for Action

Updating course to reflect current standards and more directly serve the needs of UAA students and the state of Alaska. Updating course description, course title, and prerequisites.

---

### Initiator (faculty only)

**Jennifer C. Stone**

**Initiator (TYPE NAME):**

- [ ] Approved
- [ ] Disapproved

### Date

**Dean/Director of School/College**

- [ ] Approved
- [ ] Disapproved

**Date**

### Undergraduate/Graduate Academic Board Chair

- [ ] Approved
- [ ] Disapproved

**Date**

### Provost or Designee

- [ ] Approved
- [ ] Disapproved

**Date**

---

133
I. Date of Initiation
   December 18, 2014

II. Curriculum Action Request

   A. College: College of Arts and Sciences
   B. Course Prefix: ENGL
   C. Course Number: A487
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Title: Professional Editing
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2015
   I. Cross-listed/Stacked: N/A
   J. Course Description: Focuses on principles and practical applications of professional editing in business, government, non-profit, and academic settings. Emphasizes linguistic, rhetorical, historical, and social aspects of editing print-based and electronic texts.
   K. Course Prerequisites: {ENGL A111 and [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214]} with minimum grade of C
   L. Course Co-requisites: N/A
   M. Other Restrictions: N/A
   N. Registration Restrictions: N/A
   O. Course Fees: No

III. Instructional Goals, Student Learning Outcomes, and Assessment Measures

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<th>Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td>Students will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| • Provide an overview of linguistic, rhetorical, historical, and social perspectives on editing | Evaluate linguistic, rhetorical, historical, and social perspectives on editing | • Quizzes  
  • In-class discussions |
| • Discuss the levels of editing  
  • Model and guide the application of levels of editing to texts | Apply levels of editing to texts | • Editing exercises  
  • Quizzes  
  • Community-engaged editing project  
  • Portfolio |
| • Explain standard conventions, tools, | Use standard conventions, tools, resources, and | • Editing exercises  
  • Quizzes |
resources, and procedures used by professional editors | procedures to edit print-based and electronic texts | • Community-engaged editing project  
• Portfolio  
• Coordinate with community partners to identify reasonable and useful editing projects  
• Oversee student editing teams as they attempt to meet clients’ editing needs | Communicate effectively with editing clients from local businesses, government agencies, and/or non-profits | • Community-engaged editing project  
• Portfolio

IV. Course Level Justification
As a course that deals with advanced concepts in linguistics, writing, and rhetoric, and that expects students to engage in advanced professional practice, this course is best suited to students in their junior or senior years. It also is appropriate for graduate students.

V. Topical Course Outline

A. Perspectives on editing and the roles of editors
   1. Linguistic considerations
   2. Rhetorical considerations
   3. Historical considerations
   4. Sociocultural considerations

B. Professional practices of editing
   1. What editors do
   2. The editing process
   3. Levels of editing
   4. Resources
   5. Tools for editing, communication, and collaboration
   6. Conventions of editing

C. Micro-level editing
   1. Punctuation
   2. Spelling
   3. Capitalization
   4. References
   5. Grammar
   6. Multimodal/online considerations

D. Macro-level editing
   1. Clarity
   2. Style
   3. Organization
   4. Bias-free language
   5. Accuracy
6. Ethical considerations
7. Multimodal/online considerations

E. Community engaged project
   1. Identifying client’s goals and needs
   2. Communicating effectively with clients

VI. Suggested Texts


VII. Bibliography


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

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

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
<th>Minor in English</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
</tr>
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</table>

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

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

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<th>4. Type of Action: PROGRAM</th>
<th>PREFIX</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2015 To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
<th>Department, School, or College: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Name (typed): David Bowie</td>
<td>Initiator Signed Initials: ______________ Date: ______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
<th>Date: January 20, 2015</th>
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<table>
<thead>
<tr>
<th>6c. Coordination with Library Liaison</th>
<th>Date: January 20, 2015</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✧ Cover Memo</td>
</tr>
<tr>
<td>✧ Catalog Copy in Word using the track changes function. *</td>
</tr>
<tr>
<td>*Copy the text directly from the program website of the online catalog and paste into a Word document.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed distribution requirements to allow for more flexibility in the program, and to take into account proposed changes in course offerings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Bowie</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

138
The Department of English offers a minor in English with an emphasis in Literature, Linguistics or Professional Writing.

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

**Linguistics Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING A101</td>
<td>The Nature of Language</td>
<td>3</td>
</tr>
<tr>
<td>LING A201</td>
<td>Intermediate Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ANTH A210</td>
<td>Introduction to Linguistic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH A361</td>
<td>Language and Culture</td>
<td></td>
</tr>
<tr>
<td>ENGL A450</td>
<td>Linguistics and English Language Teaching</td>
<td></td>
</tr>
<tr>
<td>ENGL A474</td>
<td>Sociolinguistics</td>
<td></td>
</tr>
<tr>
<td>ENGL A476</td>
<td>History of English Language</td>
<td></td>
</tr>
<tr>
<td>ENGL A487</td>
<td>Professional Editing</td>
<td></td>
</tr>
<tr>
<td>ENGL A490</td>
<td>Topics in English Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 18

**Literature Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A201</td>
<td>Masterpieces of World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A202</td>
<td>Masterpieces of World Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A351</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A424</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A435</td>
<td>History of Criticism</td>
<td>3</td>
</tr>
<tr>
<td>Upper division English elective</td>
<td></td>
<td>3</td>
</tr>
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</table>

**Total Credits**: 18

**Professional Writing Emphasis**

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
</tr>
<tr>
<td>ENGL A214</td>
<td>Persuasive Writing</td>
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</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL A311</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>ENGL A312</td>
<td>Advanced Technical Writing</td>
</tr>
<tr>
<td>ENGL A313</td>
<td>Professional Writing</td>
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</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL A414</td>
<td>Research Writing</td>
</tr>
<tr>
<td>ENGL A483</td>
<td>Composition, Literacy, and the Teaching of Writing</td>
</tr>
<tr>
<td>ENGL A487</td>
<td>Professional Editing</td>
</tr>
</tbody>
</table>
ENGL A495 Internship in Professional Writing
And both of the following: 6
ENGL A433 Literacy, Rhetoric and Social Practice
Upper division elective approved by the English Department
Total Credits 18

A total of 18 credits is required for the minor.
The Department of English offers a minor in English with an emphasis in Literature, Linguistics or Professional Writing.

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

**Linguistics Emphasis**

- **LING A101** The Nature of Language 3
- **LING A201** Intermediate Grammar 3

Complete 12 credits from the following:

- **ANTH A210** Introduction to Linguistic Anthropology
- **ANTH A361** Language and Culture
- **ENGL A450** Linguistics and English Language Teaching
- **ENGL A474** Sociolinguistics
- **ENGL A475** Modern Grammar
- **ENGL A476** History of English Language
- **ENGL A487** Standard Written English
- **ENGL A490** Topics in English Studies

**Total Credits** 18

**Literature Emphasis**

- **ENGL A201** Masterpieces of World Literature I 3
- **ENGL A202** Masterpieces of World Literature II 3
- **ENGL A351** Poetry 3
- **ENGL A424** Shakespeare 3
- **ENGL A435** History of Criticism 3

Upper division English elective 3

**Total Credits** 18

**Professional Writing Emphasis**

Select one of the following: 3

- **ENGL A212** Technical Writing
- **ENGL A213** Writing in the Social and Natural Sciences
- **ENGL A214** Persuasive Writing

Select two of the following: 6

- **ENGL A311** Advanced Composition
- **ENGL A312** Advanced Technical Writing
- **ENGL A313** Professional Writing

Select one of the following: 3

- **ENGL A414** Research Writing
- **ENGL A483** Composition, Literacy, and the Teaching of Writing
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL 487</td>
<td>Professional Editing</td>
</tr>
<tr>
<td>ENGL 495</td>
<td>Internship in Professional Writing</td>
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</tbody>
</table>

And both of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 433</td>
<td>Literacy, Rhetoric and Social Practice</td>
</tr>
</tbody>
</table>

Upper division elective approved by the English Department

**Total Credits**  

A total of 18 credits is required for the minor.
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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

2. Complete Program Title/Prefix
   Bachelor of Arts in English

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

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

4. Type of Action: PROGRAM
   □ Add
   □ Change
   □ Delete

   PREFIX
   □ Add
   □ Change
   □ Inactivate

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

6a. Coordination with Affected Units
   Department, School, or College: English
   Initiator Name (typed): David Bowie
   Initiator Signed Initials: __________ Date: __________

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: January 20, 2015

6c. Coordination with Library Liaison Date: January 20, 2015

7. Title and Program Description - Please attach the following:
   □ Cover Memo
   □ Catalog Copy in Word using the track changes function. *
   *Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action
   Changed distribution requirements to allow for more flexibility in the program, and to take into account proposed changes in course offerings.

Initiator (faculty only) Date

David Bowie Initiator (TYPE NAME)

Approved Disapproved
□ 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
Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Degrees.

Graduation Requirements

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

Major Requirements

Students working toward a degree in English may choose from three options: Literature, Rhetoric and Language, or Secondary Education.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A201</td>
<td>Masterpieces of World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A202</td>
<td>Masterpieces of World Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A351</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A433</td>
<td>Literacy, Rhetoric and Social Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A435</td>
<td>History of Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL A476</td>
<td>History of English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete one of the following options: Literature, Rhetoric and Language, or Secondary Education 24

Literature Option

National Literature

Complete 3 credits from the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A301</td>
<td>Literature of Britain I</td>
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</tr>
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</tr>
<tr>
<td>ENGL A307</td>
<td>Literature of the United States II</td>
</tr>
<tr>
<td>ENGL A309</td>
<td>Texts of American Subcultures and Regions</td>
</tr>
</tbody>
</table>

Period Courses

Complete 3 credits from one period and 6 credits from the other period: 9

Earlier

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A310</td>
<td>Ancient Literature</td>
</tr>
<tr>
<td>ENGL A315</td>
<td>Survey of Medieval Literature</td>
</tr>
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<td>ENGL A320</td>
<td>Renaissance Literature</td>
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</tbody>
</table>

Later

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A330</td>
<td>Literature of Romanticism</td>
</tr>
<tr>
<td>ENGL A340</td>
<td>The Victorian Period</td>
</tr>
</tbody>
</table>
ENGL A343 Modern and Contemporary Literature
ENGL A440 Topics in Comparative Literature

Genre
Complete 3 credits from the following:
ENGL A361 The Novel
ENGL A363 Short Story
ENGL A371 Narrative Nonfiction
ENGL A381 Drama
ENGL A383 Film Interpretation
ENGL A391 Genres of Subject and Theme

Specialized Studies
Complete 6 credits from the following:
ENGL A424 Shakespeare
and one of the following:
ENGL A429 Major Authors
ENGL A444 Topics in Native Literatures
ENGL A445 Alaska Native Literatures
Complete 3 credits of upper-division ENGL or CWLA electives

Total Credits 24

Rhetoric and Language Option

Nature of Language
LING A101 The Nature of Language 3
LING A201 Intermediate Grammar 3

Advanced Composition
Complete 6 credits from the following:
ENGL A311 Advanced Composition 6
ENGL A312 Advanced Technical Writing
ENGL A313 Professional Writing
ENGL A414 Research Writing

Applied Linguistics
Complete 3 credits from the following:
ENGL A450 Linguistics and English Language Teaching 3
ENGL A487 Professional Editing
ENGL A495 Internship in Professional Writing

Rhetoric and Language Theory
Complete 3 credits from the following:
ENGL A474 Sociolinguistics 3
ENGL A478 Public Science Writing
ENGL A483 Composition, Literacy, and the Teaching of Writing
ENGL A490 Topics in English Studies

Upper-division Electives
Complete 6 credits of upper-division ENGL or CWLA electives 6
Secondary Education Option

Reading and Literature

ENGL A424  Shakespeare  3

Complete one of the following:  3

ENGL A361  The Novel
ENGL A363  Short Story
ENGL A371  Narrative Nonfiction
ENGL A381  Drama
ENGL A383  Film Interpretation
ENGL A391  Genres of Subject and Theme

And one of the following:  3

ENGL A306  Literature of the United States I
ENGL A307  Literature of the United States II

And one of the following:  3

ENGL A305  National Literatures in English
ENGL A309  Texts of American Subcultures and Regions
ENGL A343  Modern and Contemporary Literature
ENGL A440  Topics in Comparative Literature
ENGL A444  Topics in Native Literatures
ENGL A445  Alaska Native Literatures

Language and Composition

Complete 3 credits from the following:  3

ENGL A311  Advanced Composition
ENGL A312  Advanced Technical Writing
ENGL A313  Professional Writing
ENGL A414  Research Writing
ENGL A490  Topics in English Studies

Language Development and Analysis

LING A101  The Nature of Language  3
LING A201  Intermediate Grammar  3
ENGL A450  Linguistics and English Language Teaching  3

Total Credits  24

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

Honors in English

The Department of English recognizes exceptional undergraduate students by awarding them departmental honors in English. To graduate with departmental honors, the student must be a declared English major, satisfy all requirements for a BA in English (Literature, Rhetoric and Language, or Secondary Education option), and fulfill the following:
1. Meet the requirements for Graduation with Honors.
2. Maintain a GPA of 3.50 in all courses in the English major.
3. Complete 6 credits of the following 400-level topics courses with a grade of A:
   - ENGL A429 Major Authors
   - ENGL A440 Topics in Comparative Literature
   - ENGL A444 Topics in Native Literatures
   - ENGL A490 Topics in English Studies

4. Complete ENGL A499 with a grade of A.

The honors thesis itself is shaped by these guidelines:

- A student wishing to take ENGL A499 should coordinate the process from the beginning with two faculty members (one considered primary, one secondary), one of whom must be a full-time tenure-track member of the English Department.
- The secondary faculty member may be from another department with the approval of the primary faculty member. Both faculty members should be involved in the project from early in the process.
- The student is responsible for locating the two faculty members and securing their agreement to become involved in the project.
- The student should meet regularly (about once every couple of weeks) with the primary faculty member guiding the thesis to ensure that the project remains on track.
- The student may well benefit from concurrent enrollment in ENGL A414.
- The process should begin with a proposal of no more than 1,000 words (statement of purpose, preliminary controlling generalization, and outline) along with an annotated bibliography of about 10 items. This proposal needs to be approved by both faculty members before the student may proceed to write the honors thesis itself.
- The anticipated length of the project is 7,500-10,000 words (exclusive of reference page[s]).
- The final paper needs to be submitted to the two faculty members by the end of the last week of instruction of the semester during which the student is enrolled in ENGL A499.
- The project should be undertaken in a student’s senior year.
- Successful completion of ENGL A499 (with success defined as an A for the honors thesis) may be used to count for 3 credits toward the 7 credit requirement of the Honors Senior Project.
Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Degrees.

Graduation Requirements

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

Major Requirements

Students working toward a degree in English may choose from three options: Literature, Rhetoric and Language, or Secondary Education.

Core Courses

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Complete one of the following options: Literature, Rhetoric and Language, or Secondary Education 24

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Complete 6 credits of upper-division ENGL or CWLA electives  
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Total Credits  
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Secondary Education Option

Reading and Literature

- **ENGL A424**  Shakespeare  3

Complete one of the following:  
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- **ENGL A371**  Narrative Nonfiction
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- **ENGL A313**  Professional Writing
- **ENGL A414**  Research Writing
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### 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>Mathematics &amp; Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>A21</td>
<td>MATH A172</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra for Managerial and Social Sciences</td>
</tr>
<tr>
<td>Algebra Mgr &amp; Social Sciences</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
</tr>
</tbody>
</table>

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

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

**If a change, mark appropriate boxes:**
- [ ] Prefix
- [ ] Credits
- [x] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Text Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other CCG (please specify)

#### 9. Repeat Status No
- [x] # of Repeats
- [ ] Max Credits

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ A-F</td>
<td>fall/2015</td>
</tr>
<tr>
<td>[ ] P/NP</td>
<td>[ ] /9999</td>
</tr>
</tbody>
</table>

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

**Cross-Listed Coordination Signature

---

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

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

**Impacted Program/Course**
- [ ] See attached list.
- [ ] 2.
- [ ] 3.

**Initiator Name (typed):** Mark Fitch  
**Initiator Signed Initials:** [ ] Date:

**13b. Coordination Email**
- [ ] Date: 11/21/14
- [ ] submitted to: [faculty@lists.uaa.alaska.edu](mailto:faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**
- [ ] Date: 11/21/14

**14. General Education Requirement**
- Mark appropriate box:
  - [ ] Oral Communication
  - [ ] Written Communication
  - [x] Quantitative Skills
  - [ ] Social Sciences
  - [ ] Natural Sciences
  - [ ] Integrative Capstone

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

Covers linear and quadratic equations and inequalities, algebra of matrices, introductory linear programming, exponential and logarithmic functions. Applications emphasizing the relationships of these mathematical concepts to quantitative decision making in the managerial and social sciences.

**16a. Course Prerequisite(s) (list prefix and number or test code and score)**
- [ ] MATH A105 with a minimum grade of C

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

**16c. Automatic Restriction(s)**
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

**16d. Registration Restriction(s) (non-codable)**
- If the prerequisite is not satisfied, an approved UAA placement test is required.

**17. [x] Mark if course has fees**

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

**19. Justification for Action**
Reduce student confusion about difficulty and sequencing, BOR resolution

**Initiator (faculty only)**
- [ ] Approved
- [ ] Disapproved

**Mark Fitch**
- [ ] Approved
- [ ] Disapproved

**Initiator (TYPE NAME)**
- [ ] Approved
- [ ] Disapproved

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

**Undergraduate/Graduate Academic Board Chair**
- [ ] Approved
- [ ] Disapproved

**Provost or Designee**
- [ ] Approved
- [ ] Disapproved

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152
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A121
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: College Algebra for Managerial and Social Sciences
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Covers linear and quadratic equations and inequalities, algebra of matrices, introductory linear programming, exponential and logarithmic functions. Applications emphasizing the relationships of these mathematical concepts to quantitative decision making in the managerial and social sciences.
K. Course Prerequisites: MATH A105 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce students to the concept of function, its notation, and graph, including algebraic, exponential and logarithmic functions
   2. Introduce students to matrices, elementary operations on matrices, and applications
   3. Introduce applications in management, life sciences and social sciences
B. Student Learning Outcomes. Students will be able to:
   1. Use the concept of function, its notation, and graph
   2. Apply the rules of logarithms and exponents to evaluate logarithmic and exponential functions and to solve equations using these functions
   3. Solve systems of equations using elimination, substitution and matrix methods
   4. Translate a real-life problem into a mathematical model that can be solved using suitable algebra techniques

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
V. **Course Level Justification**  
The course is similar in content to standard courses for managerial and social sciences students taught at the freshman level.

VI. **Topical Course Outline**

1.0 **Algebraic Concepts**  
1.1 Sets  
1.2 The Real Numbers  
1.3 Integer Exponents  
1.4 Radicals and Rational Exponents  
1.5 Operations with Algebraic Expressions  
1.6 Factoring  
1.7 Algebraic Fractions

2.0 **Linear Equations and Functions**  
2.1 Solutions of Linear Equations in One Variable  
2.2 Graphing Linear Equations  
2.3 Functions  
2.4 Special Functions and their Graphs  
2.5 Applications of Functions  
2.6 Solutions of Systems of Linear Equations  
2.7 Applications of Systems of Linear Equations

3.0 **Non-Linear Models**  
3.1 Quadratic Equations  
3.2 Quadratic Functions: Parabolas  
3.3 Business Applications of Quadratic Functions  
3.4 Special Functions and their Graphs

4.0 **Linear Algebra**  
4.1 Matrices  
4.2 Multiplication of Matrices  
4.3 Gauss-Jordan Elimination: Solving Systems of Equations  
4.4 Inverse of a Square Matrix  
4.5 Applications of Matrices

5.0 **Inequalities and Linear Programming**  
5.1 Linear Inequalities in One Variable  
5.2 Linear Inequalities in Two Variables  
5.3 Linear Programming: Graphical Methods

6.0 **Exponential and Logarithmic Functions**  
6.1 Exponential Functions  
6.2 Logarithmic Functions  
6.3 Solution of Exponential Equations
6.4 Applications of Exponential and Logarithmic Functions

7.0 Applications in Management, Life and Social Sciences
7.1 Arithmetic Sequences and Applications
7.2 Geometric Sequences and Applications
7.3 Annuities
7.4 Loans and Amortization

VI. Suggested Texts


VII. Bibliography


1. **School or College**: AMSC Division of Math Science
2. **Course Prefix**: MATH
3. **Course Number**: A151
4. **Previous Course Prefix & Number**: MATH A107
5. **Credits/CEUs**: 4
6. **Contact Hours (Lecture + Lab)**: (4+0)
7. **Type of Course**: Academic
8. **Type of Action**: Add
9. **Repeat Status No**: # of Repeats: Max Credits
10. **Grading Basis**: A-F, P/NP, NG
11. **Implementation Date**: Fall/2015 To: 9999
12. **Cross Listed with**: Stacked with
13. **Mark if course has fees**: Cross-Listed Coordination Signature
14. **Course Description**: Study of algebraic, logarithmic and exponential functions; systems of equations; applications.
15. **Course Prerequisite(s)**: MATH A105 with minimum grade of C.
16. **Test Score(s)**: N/A
17. **Mark if course has fees**: N/A
18. **Mark if course is a selected topic course**: N/A
19. **Justification for Action**: Reduce student confusion about difficulty and sequencing, BOR resolution

Signed Initials: __________ Date: __________

Mark Fitch

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Department Chairperson

Date

Approved

Curriculum Committee Chairperson

Date

Approved

Undergraduate/Graduate Academic Board Chairperson

Date

Approved

Provost or Designee

Date
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A151
D. Number of Credits: 4
E. Contact Hours: 4+0
F. Course Title: College Algebra for Calculus
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Study of algebraic, logarithmic and exponential functions; systems of equations; applications. Special Note: A student may apply no more than 7 credits from any combination of MATH A151, MATH A152 and MATH A155 toward the graduation requirements for any baccalaureate degree.
K. Course Prerequisites: MATH A105 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Present proper algebraic notation and terminology
   2. Present classification of problems and algebraic methods for solving problems
   3. Present applications and algebraic methods of modeling
B. Student Learning Outcomes. Students will be able to:
   1. Apply rules and properties of real numbers to the evaluation and/or simplification of polynomial and rational expressions and expressions involving rational exponents, radicals, and absolute values.
   2. Solve equations and inequalities in one variable involving polynomial and rational expressions and expressions involving radicals, exponential functions, logarithmic functions, and absolute values.
   3. Write mathematics using proper notation and terminology.
   4. Solve problems by modeling with equations and functions.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
V. **Course Level Justification**
This course satisfies the Quantitative Skills category of the General Education Requirements at UAA. It is designed to complete the student's algebraic skills that are necessary for mathematical course work in calculus.

VI. **Topical Course Outline**

1.0 Basic Concepts (The student is expected to know these topics prior to enrolling)
   1.1 Sets of number and their properties
   1.2 Integer exponents and scientific notation
   1.3 Rational exponents and radicals
   1.4 Polynomials
   1.5 Factoring polynomials
   1.6 Algebraic fractions

2.0 Lines (review)
   2.1 Linear equations
   2.2 Linear inequalities
   2.3 Slope and equations of lines
   2.4 Proportion and variation

3.0 Equations and Inequalities
   3.1 Linear equations and modeling applications
   3.2 Quadratic equations and modeling applications
   3.3 Complex numbers
   3.4 Polynomial and radical equations
   3.5 Inequalities and absolute value

4.0 Graphs of equations
   4.1 Cartesian coordinate system
   4.2 Slopes and equations of lines
   4.3 Graphs of other equations

5.0 Functions
   5.1 Functions and function notation
   5.2 Quadratic functions
   5.3 Polynomial and other functions
   5.4 Graphs of linear, quadratic, polynomial, and other functions
   5.5 Solutions to quadratic and radical equations
   5.6 Transformations of graphs of functions
   5.7 Rational functions including vertical and other asymptotes
   5.8 Operations on functions
   5.9 Inverse functions

6.0 Exponential and logarithmic functions
   6.1 Exponential functions and applications
6.2 Logarithmic functions and applications
6.3 Properties of logarithms
6.4 Exponential and logarithmic equations

7.0 Polynomial equations
7.1 Remainder and factor theorems
7.2 Synthetic division (optional)
7.3 Descartes' rules of signs and bounds on roots (optional)
7.4 Finding rational roots of polynomial equations
7.5 Approximating irrational roots of polynomial equations (optional)

8.0 Linear systems
8.1 Systems of linear equations
8.2 Gaussian elimination and matrix methods
8.3 Cramer's rule (optional)
8.4 Systems of inequalities and linear programming
8.5 Matrix algebra
8.6 Matrix inversion
8.7 Partial fractions

9.0 Conic sections and quadratic systems
9.1 Circle (review)
9.2 Parabola
9.3 Ellipse
9.4 Hyperbola
9.5 Solving systems involving second-degree equations

10.0 Natural number functions
10.1 Binomial theorem and combinatoric notation
10.2 Sequences, series and the summation notation
10.3 Arithmetic and geometric sequences and applications
10.4 Mathematical induction (optional)

VI. Suggested Texts

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>
<th>1b. Division</th>
<th>1c. Department</th>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other CCG (please specify)

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| 12. | Cross Listed |

| 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): Mark Fitch
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email Date: 11/21/14

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

13c. Coordination with Library Liaison Date: 11/21/14

14. General Education Requirement
Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Other

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<th>15. Course Description (suggested length 20 to 50 words)</th>
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</table>
A study of trigonometric functions including graphing, identities, inverse trigonometric functions, solving equations and polar coordinates; applications

Special Note: A student may apply no more than 7 credits from any combination of MATH A151, MATH A152 and MATH A155 toward the graduation requirements for any baccalaureate degree.

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| 17. | Mark if course has fees |

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

19. Justification for Action
Reduce student confusion about difficulty and sequencing, BOR resolution

Initiator (faculty only) Date

Mark Fitch
Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College Date

Department Chairperson Date

Undergraduate/Graduate Academic Board Chairperson Date

Approved

Disapproved

Provost or Designee Date

Approved

Disapproved

Department Chairperson Date

Undergraduate/Graduate Academic Board Chairperson Date

Approved

Disapproved

Provost or Designee Date

161
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A152
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Trigonometry
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: A study of trigonometric functions including graphing, identities, inverse trigonometric functions, solving equations and polar coordinates; applications. Special Note: A student may apply no more than 7 credits from any combination of MATH A151, MATH A152 and MATH A155 toward the graduation requirements for any baccalaureate degree.
K. Course Prerequisites: MATH A151 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Prepare students for calculus courses involving trigonometric functions
   2. Prepare students for courses in other disciplines involving trigonometric functions
   3. Demonstrate the solution of applied problems involving both radian and degree calculations

   B. Student Learning Outcomes. Students will be able to:
   1. Describe the properties and graphs of trigonometric functions.
   2. Simplify trigonometric expressions to solve equations and verify identities.
   3. Apply trigonometry to solve problems

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. Course Level Justification
This course satisfies the Quantitative Skills category of the General Education Requirements at UAA. It is designed to complete the student's trigonometric skills that are necessary for mathematical course work in calculus.

VI. Topical Course Outline

1.0 Trigonometric Functions
   1.1 The Unit Circle
   1.2 Trigonometric Functions of Real Numbers
   1.3 Trigonometric Graphs
   1.4 Modeling Harmonic Motion

2.0 Trigonometric Functions of Angles
   2.1 Angle Measure
   2.2 Trigonometry of Right Angles
   2.3 The Laws of Sines
   2.4 The Law of Cosines

3.0 Analytic Trigonometry
   3.1 Trigonometric Identities
   3.2 Addition and Subtraction Formula
   3.3 Double Angle, Half Angle, and Product-Sum Identities
   3.4 Inverse Trigonometric Functions
   3.5 Trigonometric Equations

4.0 Polar Coordinates, Complex Numbers and Vectors
   4.1 Polar Coordinates
   4.2 Graphs of Polar Equations
   4.3 Complex Numbers and their Graphs
   4.4 Polar Form of Complex Number
   4.5 De Moivre's Theorem
   4.6 Vectors and the dot product

5.0 Analytic Geometry
   5.1 Rotation of Axes
   5.2 Polar Equations of Conics
   5.3 Parametric Equations

VI. Suggested Texts


VII. Bibliography


**Course Action Request**

**University of Alaska Anchorage**

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

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

**Intensive course covering polynomial, rational, exponential, logarithmic and trigonometric functions, composite and inverse functions, conic sections, matrices and determinants, solutions of equations and inequalities, vectors, complex numbers, DeMoivre’s theorem, polar coordinates, parametric and polar graphs, sequences and series, binomial theorem, and mathematical induction. Special Notes: A student may apply no more than 7 credits from any combination of MATH A151, MATH A152 and MATH A155 toward the graduation requirements for any baccalaureate degree.**

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I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A155
D. Number of Credits: 6
E. Contact Hours: 6+0
F. Course Title: Precalculus
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A

J. Course Description: Intensive course covering polynomial, rational, exponential, logarithmic and trigonometric functions, composite and inverse functions, conic sections, matrices and determinants, solutions of equations and inequalities, vectors, complex numbers, DeMoivre's theorem, polar coordinates, parametric and polar graphs, sequences and series, binomial theorem, and mathematical induction. Special Note: A student may apply no more than 7 credits from any combination of MATH A151, MATH A152 and MATH A155 toward the graduation requirements for any baccalaureate degree.

K. Course Prerequisites: MATH A105 with a minimum grade of B
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Present proper notation, terminology and basic problem-solving methods
   2. Demonstrate the classification of various types of problems in algebra and trigonometry and the identification of which methods apply to specific problems
   3. Present real-world applications of algebra and trigonometry

B. Student Learning Outcomes. Students will be able to:
   1. Use proper notation, terminology and basic problem-solving methods
   2. Select the appropriate method of solution for problems in algebra and trigonometry
   3. Apply algebra and trigonometry to real-world problems

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. Course Level Justification
This course satisfies the Quantitative Skills category of the General Education Requirements at UAA. It is designed to complete the student's algebraic and trigonometric skills that are necessary for mathematical course work in calculus.

VI. Topical Course Outline

1.0 Algebra background for precalculus
   1.1 Sets of Real Numbers
   1.2 Absolute Value
   1.3 Polynomials and Factoring
   1.4 Quadratic Equations

2.0 Coordinates, Graphs and Inequalities
   2.1 Rectangular Coordinates
   2.2 Graphs and Equations
   2.3 Equations of Lines
   2.4 Symmetry and Graphs
   2.5 Inequalities

3.0 Functions
   3.1 The Definition of a Function
   3.2 The Graph of a Function
   3.3 Techniques in Graphing
   3.4 Methods of Combining Functions
   3.5 Inverse Functions

4.0 Polynomial and Rational Functions. Applications to Optimization.
   4.1 Linear Functions
   4.2 Quadratic Function
   4.3 Applied Problems
   4.4 Maximum and Minimum Problems
   4.5 Polynomial Functions
   4.6 Rational Functions

5.0 Exponential and Logarithmic Functions
   5.1 Exponential Functions
   5.2 Natural Exponential Function \( y = e^x \)
   5.3 Logarithmic Functions
   5.4 Properties of Logarithms
   5.5 Exponential and Logarithmic Equations
   5.6 Applications including Compound Interest and Exponential Growth and Decay Problems
6.0 Trigonometric Functions of Angles
   6.1 Trigonometric Functions of Acute Angles
   6.2 Algebra and the Trigonometric Functions
   6.3 Right-Triangle Functions
   6.4 Trigonometric Functions of Angles
   6.5 Trigonometric Identities

7.0 Trigonometric Functions of Real Numbers
   7.1 Radian Measure and Geometry
   7.2 Trigonometric Functions of Real Numbers
   7.3 Graphs of the Sine and Cosine Functions
   7.4 Graphs of y=A sin (Bx-C) and y=A cos (Bx-C)
   7.5 Graphs of the Tangent and Reciprocal Functions

8.0 Analytical trigonometry
   8.1 The Addition Formulas for Sine and Cosine
   8.2 The Double Angle Formulas
   8.3 The Product-To-Sum and Sum-To-Product Formulas
   8.4 Solution of Trigonometric Equations
   8.5 The Inverse Trigonometric Functions

9.0 Additional Topics in Trigonometry
   9.1 The Law of Sines and the Law of Cosines
   9.2 Vectors in the Plane: a Geometric Approach
   9.3 Vectors in the Plane: an Algebraic Approach
   9.4 Parametric Equations
   9.5 Introduction to Polar Coordinates
   9.6 Curves in Polar Coordinates

10.0 Systems of Equations
    10.1 Systems of Equations in Two Unknowns
    10.2 Gaussian Elimination
    10.3 Matrices
    10.4 The Inverse of a Square Matrix
    10.5 Determinants and Cramer's Rule
    10.6 Nonlinear Systems of Equations
    10.7 Systems of Inequalities

11.0 Analytic Geometry
    11.1 The Basic Equations
    11.2 The Parabola
    11.3 The Ellipse
    11.4 The Hyperbola
    11.5 The Focus-Directrix Property of Conic Sections (optional)
    11.6 The Conic Sections in Polar Coordinates (optional)
11.7 Rotation of Axes

12.0 Roots of Polynomial Equations
12.1 The Complex Number System
12.2 Division of Polynomials
12.3 The Remainder Theorem and the Factor Theorem
12.4 The Fundamental Theorem of Algebra
12.5 Rational and Irrational Roots
12.6 Conjugate Roots and Descarte's Rules of Signs
12.7 Partial Fractions

13.0 Additional Topics in Algebra
13.1 Mathematical Induction
13.2 The Binomial Theorem
13.3 Introduction to Sequences and Series
13.4 Arithmetic Sequences and Series
13.5 Geometric Sequences and Series
13.6 De Moivre’s theorem

VI. Suggested Texts


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>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>MATH</td>
<td>A211</td>
<td>MATH A205</td>
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### Complete Course Title
Mathematics for Elementary School Teachers
Math for Elem Ed

### Abbreviated Title for Transcript (30 characters)

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

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

#### If a change, mark appropriate boxes:
- [X] Prefix
- [X] Course Number
- [ ] Credits
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Grading Basis
- [X] Title
- [X] Cross-Listed/Stacked
- [ ] Course Description
- [ ] Co-requisites
- [ ] Test Score Prerequisites
- [ ] Registration Restrictions
- [ ] Other Restrictions
- [ ] Class
- [ ] Major
- [ ] College
- [ ] Level
- [ ] Other

### Repeat Status
- [X] # of Repeats
- [X] Max Credits

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

### Implementation Date
- From: Fall/2015
- To: 9999

### Cross Listed with
- [ ] Stacked with

### Course Description (suggested length 20 to 50 words)
Elementary set theory, numeration systems, basic number theory and divisibility, problem-solving strategies, topics from geometry, including the properties of two- and three-dimensional geometric objects. Field experience in the elementary classroom may be required.

### Special Note:
MATH A211 with a minimum grade of C is required to meet State of Alaska Teacher Certification standards. MATH A211 does not satisfy the General Education Quantitative Skills requirement.

### Course Prerequisite(s)
- PSY A365 with minimum grade of C or EDSE A212 with minimum grade of C

### Test Score(s)
- N/A

### Co-requisite(s)
- N/A

### Other Restriction(s)
- College
- Major
- Class
- Level

### Registration Restriction(s)
- Minimum grade of C in GER Quantitative Skills course.
- [X] Mark if course has fees

### Mark if course is a selected topic course
- [ ]

### Justification for Action
Reduce student confusion about difficulty and sequencing

---

**Initiator Name (typed):** Mark Fitch

**Initiator Signed Initials:** _________

**Date:** __________________

**Mark if course has fees**

---

**Initiator (TYPE NAME)**

**Mark Fitch**

---

**Initiator (faculty only) Date**

**Approved**

**Disapproved**

Dean/Director of School/College

**Date**

---

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

**Department Chairperson Date**

**Approved**

**Disapproved**

Undergraduate/Graduate Academic

**Date**

---

**Board Chairperson**

**Approved**

**Disapproved**

Provost or Designee

**Date**

---

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I. Date of Initiation: 

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A211
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Mathematics for Elementary School Teachers
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Elementary set theory, numeration systems, basic number theory and divisibility, problem-solving strategies, topics from geometry, including the properties of two- and three-dimensional geometric objects. Field experience in the elementary classroom may be required.
Special Note: MATH A211 with a minimum grade of C is required to meet State of Alaska Teacher Certification standards. MATH A211 does not satisfy the General Education Quantitative Skills requirement. requirements for any baccalaureate degree.
K. Course Prerequisites: PSY A365 with minimum grade of C or EDSE A212 with minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Minimum grade of C in GER Quantitative Skills course.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. To promote a deeper understanding of basic mathematical concepts in numeration, algebra, set theory, number theory, and geometry and measurement.
   2. To strengthen the knowledge of future elementary school teachers about topics frequently encountered in the classroom.
   3. To foster an appreciation of mathematics
B. Student Learning Outcomes. Students will be able to:
   1. Investigate and use problem solving methodologies.
   2. Construct and use visual and concrete models to explain concepts of number theory and numeration, including numeration systems, bases, operations, decimals, and fractions.
3. Solve problems analyzing patterns through the use of functions and multiple representations, including diagrams, graphs, symbolic notation, and tables.
4. Construct and use visual and concrete models to solve problems requiring fundamental concepts of geometry such as area, perimeter, volume, congruence, and similarity.
5. Apply various measurement systems using appropriate units and precision.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. Course Level Justification
Designed for those students seeking Elementary Teacher Certification and intended to give prospective elementary teachers background information for teaching quantitative skills.

VI. Topical Course Outline

1.0 Critical Thinking and Problem-Solving
1.1 Polya’s Four Steps
1.2 Patterns and Inductive Reasoning
1.3 Arithmetic and Geometric Series

2.0 Number and Operation
2.1 Numeration Systems
2.2 Base Ten and Other Bases: Place Value, Operations, and Algorithms
2.3 Numeration Systems throughout History

3.0 Number Theory
3.1 Divisibility
3.2 Primes and Composite Numbers
3.3 GCD and LCM
3.4 Famous Open Problems in Number Theory

4.0 Patterns, Functions, and Symbolic Representation
4.1 Sets, Relations, and Functions
4.2 Union/Intersection/Venn Diagrams
4.3 Set Vocabulary
4.4 Introduction to Properties
4.5 Cartesian Products and Relations
4.6 Functions

5.0 Historical Development of Geometry
5.1 Geometry of Ancient Cultures
5.2 The Axiomatic System and its Role in Mathematics
5.3 Role in Geometry and Algebra

6.0 Basic Ideas of Geometry
6.1 Point, Line and Plane
6.2 Lines, Planes, and Angles
6.3 Simple Closed Curves and Polygons
6.4 Simple Closed Surfaces and Polyhedra
6.5 Euler’s Formula
7.0 Congruence and Measurement
7.1 The Metric System
7.2 Properties of Area
7.3 Formulas for Areas
7.4 Formulas for Surface Areas and Volumes
8.0 Congruence Criteria for Triangles
8.1 Right Triangles and the Pythagorean Theorem
8.2 Similarity

VI. Suggested Texts


VII. Bibliography


University Press.
# Course Action Request

**University of Alaska Anchorage**

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

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<thead>
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- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other CCG (please specify)

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| 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).

### 13b. Coordination Email

Date: 11/21/14

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

### 13c. Coordination with Library Liaison

Date: 11/21/14

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### 19. Justification for Action

Reduce student confusion about difficulty and sequencing, BOR resolution

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<th>Date</th>
<th>Approved</th>
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<td>Mark Fitch</td>
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I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A221
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Applied Calculus for Managerial and Social Sciences
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Covers functions and graphs, differentiation, exponential and logarithmic functions, antidifferentiation and integration, functions of several variables. Applications of these mathematical concepts.
K. Course Prerequisites: MATH A121 with minimum grade of C or MATH A151 with minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce techniques and rules of differentiation and integration
   2. Present applications of differentiation and integration
   3. Introduce partial derivatives and appropriate applications

B. Student Learning Outcomes. Students will be able to:
   1. Differentiate functions involving rational, exponential and logarithmic functions and combinations of these functions
   2. Integrate functions using the power rule (substitution method) and integration by parts techniques
   3. Use differentiation and integration techniques to solve applied problems.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. Course Level Justification
The course has a prerequisite of college algebra taught at the freshman level.
VI. Topical Course Outline

1.0 Introduction to Differentiation
1.1 Limits
1.2 Continuous Functions
1.3 The Derivative: Rates of Change; Tangent to a Curve
1.4 Derivative Formulas
1.5 Product and Quotient Rules
1.6 The Chain Rule and the Power Rule
1.7 Higher-Order Derivatives
1.8 Applications of Derivatives in Business and Economics

2.0 Applications of Derivatives
2.1 Relative Maxima and Minima; Curve Sketching
2.2 Concavity; Points of Inflection
2.3 Optimization Problems in Business, Economics and the Social Sciences
2.4 Limits at Infinity and Asymptotes; More Curve Sketching

3.0 Derivatives of Exponential and Logarithmic Functions
3.1 Derivatives of Exponential Functions
3.2 Derivatives of Logarithmic Functions
3.3 Implicit Differentiation
3.3 Related Rates
3.4 Applications in Business and Economics

4.0 Indefinite Integrals
4.1 The Indefinite Integral
4.2 The Power Rule
4.3 Integrals involving Logarithmic and Exponential Functions
4.4 Applications in Business and Economics
4.5 Differential Equations and Applications

5.0 Definite Integrals
5.1 Area under a Curve
5.2 The Fundamental Theorem of Calculus
5.3 Area Between Curves
5.4 Applications in Business and Economics
5.5 Using Integral Tables
5.6 Integration by Parts
5.7 Improper Integrals and their Applications
6.0 Functions of Several Variables
   6.1 Functions and Domains
   6.2 Partial Derivatives
   6.3 Applications of Partial Derivatives
   6.4 Higher Order Partial Derivatives
   6.5 Maxima and Minima
   6.6 Lagrange Multipliers (Optional)

VI. Suggested Texts


VII. Bibliography


# Course Action Request

## University of Alaska Anchorage

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

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6. Complete Course Title

Calculus I

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action:

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

If a change, mark appropriate boxes:

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

9. Repeat Status

- [ ] No
- [ ] Yes

- [ ] # of Repeats
- [ ] Max Credits

10. Grading Basis

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

11. Implementation Date (semester/year)

- [ ] From: Fall/2015
- [ ] To: 9/999

12. Cross Listed

- [ ] with

- [ ] Stacked

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): Mark Fitch

Initiator Signed Initials: _______ Date:________________

13b. Coordination Email

Date: 11/21/14

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

13c. Coordination with Library Liaison

Date: 11/21/14

14. General Education Requirement

Mark appropriate box:

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

15. Course Description

A first course in single-variable calculus. Topics include limits; continuity and differentiation of functions; applications of the derivative to graphing, optimization, and rates of change; definite and indefinite integration; and the Fundamental Theorem of Calculus.

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

(MATH A151 with minimum grade of C and MATH A152 with minimum grade of C) or MATH A155 with minimum grade of C.

16b. Test Score(s)

N/A

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

N/A

16d. Other Restriction(s)

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

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

If the prerequisite is not satisfied, an approved UAA placement test is required.

17. Mark if course has fees

- [ ]

18. Mark if course is a selected topic course

- [ ]

19. Justification for Action

Reduce student confusion about difficulty and sequencing; BOR resolution

<table>
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<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
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Mark Fitch

Initiator (TYPE NAME)

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<th>Date</th>
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[ ] Approved

[ ] Disapproved

[ ] Department Chairperson

Date

[ ] Approved

[ ] Disapproved

[ ] Undergraduate/Graduate Academic

Date

[ ] Approved

[ ] Disapproved

[ ] Board Chairperson

Date

[ ] Approved

[ ] Disapproved

[ ] Provost or Designee

Date

179
University of Alaska Anchorage  
College of Arts and Sciences  
Course Content Guide

I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A251
D. Number of Credits: 4
E. Contact Hours: 4+0
F. Course Title: Calculus I
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: A first course in single-variable calculus. Topics include limits; continuity and differentiation of functions; applications of the derivative to graphing, optimization, and rates of change; definite and indefinite integration; and the Fundamental Theorem of Calculus.
K. Course Prerequisites: MATH A151 with minimum grade of C and MATH A152 with minimum grade of C or MATH A155 with minimum grade of C.
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce students to the concept of limit, its notation and computation
   2. Present to students the concept of differentiation, its notation, calculation, and application
   3. Introduce students to the concept of integration, its notation and calculation
B. Student Learning Outcomes. Students will be able to:
   1. Understand and apply the concept of a limit
   2. Understand and apply the concepts of differentiation and integration, and their relationship as expressed by the Fundamental Theorem of Calculus
   3. Proficiently calculate derivatives, and definite and indefinite integrals by means of substitution
   4. Apply the derivative in modeling settings, such as for graphing, optimization, and related rates problems

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.
V. **Course Level Justification**  
The prerequisites are at the 100 level.

VI. **Topical Course Outline**

1.0 Brief Review of Precalculus Concepts  
1.1 Equations, Inequalities and Absolute Value  
1.2 Points and Lines in the Plane  
1.3 Functions and Combinations of Functions  
1.4 Graphs and Aids to Graphing  
1.5 Trigonometric Functions and Identities  
1.6 Exponential and Logarithmic Functions

2.0 Limits, Continuity and Derivatives  
2.1 The Limit of a Function  
2.2 Calculating Limits using Limit Laws  
2.3 The Definition of Limit  
2.4 Continuity  
2.5 Limits at Infinity; Horizontal Asymptotes  
2.6 Tangents, Velocities and other Rates of Change  
2.7 Definition of Derivative  
2.8 The Derivative as a Function

3.0 Differentiation Rules  
3.1 Derivatives of Polynomials and Exponential Functions  
3.2 The Product and Quotient Rules  
3.3 Derivatives of Trigonometric Functions  
3.4 The Chain Rule  
3.5 Implicit Differentiation  
3.6 Higher Order Derivatives  
3.7 Derivatives of Logarithmic Functions  
3.8 Hyperbolic Functions  
3.9 Related Rates  
3.10 Linear Approximations and Differentials

4.0 Applications of the Derivative  
4.1 Maximum and Minimum Values  
4.2 The Mean Value Theorem  
4.3 The First and Second Derivative Tests  
4.4 How Derivatives Affect the Shape of a Curve  
4.5 Indeterminate Forms and L’Hospital’s Rule  
4.6 Summary of Curve sketching  
4.7 Optimization Problems  
4.8 Newton’s Method
5.0  The Integral
5.1  The Definite Integral
5.2  The Fundamental Theorem of Calculus
5.4  Indefinite Integrals and Integration Rules
5.5  Integration by Substitution
5.6  Logarithm Defined as an integral

VI.  Suggested Texts


VII.  Bibliography


# Course Action Request

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

## 1. School or College  
AS CAS

## 1b. Division  
AMSC Division of Math Science

## 1c. Department  
Mathematics & Statistics

## 2. Course Prefix  
MATH

## 3. Course Number  
A252

## 4. Previous Course Prefix & Number  
MATH A201

## 5a. Credits/CEUs  
4

## 5b. Contact Hours  
(4+0)

## 6. Complete Course Title  
Calculus II

### Abbreviated Title for Transcript (30 character)

## 7. Type of Course  
☑ Academic

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

### If a change, mark appropriate boxes:

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

## 9. Repeat Status No  
# of Repeats

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

## 11. Implementation Date  
semester/year

### From:  
Fall/2015  
To:  
/9999

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

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

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

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**Initiator Name (typed): Mark Fitch**  
Initiator Signed Initials: __________  
Date: __________

## 13b. Coordination Email  
Date: 11/21/14

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

## 13c. Coordination with Library Liaison  
Date: 11/21/14

## 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)

Further topics in single-variable calculus, including techniques of integration; applications of integration; convergence of sequences and series; parameterized curves; and polar coordinates.

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

MATH A251 with minimum grade of C

## 16b. Test Score(s)

N/A

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

N/A

## 16d. Other Restriction(s)

- ☐ College  
- ☐ Major  
- ☐ Class  
- ☐ Level

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

If the prerequisite is not satisfied, an approved UAA placement test is required.

## 17. ☑ Mark if course has fees

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

## 19. Justification for Action

Reduce student confusion about difficulty and sequencing, BOR resolution

**Initiator (faculty only)**

Mark Fitch  
Initiator Signed Initials: __________  
Date: __________

**Mark Fitch**  
Initiator (TYPE NAME)

☐ Approved  
☐ Disapproved

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

**Undergraduate/Graduate Academic**  
Date: __________

**Board Chairperson**  
Date: __________

**Provost or Designee**  
Date: __________

---

183
I. **Date of Initiation:** Fall 2014

II. **Curriculum Action Request**
   A. **College:** College of Arts and Sciences
   B. **Course Prefix:** MATH
   C. **Course Number:** A252
   D. **Number of Credits:** 4
   E. **Contact Hours:** 4+0
   F. **Course Title:** Calculus II
   G. **Grading Basis:** A-F
   H. **Implementation Date:** Fall 2015
   I. **Cross-listed/Stacked:** N/A
   J. **Course Description:** Further topics in single-variable calculus, including techniques of integration; applications of integration; convergence of sequences and series; parameterized curves; and polar coordinates.
   K. **Course Prerequisites:** MATH A252 with minimum grade of C
   L. **Course Co-requisites:** N/A
   M. **Other Restrictions:** N/A
   N. **Registration Restrictions:** If the prerequisite is not satisfied, an approved UAA placement test is required.
   O. **Course Fees:** Yes

III. **Instructional Goals and Student Learning Outcomes**
   A. **Instructional Goals.** The instructor will:
      1. Present techniques of integration
      2. Introduce applications of integration
      3. Present sequences and series
      4. Present parametric equations and polar coordinates
   B. **Student Learning Outcomes.** Students will be able to:
      1. Compute definite and indefinite integrals using a variety of techniques
      2. Apply integration in modeling settings, drawn from mathematics and the natural and social sciences
      3. Understand and determine convergence of infinite series, including Taylor series
      4. Understand and use parameterizations of curves, including in polar coordinates

IV. **Guidelines for evaluation**
   Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. **Course Level Justification**
   The prerequisites are at the 200 level.
VI. Topical Course Outline

1.0 Techniques of Integration
   1.1 Integration by Parts
   1.2 Trigonometric Integrals
   1.3 Trigonometric Substitutions
   1.4 Integration of Rational Functions using Partial Fractions
   1.5 Integration using Tables and Computer Algebra Systems (optional)
   1.6 Trapezoidal and Simpson’s Rule
   1.7 Improper Integrals

2.0 Applications of Integration
   2.1 Areas Between Curves
   2.2 Volumes
   2.3 Volumes of Revolution
   2.4 Arc Length
   2.5 Work Problems
   2.6 Separable Differential Equations

3.0 Sequences and Series
   3.1 Sequences
   3.2 Series
   3.3 Integral Test
   3.4 The Comparison Tests
   3.5 Alternating Series
   3.6 Absolute Convergence and the Ratio and Root Tests
   3.7 Power series
   3.8 Taylor and Maclaurin Series
   3.9 Binomial Series
   3.10 Applications of Taylor Polynomials

4.0 Parametric Equations and Polar Coordinates
   4.1 Parametric Curves
   4.2 Length and Surface Area for Parameterized Curves
   4.3 Polar Coordinates
   4.4 Length and Area in Polar Coordinates
   4.5 Conic Sections

VI. Suggested Texts


VII. Bibliography


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

1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Mathematics & Statistics

2. Course Prefix
MATH

3. Course Number
A253

4. Previous Course Prefix & Number
MATH A202

5a. Credits/CEUs
4

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

6. Complete Course Title
Calculus III

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
☐ College
☐ Major
☐ Other 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: Fall/2015
To: /9999

12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

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13b. Coordination Email
Date: 11/21/14

13c. Coordination with Library Liaison
Date: 11/21/14

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

15. Course Description (suggested length 20 to 50 words)
Multivariable calculus. Topics include vectors in 2- and 3-dimensions; differential calculus of functions of several variables; multiple integration; vector calculus, including Green's and Stokes' Theorem; and applications.

16a. Course Prerequisite(s) (list prefix and number)
MATH A252 with minimum grade of C

16b. Test Score(s)
N/A

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

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

16e. Registration Restriction(s) (non-codable)
If the prerequisite is not satisfied, an approved UAA placement test is required.

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action
Reduce student confusion about difficulty and sequencing, BOR resolution

Initiator Name (typed): Mark Fitch
Initiator Signed Initials: __________
Initiator (faculty only) Date __________

Mark Fitch
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved

Dean/Director of School/College
Date __________

Undergraduate/Graduate Academic Board Chairperson
Date __________

Provost or Designee
Date __________

Department Chairperson
Date __________

Curriculum Committee Chairperson
Date __________
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A253
D. Number of Credits: 4
E. Contact Hours: 4+0
F. Course Title: Calculus III
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Multivariable calculus. Topics include vectors in 2- and 3-dimensions; differential calculus of functions of several variables; multiple integration; vector calculus, including Green's and Stokes' Theorem; and applications
K. Course Prerequisites: MATH A252 with minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: If the prerequisite is not satisfied, an approved UAA placement test is required.
O. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Present material to students that is found in Calculus courses taught nationwide.
   2. Present differentiation and integration in two and three variables.
   3. Introduce vector algebra and calculus in three dimensions
B. Student Learning Outcomes. Students will be able to
   1. Calculate and apply multidimensional notions of derivatives, such as partial and directional derivatives, gradients, curl, and divergence
   2. Formulate and solve optimization problems in multidimensional settings, including constrained optimization
   3. Calculate iterated integrals and apply them in modeling settings
   4. Understand and apply integration theorems of vector analysis

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. Course Level Justification
The prerequisites are at the 200 level.

VI. Topical Course Outline
1.0 Vectors and the Geometry of Space
   1.1 Three-Dimensional Coordinate Systems
   1.2 Vectors in Space
   1.3 The Dot Product
   1.4 The Cross Product
   1.5 Triple Products
   1.6 Lines in Space
   1.7 Planes in Space
   1.8 Cylinders and Quadric Surfaces
   1.9 Cylindrical and Spherical Coordinates

2.0 Vector Functions
   2.1 Vector Functions and Space Curves
   2.2 Derivatives and Integrals of Vector Functions
   2.3 Arc Length and Curvature
   2.4 Motion in Space: Velocity and Acceleration

3.0 Partial Derivatives
   3.1 Functions of Several Variables
   3.2 Limits and Continuity
   3.3 Partial Derivatives
   3.4 Tangent Planes and Linear Approximations
   3.5 Chain Rule
   3.6 Directional Derivatives and the Gradient Vector
   3.7 Maximum and Minimum Values
   3.8 Lagrange Multipliers

4.0 Multiple Integrals
   4.1 Double Integrals
   4.2 Iterated Integrals
   4.3 Double Integrals in Polar Coordinates
   4.4 Applications of Double Integrals
   4.5 Surface Area
   4.6 Triple Integrals
   4.7 Triple Integrals in Cylindrical Coordinates
   4.8 Triple Integrals in Spherical Coordinates
   4.9 Change of Variables in Multiple Integrals

5.0 Vector Calculus
   5.1 Vector Fields
   5.2 Line Integrals
   5.3 The Fundamental Theorem of Line Integrals
   5.4 Green's Theorem
   5.5 Curl and Divergence
   5.6 Parametric Surfaces and their Areas
5.7 Surface Integrals
5.8 Stokes' Theorem
5.9 The Divergence Theorem

VI. Suggested Texts


VII. Bibliography


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

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<td>AMSC Division of Math Science</td>
<td>Mathematics &amp; Statistics</td>
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<td>MATH A215</td>
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6. Complete Course Title
Fundamentals of Mathematics

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
- Automatic Restrictions
- Other CCG (please specify)

9. Repeat Status No

10. Grading Basis
☐ A-F ☐ P/NP ☐ NG

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

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

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

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

13b. Coordination Email: Date: 11/21/14
submitted to Faculty Lister: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison: Date: 11/21/14

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

15. Course Description (suggested length 20 to 50 words)
Study of logic, sets, relations, functions, cardinality, and an introduction to mathematical proof techniques.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
MATH A252 with a minimum grade of C

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

16c. Automatic 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
Updated course prerequisites

Initiator Name (typed): Mark Fitch
Initiator Signed Initials: Date:

Initiator (faculty only) Date
☐ Approved
☐ Disapproved

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

Undergraduate/Graduate Academic Date
Board Chair
☐ Approved
☐ Disapproved

Provost or Designee Date

Mark Fitch
Initiator (TYPE NAME)

☑ Approved
☐ Disapproved

Department Chair Date
☐ Approved
☐ Disapproved

College/School Curriculum Committee Chair Date
☐ Approved
☐ Disapproved
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
   A. College: College of Arts and Sciences
   B. Course Prefix: MATH
   C. Course Number: A265
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Title: Fundamentals of Mathematics
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2015
   I. Cross-listed/Stacked: N/A
   J. Course Description: Study of logic, sets, relations, functions, cardinality, and an introduction to mathematical proof techniques.
   K. Course Prerequisites: MATH A252 with a minimum grade of C
   L. Course Co-requisites: N/A
   M. Other Restrictions: N/A
   N. Registration Restrictions: N/A
   O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
   A. Instructional Goals. The instructor will:
      1. Prepare students for future mathematics courses
      2. Introduce techniques of mathematical proofs
      3. Introduce fundamental concepts of set theory
   B. Student Learning Outcomes. Students will be able to:
      1. Be able to read and understand definitions, statements of theorems and simple proofs
      2. Be able to write simple proofs
      3. Be able to create simple proofs using set theoretical concepts and proper notation
      4. Be able to identify and criticize invalid arguments

IV. Guidelines for evaluation
   Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. Course Level Justification
   The course is placed as a “bridge” or “gateway” course from basic skills (algebra, calculus) to the fundamental content courses in the Mathematics major.

VI. Topical Course Outline
   A. Logic
      a) Logical Connectives
b) Conditional statements
c) Converse of a conditional statement
d) Contrapositive of a conditional statement
e) Biconditional statements
f) Universal and existential quantifiers

B. Methods of Proof
a) Direct proof
b) Proof by contraposition
c) Proof by contradiction
d) Proof by exhaustion
e) Proof of a biconditional statement
f) Principle of Mathematical Induction
g) Principle of Complete Induction

C. Sets
a) Subsets
b) Unions and intersections of sets
c) Complement of a set
d) Power set
e) Cartesian products of sets

D. Relations
a) Relations from a set to another
b) Domain and range of a relation
c) Composition of relations
d) Inverse of a relation
e) Relations on a set
f) Reflexive, symmetric, transitive and antisymmetric relations
g) Partial and total orders
h) Equivalence relations
i) Equivalence classes and partitions

E. Functions
a) Images and pre-images of sets
b) Composition of functions
c) One to one and onto functions, bijections
d) Inverse of a function
e) Restriction of a function

F. Cardinality
a) Finite and infinite sets
b) Countable and uncountable sets
c) Diagonal argument
d) Uncountability of real numbers
e) Cantor-Schroeder-Bernstein Theorem
f) Axiom of Choice and Zorn’s Lemma

VI. Suggested Texts


**VII. Bibliography**


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

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6. Complete Course Title
Ordinary Differential Equations

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
- Automatic Restrictions
- Class
- Level
- Other 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: Fall/2015 To: /9999

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

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

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

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Initiator Name (typed): Mark Fitch
Initiator Signed Initials: __________
Date: _______________________

13b. Coordination with Faculty Listers: [faculty@lists.uaa.alaska.edu](mailto:faculty@lists.uaa.alaska.edu)
Date: 11/21/14

13c. Coordination with Library Liaison
Date: 11/21/14

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)
Nature and origin of differential equations, first order equations and solutions, linear differential equations with constant coefficients, systems of equations, power series solutions, operational methods, Laplace Transform methods and applications.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
MATH A253 with a minimum grade of C

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

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

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

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action
Updated course prerequisites

Initiator (faculty only)
Mark Fitch
Initiator (TYPE NAME)

☑ Approved ☐ Disapproved
Date: _______________________
Dean/Director of School/College
Date: _______________________
Undergraduate/Graduate Academic Board Chair
Date: _______________________
Provost or Designee
Date: _______________________
I. **Date of Initiation:** Fall 2014

II. **Curriculum Action Request**
   A. **College:** College of Arts and Sciences
   B. **Course Prefix:** MATH
   C. **Course Number:** A302
   D. **Number of Credits:** 3
   E. **Contact Hours:** 3+0
   F. **Course Title:** Ordinary Differential Equations
   G. **Grading Basis:** A-F
   H. **Implementation Date:** Fall 2015
   I. **Cross-listed/Stacked:** N/A
   J. **Course Description:** Nature and origin of differential equations, first order equations and solutions, linear differential equations with constant coefficients, systems of equations, power series solutions, operational methods, Laplace Transform methods and applications.
   K. **Course Prerequisites:** MATH A253 with a minimum grade of C
   L. **Course Co-requisites:** N/A
   M. **Other Restrictions:** N/A
   N. **Registration Restrictions:** N/A
   O. **Course Fees:** Yes

III. **Instructional Goals and Student Learning Outcomes**
   A. **Instructional Goals.** The instructor will:
      1. Present exact methods of solving ordinary differential equations.
      2. Demonstrate approximate methods of solving ordinary differential equations.
      3. Present classical applications of ordinary differential equations.

   B. **Student Learning Outcomes.** Students will be able to:
      1. Solve initial value problems using standard techniques.
      2. Select the appropriate method of solution for ordinary differential equations.
      3. Relate ordinary differential equations to applications.

IV. **Guidelines for evaluation**
   Assessment may be based on homework assignments, quizzes, tests, and a midterm examination. A comprehensive final exam will be given.

V. **Course Level Justification**
   The course is an essential component of mathematics, science and engineering programs throughout the United States, and is normally taught as a Junior level course. In order to be successful in the course, the student must have mastered the material in the first three semesters of the Calculus sequence, and in particular, differentiation, integration and power series.

VI. **Topical Course Outline**
   1. **Introduction to Differential Equations**
      1.1. Basic Definitions and Terminology
      1.2. Origins of Differential Equations
   2. **First-Order Differential Equations-Preliminary Theory**
      2.1. Separable Equations
      2.2. Homogeneous Equations
      2.3. Exact Equations
2.4. Linear Equations
2.5. Bernouilli, Ricatti and Clairut Equations
2.6. Substitution method

3. Applications of First-Order Differential Equations
4. Applications of Linear Equations
   4.1. Growth and Decay
   4.2. Cooling
   4.3. Circuits
5. Applications of Non-Linear Equations
6. Linear Differential Equations of Higher Order
   6.1. Preliminary Theory
      6.1.1. Initial-Value and Boundary-Value Problems
      6.1.2. Linear Dependence and Independence
      6.1.3. Solutions of Linear Equations
   6.2. Constructing a Second Solution from a Known Solution
   6.3. Homogeneous Linear Equations with Constant Coefficients
   6.4. Undetermined Coefficients
      6.4.1. Differential Operators
      6.4.2. Solving a Nonhomogeneous Linear Equation
   6.5. Variation of Parameters
   6.6. Cauchy-Euler Equation
   6.7. Systems of Equations
   6.8. Non-linear Equations
7. Applications of Second-Order Differential Equations
   7.1. Simple Harmonic Motion
   7.2. Damped Motion
   7.3. Forced Motion
   7.4. Electric Circuits
8. Power Series Solutions
   8.1. Solutions around Ordinary Points
   8.2. Solutions around Singular Points
      8.2.1. Regular Singular Points; Method of Frobenius-Case I
      8.2.2. Method of Frobenius-Cases II and III
   8.3. Two Special Equations
      8.3.1. Bessel's Equation
      8.3.2. Legendre's Equation
9. Laplace Transform
   9.1. Definition and use of Definition of Laplace Transform
   9.2. Inverse Laplace Transform
   9.3. Operational Properties
      9.3.1. Translation Theorems and Derivatives of a Transform
      9.3.2. Transforms of Derivatives and Integrals
   9.4. Solutions of Differential Equations using Laplace Transform
   9.5. Dirac Delta Function
   9.6. Systems of Linear Differential Equations

VI. Suggested Texts


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>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>Mathematics &amp; Statistics</td>
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<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture &amp; Lab)</th>
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6. Complete Course Title
Introduction to Abstract Algebra
Intro to Abstract Algebra
Abbreviated Title for Transcript (30 character)

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<td>Development</td>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Registration Restrictions
- General Education Requirement

9. Repeat Status No: A-F

10. Grading Basis: A-F

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

12. Cross Listed with

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

13b. Coordination Email:

13c. Coordination with Library Liaison:

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

15. Course Description (suggested length 20 to 50 words)
Introduction to groups, rings, and fields

16a. Course Prerequisite(s) (list prefix and number or test code and score)
MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C

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

16c. Automatic Restriction(s)

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
Updated course prerequisites

Initiator Name (typed): Mark Fitch
Initiator Signed Initials: Date:

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

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

15. Course Description (suggested length 20 to 50 words)
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18. Mark if course is a selected topic course

19. Justification for Action
Updated course prerequisites

Initiator (faculty only)
Date

Mark Fitch
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
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A303
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Introduction to Abstract Algebra
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Introduction to groups, rings and fields.
K. Course Prerequisites: MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce students to the axioms of groups, rings and fields.
   2. Present proofs of classical theorems in groups, rings and fields.
   3. Introduce applications of abstract algebra.

B. Student Learning Outcomes. Students will be able to:
   1. Apply proof techniques to the axioms of algebraic structures.
   2. Understand proofs of major theorems.
   3. Prove corollary results.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, a midterm examination, and final examination.

V. Course Level Justification
This is a standard course in abstract algebra which is taught nationwide at the upper division level.

VI. Topical Course Outline
1.0 Integers
   1.1 Mathematical Induction (Review)
   1.2 Division Algorithm
   1.3 Euclid's Algorithm
   1.4 Fundamental Theorem of Arithmetic

2.0 Groups
   2.1 Definition and examples
   2.2 Subgroups and normal subgroups
   2.3 Cosets and the theorem of Lagrange
   2.4 Quotient groups
   2.5 Homomorphism
   2.6 Sylow Theorems (without proofs)

3.0 Rings and Fields
3.1 Definitions and examples
3.2 Substructures
3.3 Ideals, cosets and quotient rings
3.4 Homomorphism
3.5 Polynomial rings (Optional)
3.6 Factorizations of polynomials (Optional)
3.7 Extension fields (Optional)

VI. Suggested Texts


VII. Bibliography


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

1a. School or College  
AS CAS  

1b. Division  
AMSC Division of Math Science  

1c. Department  
Mathematics & Statistics  

2. Course Prefix  
MATH  

3. Course Number  
A305  

4. Previous Course Prefix & Number  

5a. Credits/CEUs  
3  

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

6. Complete Course Title  
Introduction to Geometries  

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  
[ ] Automatic Restrictions  
[ ] Other CCG (please specify)  
[ ] Course Number  
[ ] Contact Hours  
[ ] Repeat Status  
[ ] Cross-Listed/Stacked  
[ ] Course Prerequisites  
[ ] Co-requisites  
[ ] Registration Restrictions  
[ ] General Education Requirement  

9. Repeat Status No  

[ ] # of Repeats  

[ ] Max Credits  

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

11. Implementation Date  
semester/year  

From: Fall/2015  
To: /9999  

12. [ ] Cross Listed with  

[ ] Stacked with  

Cross-Listed Coordination Signature  

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

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<tr>
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<td>Fred Rainey</td>
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Initiator Name (typed): Mark Fitch  
Initiator Signed Initials:  
Date:  

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

Date: 11/21/14  

13c. Coordination with Library Liaison  
Date: 11/21/14  

14. General Education Requirement  

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

15. Course Description (suggested length 20 to 50 words)  
Introduction to Euclidean and non-Euclidean planar geometry and topics from affine and projective geometries  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C  

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

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

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

17. [ ] Mark if course has fees  

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

19. Justification for Action  
Updated course prerequisites  

Initiator (faculty only)  
Date  

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

Initiator (TYPE NAME)  

[ ] Approved  
[ ] Disapproved  
Department Chair  
Date  

[ ] Approved  
[ ] Disapproved  
Undergraduate/Graduate Academic  
Board Chair  
Date  

[ ] Approved  
[ ] Disapproved  
Provost or Designee  
Date
I. **Date of Initiation:**
   Fall 2014

II. **Curriculum Action Request**
   A. **College:** College of Arts and Sciences
   B. **Course Prefix:** MATH
   C. **Course Number:** A305
   D. **Number of Credits:** 3
   E. **Contact Hours:** 3+0
   F. **Course Title:** Introduction to Geometries
   G. **Grading Basis:** A-F
   H. **Implementation Date:** Fall 2015
   I. **Cross-listed/Stacked:** N/A
   J. **Course Description:** Euclidean and non-Euclidean plane geometry and topics selected from affine geometry and projective geometry
   K. **Course Prerequisites:** MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C
   L. **Course Co-requisites:** N/A
   M. **Other Restrictions:** N/A
   N. **Registration Restrictions:** N/A
   O. **Course Fees:** No

III. **Instructional Goals and Student Learning Outcomes**
   A. **Instructional Goals.** The instructor will:
      1. Introduce the students to the concepts and proofs in classical geometry.
      2. Present the historical development of Euclidean and non-Euclidean Geometry.
      3. Explore alternate axiomatic systems.
      
   B. **Student Learning Outcomes.** Students will be able to:
      1. Apply proof techniques to the axioms of classical geometries.
      2. Understand proofs of key theorems.
      3. Prove geometric results.

IV. **Guidelines for evaluation**
   Assessment may be based on homework assignments, quizzes, tests, a midterm examination, and final examination.

V. **Course Level Justification**
   The prerequisite course MATH A253 Calculus III is the lowest level course in which the geometrical meaning of vector algebra in three dimensions is presented. This must be available as an expository tool in MATH A305. The prerequisite course MATH A265 Fundamentals of Mathematics provides prior experience in proof techniques necessary to the full coverage of the topical content of Math A305.

VI. **Topical Course Outline**
   1. **Classical Geometry (500 B.C. - 1800 A.D.)**
      1.1. Neutral Geometry of the Triangle
      1.2. Euclid's Fifth Postulate: equivalent statements and consequences
      1.3. Euclidean Geometry of the Triangle
      1.4. Euclidean Geometry of the Circle
      1.5. Modern Theorems in Euclidean Geometry
   2. **The Hyperbolic Parallel Postulate**
      2.1. History (Saccheri, Bolyai, Lobachevskii, Gauss) (optional)
      2.2. Saccheri quadrilaterals and Omega triangles
2.3. The Klein/Poincare models for hyperbolic Geometry

3. Transformations and Geometry (Selected Topics)
   3.1. Affine Geometry
   3.2. Projective Geometry
   3.3. Transformational Geometry
   3.4. Applications to Computer Graphics

VI. Suggested Texts


VII. Bibliography


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

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| Abbreviated Title for Transcript (30 character) | |

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<td>Introduction to enumeration and graph theory with some algorithms</td>
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| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| MATH A251 with a minimum grade of C and (MATH A265 with a minimum grade of C or MATH A261 with a minimum grade of C) |

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

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<td>Provost or Designee</td>
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I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A306
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Discrete Methods
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Introduction to enumeration and graph theory with some algorithms.
K. Course Prerequisites: MATH A251 with a minimum grade of C and (MATH A265 with a minimum grade of C or MATH A261 with a minimum grade of C)
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce the students to the concepts and proofs in classical geometry.
   2. Present the historical development of Euclidean and non-Euclidean Geometry.
   3. Explore alternate axiomatic systems.
B. Student Learning Outcomes. Students will be able to:
   1. Create graph theoretic models for applied problems.
   2. Employ advanced enumeration techniques.
   3. Solve linear recurrence relations for applications.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, a midterm examination, and final examination.

V. Course Level Justification
The prerequisite course MATH A265 Fundamentals of Mathematics provides prior experience in proof techniques necessary to the full coverage of the topical content of MATH A306.

VI. Topical Course Outline
1. Enumeration
   1.1. Basic counting principles
   1.2. Permutations and Combinations
   1.3. Binomial and multinomial coefficient theorems
   1.4. Principle of Inclusion/Exclusion
   1.5. Ordinary generating functions
   1.6. Exponential generating functions
   1.7. Recurrence relations
2. Graph Theory
   2.1. Definition and properties of graphs
   2.2. Isomorphism
   2.3. Trees
3. Algorithms
   3.1. Spanning trees
   3.2. Network flows

VI. Suggested Texts


VII. Bibliography


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

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<td>Mathematics &amp; Statistics</td>
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6. Complete Course Title
Linear Algebra

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
☐ Course Prerequisites
☐ Automatic Restrictions
☐ General Education Requirement
☒ Other CCG (please specify)

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

10. Grading Basis
☒ A-F
☐ IP/NC
☐ NG

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

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

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

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Initiator Name (typed): Mark Fitch
Initiator Signed Initials: ___________________________ Date: ___________________________

13b. Coordination Email
Date: 11/21/14
submitted to Faculty Listserv: (aaa-faculty@lists.aaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/21/14

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

15. Course Description (suggested length 20 to 50 words)
Linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, characteristic values, and inner product spaces.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
MATH A253 with a minimum grade of C

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Increased clarity of description, Updated course prerequisites

Initiator (faculty only) Date
Mark Fitch
Initiator (TYPE NAME)

Approved
Disapproved
Dean/Director of School/College
Date

Approved
Disapproved
Board Chair

Approved
Disapproved
Provost or Designee

Approved
Disapproved
Undergraduate/Graduate Academic

Approved
Disapproved
Department Chair

Approved
Disapproved
College/School Curriculum Committee Chair

I. Date of Initiation: Fall 2014

II. Curriculum Action Request
   A. College: College of Arts and Sciences
   B. Course Prefix: MATH
   C. Course Number: A314
   D. Number of Credits: 3
   E. Contact Hours: 3+0
   F. Course Title: Linear Algebra
   G. Grading Basis: A-F
   H. Implementation Date: Fall 2015
   I. Cross-listed/Stacked: N/A
   J. Course Description: Linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, characteristic values, and inner product spaces.
   K. Course Prerequisites: MATH A253 with a minimum grade of C
   L. Course Co-requisites: N/A
   M. Other Restrictions: N/A
   N. Registration Restrictions: N/A
   O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
   A. Instructional Goals. The instructor will:
      1. Introduce students to linear transformations.
      2. Use advanced examples to demonstrate the use of matrices and vector spaces.
      3. Prove classical theorems of linear algebra.
   B. Student Learning Outcomes. Students will be able to:
      1. Use matrices to solve applications involving vector spaces.
      2. Diagonalize a matrix.
      3. Find an orthogonal basis.

IV. Guidelines for evaluation
   Assessment may be based on homework assignments, quizzes, tests, a midterm examination, and final examination.

V. Course Level Justification
   The prerequisite course MATH A253 (Calculus III) is the lowest level course in which vector algebra in three dimensions is presented.

VI. Topical Course Outline
   1. Linear systems and matrices
      1.1. Gauss-Jordan Elimination
      1.2. Matrix operations
      1.3. Inverse matrices
   2. Determinants
      2.1. Definition
      2.2. Calculation
   3. Eigenvalues and eigenvectors
   4. Vector Spaces
      4.1. Linear Combinations and Linear Independence
4.2. Bases for Vector Spaces
4.3. Row and Column Spaces
5. Linear transformations
   5.1. Properties of Linear Transformations
   5.2. Coordinates and Change of Basis
6. Orthogonality
   6.1. Dot product
   6.2. Orthogonal projections
   6.3. Orthogonal bases and Gram-Schmidt
   6.4. Inner product spaces

VI. Suggested Texts


VII. Bibliography


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

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<td>Mathematics &amp; Statistics</td>
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2. Course Prefix: MATH  
3. Course Number: A324  
4. Previous Course Prefix & Number:  
5a. Credits/CEUs: 3  
5b. Contact Hours (Lecture + Lab): (3+0)  

6. Complete Course Title: 
   Introduction to Real Analysis  
   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  
   - Automatic Restrictions  
   - Class  
   - Level  
   - College  
   - Major  
   - Other CCG (please specify)  

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

10. Grading Basis:  
    - A-F  
    - P/NC  
    - NG  

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

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

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

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

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Initiator Name (typed): Mark Fitch  
Initiator Signed Initials:  
Date:  

13b. Coordination Email: Date: 11/21/14  
Submitted to Faculty Listserv: (aaa-faculty@lists.aaa.aka.edu)  

13c. Coordination with Library Liaison: Date: 11/21/14  

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

15. Course Description (suggested length 20 to 50 words)  
   Investigations of the limit concept with special reference to functions on the real line. Topics include continuous functions and their properties, sequences and series, and differentiation and integration of functions.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
   MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C  

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

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

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

17. Mark if course has fees  

18. Mark if course is a selected topic course  

19. Justification for Action  
   Updated course prerequisites  

Initiator (faculty only)  
Mark Fitch  
Date  

Initiator (TYPE NAME)  

Approved  
Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic  
Board Chair  
Date  

Provost or Designee  
Date  

211
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A324
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Introduction to Real Analysis
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Investigations of the limit concept with special reference to functions on the real line. Topics include continuous functions and their properties, sequences and series, and differentiation and integration of functions.
K. Course Prerequisites: MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Introduce the topology of the real numbers.
   2. Prove the theorems used in calculus of one variable, e.g. sequences, continuity, series, differentiation and integration.
   3. Introduce uniform continuity and uniform convergence.
B. Student Learning Outcomes. Students will be able to:
   1. Recognize open, closed and compact sets.
   2. Prove corollaries of theorems discussed in class.
   3. Show that a function is uniformly continuous and a series is uniformly convergent.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, a midterm examination, and final examination.

V. Course Level Justification
This is a standard course in real analysis which is taught nationwide at the upper division level.

VI. Topical Course Outline
1.0 Real numbers
   1.1 Review of Natural Numbers and Mathematical Induction
   1.2 Completeness Axiom
   1.3 Topology of the Real numbers
2.0 Sequences
   2.1 Convergence
   2.2 Limit Theorems
2.3 Monotone Sequences
2.4 Cauchy Sequences
2.5 Subsequences

3.0 Limits and Continuity
3.1 Limits of Functions
3.2 Continuous Functions
3.3 Properties of Continuous Functions
3.4 Uniform Continuity

4.0 Infinite Series
4.1 Convergence of Infinite Series
4.2 Convergence Tests
4.3 Power Series

5.0 Sequences and Series of Functions
5.1 Pointwise and Uniform Convergence
5.2 Application of Uniform Convergence
5.3 Uniform convergence of Power Series

6.0 Differentiation
6.1 Derivative
6.2 Mean Value Theorem
6.3 L'Hopital's Rule
6.4 Taylor's Theorem

7.0 Integration
7.1 Riemann Integral
7.2 Properties of the Riemann Integral
7.3 Fundamental Theorem of Calculus

VI. Suggested Texts


VII. Bibliography


1a. School or College
   AS CAS

1b. Division
   AMSC Division of Math Science

1c. Department
   Mathematics & Statistics

2. Course Prefix
   MATH

3. Course Number
   A410

4. Previous Course Prefix & Number

5a. Credits/CEUs
   3

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

6. Complete Course Title
   Introduction to Complex Analysis

   Intro to Complex Analysis

   Abbreviated Title for Transcript (50 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:
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   - Credits
   - Title
   - Grading Basis
   - Course Description
   - Test Score Prerequisites
   - Automatic Restrictions
   - Other CCG (please specify)

9. Repeat Status No
   # of Repeats
   Max Credits

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

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

12. Cross Listed
    - with
    - Stacked
    - with

   Cross-Listed Coordination Signature

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   Initiator Signed Initials: __________
   Date: __________

13b. Coordination Email
    Date: 11/21/14
    submitted to Faculty Listserv: (uaa-faculty@lists.aaa.alaska.edu)

13c. Coordination with Library Liaison
    Date: 11/21/14

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

15. Course Description (suggested length 20 to 50 words)
    Analytic functions, Cauchy's Theorem, sequences and series, integration and residues.

16a. Course Prerequisite(s)
    (list prefix and number or test code and score)
    MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C

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

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

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

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
    Updated course prerequisites

   Initiator (faculty only)
   Mark Fitch
   Date

   Mark Fitch
   (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
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A410
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Introduction to Complex Analysis
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Analytic functions, Cauchy's Theorem, sequences and series, integration and residues.
K. Course Prerequisites: MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Show how calculus can be extended to the complex number system
   2. Introduce conformal mappings of the plane.
   3. Introduce integration techniques using the theory of residues.
B. Student Learning Outcomes. Students will be able to:
   1. Evaluate and manipulate complex functions.
   2. Design and describe conformal mappings.
   3. Evaluate integrals using the theory of residues.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, a midterm examination, and final examination.

V. Course Level Justification
Designed for upper-division mathematics and engineering majors. The student must have mastered the material in the three semester calculus sequence, and have the mathematical maturity required for a senior level course.

VI. Topical Course Outline
1.0 Complex numbers
1.1 Properties of complex numbers
1.2 Complex numbers and the complex plane
1.3 Integer and fractional powers of a complex number
1.4 Loci, points, sets and regions in the complex plane
2.0 The Complex Function and its Derivative
2.1 Limits and continuity
2.2 The complex derivative
2.3 The Derivative and Analyticity
2.4 Harmonic Functions

3.0 The Basic Transcendental Functions
3.1 The Exponential Function
3.2 Trigonometric Functions
3.3 Hyperbolic Functions
3.4 The Logarithmic Function
3.5 Analyticity of the Logarithmic Function
3.6 Complex Exponential Functions
3.7 Inverse Trigonometric and Hyperbolic Functions
3.8 More on Branch Points and Branch Cuts

4.0 Integration in the Complex Plane
4.1 Line Integration
4.2 Contour Integration and Green's Theorem
4.3 The Cauchy Integral Formula and its Consequences

5.0 Infinite Series
5.1 Introduction and Review of Real Series
5.2 Convergence and Uniform Convergence of Complex Series
5.3 Power Series and Taylor Series
5.4 Techniques for Obtaining Taylor Series Expansions
5.5 Laurent Series

6.0 Residues and their use in Integration
6.1 Definition of the Residue
6.2 Isolated Singularities
6.3 Finding the Residue
6.4 Evaluation of Real Integrals with Residue Calculus
6.5 Integrals involving Indented Contours

7.0 Conformal Mapping
7.1 Introduction
7.2 The Conformal Property
7.3 One-to-One Mappings and Mappings of Regions
7.4 The Bilinear Transformation
7.5 Schwarz-Christoffel Transformation (Optional)

VI. Suggested Texts


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

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<th>12. Cross Listed with</th>
<th>Stacked with</th>
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Cross-Listed Coordination Signature

<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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<tbody>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.aaa.alaska.edu/governance">www.aaa.alaska.edu/governance</a>.</td>
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<tr>
<td>1. BS Natural Sciences</td>
<td>11/21/14</td>
<td>Fred Rainey</td>
</tr>
<tr>
<td>2.</td>
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Initiator Name (typed): Mark Fitch  
Initiator Signed Initials: _______  
Date: __________

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<tr>
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<tr>
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<tr>
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<td>Oral Communication</td>
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<td>Written Communication</td>
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<td>Quantitative Skills</td>
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<td>Social Sciences</td>
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<td></td>
<td>Natural Sciences</td>
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<tr>
<td></td>
<td>Integrative Capstone</td>
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<table>
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<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
<th>Historical development of mathematical concepts in algebra, geometry, number theory, analytical geometry, calculus, probability, and statistics</th>
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<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C</th>
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<thead>
<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<table>
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<tr>
<th>16c. Automatic Restriction(s)</th>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
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<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
<th>Completion of GER Tier 1 (basic college-level skills) courses and junior or senior standing.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
<th>Increased clarity of title and description, Updated course prerequisites</th>
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<table>
<thead>
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<th>Date</th>
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<th>Disapproved</th>
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<td>Dean/Director of School/College</td>
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<tr>
<td>Mark Fitch</td>
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</table>

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<tbody>
<tr>
<td>Department Chair</td>
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<tbody>
<tr>
<td>College/School Curriculum Committee Chair</td>
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</tr>
</tbody>
</table>

218
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A420
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Historical Mathematics
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Historical development of mathematical concepts in algebra, geometry, number theory, analytical geometry, calculus, probability, and statistics.
K. Course Prerequisites: MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: Completion of GER Tier 1 (basic college-level skills) courses and junior or senior standing.
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Provide an introduction to the development of mathematics in historical context in diverse cultures.
   2. Present mathematical concepts in the forms in which they were created.
   3. Present examples of expository writing in mathematics.

B. Student Learning Outcomes. Students will be able to:
   1. Be able to develop detailed knowledge of chronological history of mathematics from prehistoric times to the twenty first century, and identify, analyze, and evaluate factors which influenced the growth of mathematical knowledge across cultures and times.
   2. Be able to prove theorems and perform calculations using historical methods.
   3. Be able to write and revise papers which demonstrate knowledge of mathematics in its historical context, and explain mathematical concepts with proper notations and clarity.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, a paper, and an oral presentation.

V. Course Level Justification
This course requires the topics and familiarity with mathematical proof in the prerequisite course MATH A265 Fundamentals of Mathematics. In addition students entering this GER capstone course must have a strong background in lower division mathematics in order to understand the diverse mathematics such as non-Euclidean geometry, calculus, and number theory which will be studied in this course. The comprehensive mathematical background, and the exposure to mathematical proof techniques required of students taking the course justifies its level as an upper division course.

VI. Topical Course Outline
A. Early number systems
B. Babylonian and Egyptian mathematics
C. Pythagorean mathematics
D. Greek mathematics
E. Non-western (Chinese, Arabic, Hindu, etc.)
F. Development of algebra
G. Development of analytic geometry
H. Development of number theory
I. Development of probability theory
J. Development of calculus

VI. Suggested Texts


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>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Mathematics &amp; Statistics</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>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>A422</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

Partial Differential Equations

Abbreviated Title for Transcript (30 character)

7. Type of Course

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

8. Type of Action

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

9. Repeat Status No

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

10. Grading Basis

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

11. Implementation Date

- Semester/year

12. Cross Listed with

- [ ] Stacked with

Cross-Listed Coordination Signature

13a. Impacted Courses or Programs

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
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Initiator Name (typed): Mark Fitch

Initiator Signed Initials: ______________________ Date: ______________________

13b. Coordination Email

Date: 11/21/14

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

13c. Coordination with Library Liaison

Date: 11/21/14

14. General Education Requirement

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

Mark appropriate box:

Mark appropriate box: ______________________

15. Course Description

(suggested length 20 to 50 words)

Analysis and solution of partial differential equations. Initial and boundary value problems for elliptic, hyperbolic and parabolic types will be classified and solved. Additional topics will be selected by faculty member teaching the course.

16a. Course Prerequisite(s)

(list prefix and number or test code and score)

MATH A302 with a minimum grade of C

16b. Co-requisite(s)

(concurrent enrollment required)

16c. Automatic Restriction(s)

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

16d. Registration Restriction(s)

(non-codable)

17. [ ] Mark if course has fees

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

19. Justification for Action

Updated course prerequisites

Initiator (faculty only)

Mark Fitch

Initiator (TYPE NAME)

- [ ] Approved
- [ ] Disapproved

Date

Dean/Director of School/College

Date

Undergraduate/Graduate Academic

Date

Board Chair

Date

Provost or Designee

Date
I. Date of Initiation: Fall 2014

II. Curriculum Action Request
A. College: College of Arts and Sciences
B. Course Prefix: MATH
C. Course Number: A422
D. Number of Credits: 3
E. Contact Hours: 3+0
F. Course Title: Partial Differential Equations
G. Grading Basis: A-F
H. Implementation Date: Fall 2015
I. Cross-listed/Stacked: N/A
J. Course Description: Analysis and solution of partial differential equations. Initial and boundary value problems for elliptic, hyperbolic and parabolic types will be classified and solved. Additional topics will be selected by faculty member teaching the course.
K. Course Prerequisites: MATH A302 with a minimum grade of C
L. Course Co-requisites: N/A
M. Other Restrictions: N/A
N. Registration Restrictions: N/A
O. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. Instructional Goals. The instructor will:
   1. Develop Fourier Series expansions.
   2. Classify partial differential equations.
   3. Present methods of solution to boundary value problems using various coordinate systems.
B. Student Learning Outcomes. Students will be able to:
   1. Use Fourier Series techniques.
   2. Recognize various types of partial differential equations and select a method of solution.
   3. Solve boundary value problems using various coordinate systems.

IV. Guidelines for evaluation
Assessment may be based on homework assignments, quizzes, tests, a midterm examination, and final examination.

V. Course Level Justification
This is a standard course in Partial Differential Equations which requires MATH A302 (Ordinary Differential Equations) as a prerequisite.

VI. Topical Course Outline
1.0 Preliminaries
1.1 Review of Infinite Series
1.2 Orthogonal Functions
1.3 Review of Ordinary Differential Equations
1.4 Sturm-Liouville Theory
1.5 Derivation of Partial Differential Equations
1.6 Classification of Partial Differential Equations
1.7 Separation of Variables
2.0  First Order Partial Differential Equations (Optional)
   2.1  Method of Characteristics
   2.2  Boundary Conditions of First Order Equations
   2.3  Nonlinear First Order Equations

3.0  Fourier Series and Integrals
   3.1  Definitions and Examples
   3.2  Convergence of Fourier Series
   3.3  Uniform Convergence
   3.4  Fourier Cosine and Sine Series
   3.5  Parseval's Theorem and Mean Square Error
   3.6  Complex Form of Fourier Series
   3.7  Fourier Integral

4.0  Boundary-Value Problems in Rectangular Coordinates
   4.1  The Parabolic Equation (Heat Equation)
   4.2  Homogeneous Boundary Conditions
   4.3  Inhomogeneous Boundary Conditions
   4.4  The Hyperbolic Equation (The Vibrating String)
   4.5  D’Alembert's Solution
   4.6  The Elliptic Equation (Laplace's Equation)
   4.7  Expansion as a Series of Eigenfunctions
   4.8  Double Fourier Series

5.0  Boundary-Value Problems in Cylindrical Coordinates
   5.1  Laplace's Equation in Cylindrical Coordinates
   5.2  Bessel's Equation
   5.3  The Vibrating Drumhead
   5.4  Heat Flow in a Cylinder

6.0  Boundary-Value Problems in Spherical Coordinates
   6.1  Spherically Symmetric Solutions
   6.2  Legendre Polynomials, Spherical Harmonics & Spherical Bessel Functions
   6.3  Laplace's Equation in Spherical Coordinates

7.0  Fourier Integral Transforms
   7.1  Solution of the Heat Equation
   7.2  Solution of the Wave Equation
   7.3  Solution of Laplace's Equation
   7.4  Solution of the Telegraph Equation (optional)

8.0  Asymptotic Solutions (Optional)
   8.1  Integration by Parts
   8.2  Laplace's Method
   8.3  Asymptotic Expansions

9.0  Numerical Solutions (Optional)
   9.1  Calculus of Finite Differences for Ordinary Differential Equations
   9.2  Numerical Solution of the One-Dimensional Heat Equation
   9.3  Solutions in Several Dimensions

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10.0 Green’s Functions (Optional)
10.1 Green’s Functions for Ordinary Differential Equations
10.2 Green’s Function for the Three-Dimensional Poisson Equation
10.3 Green’s Function for the Heat Equation
10.4 Green’s Function for the Wave Equation

11.0 Laplace Transform Methods (Optional)
11.1 Laplace Transform Solutions for Problems on Unbounded Domains
11.2 The Complex Inversion Integral
11.3 Applications to Partial Differential Equations on Bounded Domains
11.4 Laplace Transform Solutions to Problems in Polar, Cylindrical and Spherical Coordinates.

VI. Suggested Texts


VII. Bibliography


# Program/Prefix Action Request

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

## 1a. School or College
AS CAS

## 1b. Department
Mathematics & Statistics

## 2. Complete Program Title/Prefix
BA Mathematics

## 3. Type of Program

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

This program is a Gainful Employment Program:
- Yes
- No

## 4. Type of Action:

- PROGRAM
  - Add
  - Change
  - Delete

- PREFIX
  - Add
  - Change
  - Inactivate

## 5. Implementation Date (semester/year)
From: Fall/2015 To: /9999

## 6a. Coordination with Affected Units

**Initiator Name (typed):** Mark Fitch

**Initiator Signed Initials:** __________ Date: __________

## 6b. Coordination Email submitted to Faculty Listserv

([uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu))

Date: 11/21/2014

## 6c. Coordination with Library Liaison

Date: 11/21/2014

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

- [Cover Memo](#)
- [Catalog Copy in Word using the track changes function. *](#)

*Copy the text directly from the program website of the online catalog and paste into a Word document.

## 8. Justification for Action

New degree requirements ensure all graduates have completed a sufficiently rigorous and broad program.

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<tr>
<th>Initiator (faculty only)</th>
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<th>Disapproved</th>
<th>Date</th>
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<td>Mark Fitch</td>
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<th>Provost or Designee</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
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</table>
Admission Requirements
Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Graduation Requirements
1. Satisfy the General University Requirements for Baccalaureate Degrees.
2. Complete the General Education Requirements for Baccalaureate Degrees.
3. Complete the College of Arts and Sciences Requirements.
4. Complete the Major Requirements below.

Major Requirements

Core Courses
- **MATH A251**  Calculus I  4
- **MATH A252**  Calculus II  4
- **MATH A253**  Calculus III  4
- **MATH A265**  Introduction to Mathematical Proofs  3
- **MATH A303**  Introduction to Modern Algebra  3
- **MATH A306**  Discrete Methods  3
- **MATH A314**  Linear Algebra  3
- **MATH A324**  Advanced Calculus  3
Select one of the following from Analysis and Topology:  3
- **MATH A321**  Analysis of Several Variables
- **MATH A410**  Introduction to Complex Analysis
- **MATH A430**  Concepts of Topology
Select one of the following from Applied Math:  3
- **MATH A302**  Ordinary Differential Equations
- **MATH A422**  Partial Differential Equations
- **MATH A426**  Numerical Methods
- **PHYS A456**  Nonlinear Dynamics and Chaos
Select one of the following from Statistics:  3
- **STAT A307**  Probability and Statistics
- **MATH A371**  Stochastic Processes
- **MATH A407**  Mathematical Statistics I
- **MATH A408**  Mathematical Statistics II
Any upper division statistics course
Select one of the following other mathematics courses:  

MATH A305  Introduction to Geometries  
MATH A420  History of Mathematics  

Select any two additional courses from any of the four categories above or from the following:  

MATH A490A  Special Topics in Pure Mathematics  
MATH A490B  Special Topics in Applied Mathematics  
MATH A495  Mathematics Practicum  
MATH A498  Individual Research  

Total Credits  48–49

* A maximum of 6 credits of MATH A490A, MATH A490B, MATH A495, and/or MATH A498 may be applied to the degree requirements.

Additional Requirements

- All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
- All Mathematics majors must complete a portfolio demonstrating their mathematics knowledge. There is no grade for this requirement. The portfolio will normally be submitted in the semester of graduation.

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

Honors in Mathematics

Students majoring in Mathematics are eligible to graduate with departmental honors if they satisfy the following requirements:

1. Meet the requirements for Graduation with Honors
2. Meet the requirements for a BA/BS degree in Mathematics.
3. Earn a grade point average of 3.50 or above in the major requirements.
4. Complete a minimum of 12 upper division credits required for the major in residence.
- See more at:
  http://catalog.ualaska.edu/undergraduateprograms/cas/mathematics/ba-
  mathematics/#sthash.LNcBhMsd.dpuf
Admission Requirements
Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Graduation Requirements
1. Satisfy the General University Requirements for Baccalaureate Degrees.
2. Complete the General Education Requirements for Baccalaureate Degrees.
3. Complete the College of Arts and Sciences Requirements.
4. Complete the Major Requirements below.

Major Requirements

Students pursuing a Bachelor of Arts in Mathematics may choose from two options. Complete either the Traditional Option or the Secondary Teaching Preparation Option.

Core Courses

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CS A109</td>
<td>Computer Programming (Languages Vary)</td>
<td>3-4</td>
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<tr>
<td>CS A110</td>
<td>Java Programming</td>
<td></td>
</tr>
<tr>
<td>CS A114</td>
<td>Visual Basic .NET Programming</td>
<td></td>
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<tr>
<td>CSCE A201</td>
<td>Computer Programming I</td>
<td></td>
</tr>
<tr>
<td>MATH A20051</td>
<td>Calculus I</td>
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<tr>
<td>MATH A20152</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MATH A20253</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH A24565</td>
<td>Introduction to Mathematical Proofs</td>
<td>3</td>
</tr>
<tr>
<td>MATH A303</td>
<td>Introduction to Modern Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH A306</td>
<td>Discrete Methods</td>
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<td>MATH A324</td>
<td>Advanced Calculus</td>
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<tr>
<td>STAT A307</td>
<td>Probability and Statistics</td>
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Select one of the following from Analysis and Topology:

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<tbody>
<tr>
<td>MATH A321</td>
<td>Analysis of Several Variables</td>
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<tr>
<td>MATH A410</td>
<td>Introduction to Complex Analysis</td>
</tr>
<tr>
<td>MATH A430</td>
<td>Concepts of Topology</td>
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</table>

Total Credits 28-29

Select one of the following from Applied Math:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH A302</td>
<td>Ordinary Differential Equations</td>
</tr>
</tbody>
</table>
MATH A422 Partial Differential Equations
MATH A426 Numerical Methods
PHYS A456 Nonlinear Dynamics and Chaos

Select one of the following from Statistics:

- STAT A307 Probability and Statistics 3
- MATH A371 Stochastic Processes
- MATH A407 Mathematical Statistics I
- MATH A408 Mathematical Statistics II
- Any upper division statistics course

Select one of the following other mathematics courses:

- MATH A305 Introduction to Geometries 3
- MATH A420 History of Mathematics

Select any two additional courses from any of the four categories above or from the following:

- MATH A490A Special Topics in Pure Mathematics
- MATH A490B Special Topics in Applied Mathematics
- MATH A495 Mathematics Practicum
- MATH A498 Individual Research

Total Credits: 48-49

Traditional Option

- MATH A302 Ordinary Differential Equations 3
- MATH A321 Analysis of Several Variables 3
- MATH A324 Advanced Calculus 3
- MATH A410 Introduction to Complex Analysis 3
- or MATH A422 Partial Differential Equations

Select three of the following:

- MATH A305 Introduction to Geometries
- MATH A306 Discrete Methods
- MATH A371 Stochastic Processes
- MATH A407 Mathematical Statistics I
- MATH A408 Mathematical Statistics II
- MATH A410 Introduction to Complex Analysis
- MATH A420 History of Mathematics
- MATH A422 Partial Differential Equations
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH A305</td>
<td>Introduction to Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MATH A306</td>
<td>Discrete Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH A420</td>
<td>History of Mathematics</td>
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</tr>
<tr>
<td></td>
<td><strong>Select two of the following:</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>MATH A302</td>
<td>Ordinary Differential Equations</td>
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<tr>
<td>MATH A321</td>
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<tr>
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<td>Advanced Calculus</td>
<td></td>
</tr>
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<td>MATH A371</td>
<td>Stochastic Processes</td>
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<tr>
<td>MATH A407</td>
<td>Mathematical Statistics I</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MATH A430</td>
<td>Concepts of Topology</td>
<td></td>
</tr>
<tr>
<td>STAT A308</td>
<td>Intermediate Statistics for the Sciences</td>
<td></td>
</tr>
<tr>
<td>STAT A402</td>
<td>Scientific Sampling</td>
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<td>STAT A403</td>
<td>Regression Analysis</td>
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<td>STAT A404</td>
<td>Analysis of Variance</td>
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<td></td>
</tr>
<tr>
<td>STAT A408</td>
<td>Multivariate Statistics</td>
<td></td>
</tr>
</tbody>
</table>

**Secondary Teaching Preparation Option**

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<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH A490A</td>
<td>Selected Topics in Pure Mathematics*</td>
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<tr>
<td>MATH A490B</td>
<td>Selected Topics in Applied Mathematics*</td>
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<td>STAT A308</td>
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<td>STAT A404</td>
<td>Analysis of Variance</td>
<td></td>
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<tr>
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<td>Time Series Analysis</td>
<td></td>
</tr>
<tr>
<td>STAT A408</td>
<td>Multivariate Statistics</td>
<td></td>
</tr>
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</table>

**Total Credits:** 15

*A maximum of 6 credits of MATH A490A, and/or MATH A490B, MATH A495, and/or MATH A498 may be applied to the degree requirements.

### Additional Requirements
- All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.
- All Mathematics majors must complete a portfolio demonstrating their mathematics knowledge. There is no grade for this requirement. The portfolio will normally be submitted in the semester of graduation.

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

### Honors in Mathematics
Students majoring in Mathematics are eligible to graduate with departmental honors if they satisfy the following requirements:

1. Meet the requirements for [Graduation with Honors](http://catalog.uaa.alaska.edu/undergraduateprograms/cas/mathematics/ba-mathematics/#sthash.LNcBhMsd.dpuf)
2. Meet the requirements for a BA/BS degree in Mathematics.
3. Earn a grade point average of 3.50 or above in the major requirements.
4. Complete a minimum of 12 upper division credits required for the major in residence.
Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College
AS CAS

1b. Department
Mathematics & Statistics

2. Complete Program Title/Prefix
BS Mathematics

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

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

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

PREFIX
☐ Add
☐ Change
☐ Inactivate

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

6a. Coordination with Affected Units
Department, School, or College:
Initiator Name (typed): Mark Fitch
Initiator Signed Initials: Date:

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11/21/2014

6c. Coordination with Library Liaison Date: 11/21/2014

7. Title and Program Description - Please attach the following:
☐ Cover Memo  ☑ Catalog Copy in Word using the track changes function. *
*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action
New degree requirements ensure all graduates have completed a sufficiently rigorous and broad program.

Initiator (faculty only) Date
Mark Fitch
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
Admission Requirements
Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Graduation Requirements
1. Satisfy the General University Requirements for Baccalaureate Degrees.
2. Complete the General Education Requirements for Baccalaureate Degrees.
3. Complete the College of Arts and Sciences Requirements.
4. Complete the Major Requirements below.

Major Requirements

Core Courses

- **MATH A251**  Calculus I  4
- **MATH A252**  Calculus II  4
- **MATH A253**  Calculus III  4
- **MATH A265**  Introduction to Mathematical Proofs  3
- **MATH A303**  Introduction to Modern Algebra  3
- **MATH A306**  Discrete Methods  3
- **MATH A314**  Linear Algebra  3
- **MATH A324**  Advanced Calculus  3

Select one of the following from Analysis and Topology:

- **MATH A321**  Analysis of Several Variables  3
- **MATH A410**  Introduction to Complex Analysis
- **MATH A430**  Concepts of Topology

Select one of the following from Applied Math:

- **MATH A302**  Ordinary Differential Equations
- **MATH A422**  Partial Differential Equations
- **MATH A426**  Numerical Methods
- **PHYS A456**  Nonlinear Dynamics and Chaos

Select one of the following from Statistics:

- **STAT A307**  Probability and Statistics
- **MATH A371**  Stochastic Processes
- **MATH A407**  Mathematical Statistics I
- **MATH A408**  Mathematical Statistics II

Any upper division statistics course
Select one of the following other mathematics courses: 3

MATH A305 Introduction to Geometries
MATH A420 History of Mathematics

Select any two additional courses from any of the four categories above or from the following 6

MATH A490A Special Topics in Pure Mathematics
MATH A490B Special Topics in Applied Mathematics
MATH A495 Mathematics Practicum
MATH A498 Individual Research

Total Credits 48–49

A maximum of 6 credits of MATH A490A, MATH A490B, MATH A495, and/or MATH A498 may be applied to the degree requirements.

Additional Requirements

- All Mathematics majors must take a standardized test of knowledge of mathematics approved by the Mathematics faculty for the purpose of evaluating program effectiveness. There is no minimum score required for graduation. This test will normally be taken during the senior year.

- All Mathematics majors must complete a portfolio demonstrating their mathematics knowledge. There is no grade for this requirement. The portfolio will normally be submitted in the semester of graduation.

A total of 120 credits is required for the degree, of which 42 credits must be upper division.
Admission Requirements
Satisfy the Application and Admission Requirements for Baccalaureate Programs.

Graduation Requirements
1. Satisfy the General University Requirements for Baccalaureate Degrees.
2. Complete the General Education Requirements for Baccalaureate Degrees.
3. Complete the College of Arts and Sciences Requirements.
4. Complete the Major Requirements below.

Major Requirements
Students pursuing a Bachelor of Arts in Mathematics may choose from two options. Complete either the Traditional Option or the Secondary Teaching Preparation Option.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS A109</td>
<td>Computer Programming (Languages Vary)</td>
<td>3-4</td>
</tr>
<tr>
<td>CS A110</td>
<td>Java Programming</td>
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<tr>
<td>CS A111</td>
<td>Visual Basic .NET Programming</td>
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<td>CSCE A201</td>
<td>Computer Programming I</td>
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<td>MATH A20051</td>
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<td>MATH A20152</td>
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<tr>
<td>MATH A20253</td>
<td>Calculus III</td>
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</tr>
<tr>
<td>MATH A24565</td>
<td>Introduction to Mathematical Proofs</td>
<td>3</td>
</tr>
<tr>
<td>MATH A303</td>
<td>Introduction to Modern Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH A306</td>
<td>Discrete Methods</td>
<td>3</td>
</tr>
<tr>
<td>MATH A314</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH A324</td>
<td>Advanced Calculus</td>
<td>3</td>
</tr>
<tr>
<td>STAT A307</td>
<td>Probability and Statistics</td>
<td>4</td>
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</table>

Select one of the following from Analysis and Topology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A321</td>
<td>Analysis of Several Variables</td>
<td>3</td>
</tr>
<tr>
<td>MATH A410</td>
<td>Introduction to Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MATH A430</td>
<td>Concepts of Topology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 28-29

Select one of the following from Applied Math:

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MATH A302</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Formatted Table
Select one of the following from Statistics:  
STAT A307 Probability and Statistics  
MATH A371 Stochastic Processes  
MATH A407 Mathematical Statistics I  
MATH A408 Mathematical Statistics II  
Any upper division statistics course  
Select one of the following other mathematics courses:  
MATH A305 Introduction to Geometries  
MATH A420 History of Mathematics  
Select any two additional courses from any of the four categories above or from the following  
MATH A490A Special Topics in Pure Mathematics  
MATH A490B Special Topics in Applied Mathematics  
MATH A495 Mathematics Practicum  
MATH A498 Individual Research  
Total Credits 48-49

Traditional Option

MATH A302 Ordinary Differential Equations 3  
MATH A321 Analysis of Several Variables 3  
MATH A324 Advanced Calculus 3  
MATH A410 Introduction to Complex Analysis 3  
or MATH A422 Partial Differential Equations  
Select three of the following:  
MATH A305 Introduction to Geometries  
MATH A306 Discrete Methods  
MATH A371 Stochastic Processes  
MATH A407 Mathematical Statistics I  
MATH A408 Mathematical Statistics II  
MATH A410 Introduction to Complex Analysis  
MATH A420 History of Mathematics  
MATH A422 Partial Differential Equations
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<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH A426</td>
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<tr>
<td>MATH A430</td>
<td>Concepts of Topology</td>
<td></td>
</tr>
<tr>
<td>MATH A490A</td>
<td>Selected Topics in Pure Mathematics</td>
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<td>MATH A490B</td>
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<td>Multivariate Statistics</td>
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**Total Credits:** 21

**Secondary Teaching Preparation Option**

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<td>Discrete Methods</td>
<td>3</td>
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<tr>
<td>MATH A420</td>
<td>History of Mathematics</td>
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Select two of the following: 6

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<td>Partial Differential Equations</td>
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<td>MATH A430</td>
<td>Concepts of Topology</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<tr>
<td>Intro to Social Welfare</td>
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<th>7. Type of Course</th>
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<td>□ Non-credit</td>
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<td>□ CEU</td>
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<td>□ Professional Development</td>
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<th>8. Type of Action:</th>
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<th>10. Grading Basis</th>
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<tbody>
<tr>
<td>□ A-F</td>
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<td>□ P/NP</td>
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<td>□ NG</td>
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<th>11. Implementation Date</th>
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<td>To: Fall/9999</td>
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<th>12. □ Cross Listed with</th>
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</thead>
<tbody>
<tr>
<td>□ Stacked with</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Initiative Name (typed): Kathi Trawver</th>
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<tbody>
<tr>
<td>Initiator Signed initials: ____________</td>
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<table>
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<tr>
<th>13b. Coordination Email</th>
<th>Date: 11/19/14</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>
</tbody>
</table>

<table>
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<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 11/19/14</th>
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<tr>
<td>Initiator Name (typed): Kathi Trawver</td>
<td></td>
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<tr>
<td>Initiator Signed initials: ____________</td>
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</table>

14. General Education Requirement

Mark appropriate box:

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<tr>
<th>□ Oral Communication</th>
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<tbody>
<tr>
<td>□ Written Communication</td>
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<tr>
<td>□ Quantitative Skills</td>
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<tr>
<td>□ Humanities</td>
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<td>□ Fine Arts</td>
</tr>
<tr>
<td>□ Social Sciences</td>
</tr>
<tr>
<td>□ Natural Sciences</td>
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<tr>
<td>□ Integrative Capstone</td>
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</tbody>
</table>

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

Analyzes social inequality and American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social, and economic—explicit and implicit in social welfare provisioning. Develops understanding of social welfare problems and solutions.

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

SOC A101 with minimum grade of C

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

None

16c. Other Restriction(s)

| □ College |
| □ Major |
| □ Class |
| □ Level |

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

None

17. □ Mark if course has fees

18. □ Mark if course is a selected topic course

19. Justification for Action

Update CCG for compliance with revised accreditation requirements and remove cross listed status with HUMS A106.
I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A106
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Introduction to Social Welfare
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Analyzes social inequality and American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social, and economic—explicit and implicit in social welfare provisioning. Develops an understanding of social welfare problems and solutions.

L. Course Prerequisites: SOC A101 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No
R. Course Attribute: Social Sciences GER

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Focus upon the historical evolution of mutual aid to those in need into the social welfare institution (system) that is currently in place in the United States.
   2. Provide students with theoretical models and frameworks for understanding the network of policies and programs, values and ethics, and legacies and directions of social welfare that impacts the well-being of society.
   3. Emphasize an understanding of underlying motivations that lead individuals, organizations, and governments to engage in social welfare activities and comprehension of the deep-seated societal attitudes that support and constrain these motivations.
4. Discuss the need and methods to empirically analyze the reciprocal relationships that exist between the major social institutions (e.g., family, religion, education, economic, political, social welfare) and their impact within and upon society.

5. Provide opportunities for students to evolve personal and professional policy identities in respect to contemporary society.

6. Trace the history of oppression in relation to specific groups (e.g., women, marginalized ethnic and racial groups, people with physical or intellectual impairments, sexual orientation), and how the social welfare system both seeks to eliminate and perpetuate oppression.

7. Explore predominant American values and assist students in understanding how those values affect their thinking and judgment regarding policy making and helping others.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>106.1 Trace the development of society’s response to providing for common human needs to the establishment of today’s social welfare institution in the United States.</td>
</tr>
<tr>
<td>106.2 (5a) Explain the impact of historical social welfare and economic policies on the present day provision of social services to those in need.</td>
</tr>
<tr>
<td>106.3 Examine the historical and evolutionary development of economic deprivation, discrimination, and oppression on present day provision of social welfare services to vulnerable populations.</td>
</tr>
<tr>
<td>106.4 Describe how the major societal institutions (e.g., economic, political, educational, religious, and family) have influenced the development of social welfare in the United States.</td>
</tr>
<tr>
<td>106.5 Examine historical and persistent issues (e.g., ethical, political, economic, and cultural) as they affect social policy and the provision of social welfare services.</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
IV. **Course Level Justification**

Students enter this course after having successfully completed SOC A101 Introduction to Sociology. The instructor draws upon what students have learned in SOC A101 as it relates to the study of social welfare.

V. **Topical Course Outline**

A. Understanding common human needs  
B. Societal functions  
C. Basic concepts of social welfare  
D. Social welfare and the need for a welfare state  
E. Political ideologies and their impact  
F. Basic values tied to U.S. society  
G. Moral issues in social welfare policy  
H. Vulnerable groups and oppression  
I. Theoretical and analytic frameworks for the study of social welfare  
J. The gradual evolution of the American social welfare institution  
   1. The beginnings: European inheritance  
   2. Elizabethan poor laws  
   3. The Colonial era  
   4. Early Republic  
   5. The Civil War  
   6. Industrialization  
   7. The Progressive era  
   8. The Depression  
   9. The New Deal  
   10. Institutionalizing the New Deal  
   11. The New Frontier  
   12. The Great Society  
   13. The Paradoxical era  
   14. The Conservative Counterrevolution  
   15. The Democrats return  
   16. Quest for realignment—George W. Bush  
   17. The return to Progressive Liberalism
18. The Great Recession
K. Manifestations of reluctance
   1. Social reforms
   2. The structure of the American social welfare state

VI. Suggested Texts

VII. Bibliography


Selected Social Welfare and Social Work History Internet links may be accessed at: [http://socialwork.uaa.alaska.edu/history.htm](http://socialwork.uaa.alaska.edu/history.htm)

*Considered a classic text.
## Course Action Request

**University of Alaska Anchorage**

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

---

### 1. School or College
- CH College of Health

### 2. Course Prefix
- SWK

### 3. Course Number
- A206

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

### 5. Credits/CEUs
- 3.0

### 6. Complete Course Title
- Introduction to Social Work

### 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

<table>
<thead>
<tr>
<th>Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
</tr>
</thead>
</table>

### 10. Implementation Date
- From: Fall/2015  To: Fall/9999

### 11. Cross Listed with  Stacked with

---

### 12. Cross Listed Coordination Signature

---

### 13a. Impacted Courses or Programs:

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Social Work</td>
<td>11/19/14</td>
<td>Kathi Trawver</td>
</tr>
<tr>
<td>Minor in Social Welfare Studies</td>
<td>11/19/14</td>
<td>Kathi Trawver</td>
</tr>
</tbody>
</table>

---

### 14. General Education Requirement

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

---

### 15. Course Description

Introduces the profession of social work and its fields of practice, roles, professional values and ethics, and guiding theories and perspectives. The profession's commitment to engaging diversity, serving at-risk populations, and advancing human rights and social/economic justice, especially within Alaska, is highlighted.

### 16a. Course Prerequisite(s)
- None

### 16b. Co-requisite(s)
- None

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

### 16d. Registration Restriction(s)
- None

### 17. Mark if course has fees

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

---

### 19. Justification for Action

Update CCG for compliance with revised accreditation requirements.

---

### Initiator Name (typed):
- Kathi Trawver

### Initiator Signed Initials:

### Date:

---

### Dean/Director of School/College Approval
- ☑ Approved  ☐ Disapproved

### Department Chair Approval
- ☑ Approved  ☐ Disapproved

### Provost or Designee Approval
- ☑ Approved  ☐ Disapproved
University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A206
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Introduction to Social Work
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Introduces the profession of social work and its fields of practice, roles, professional values and ethics, and guiding theories and perspectives. The profession’s commitment to engaging diversity, serving at-risk populations, and advancing human rights and social/economic justice, especially within Alaska, is highlighted.

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

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
1. Provide students with clear descriptions of the purposes and functions of generalist social work practice.
2. Introduce professional roles for generalist social work practice including advocate, broker, case manager/care coordinator, counselor, group worker, and teacher/trainer.
3. Present theoretical, practice frameworks, and perspectives of generalist social work practice including the planned change (PCP) and evidence-based (EBP) practice process.
4. Familiarize students with the National Association of Social Workers (NASW) Code of Ethics, professional values, and standards for social work practice.
5. Emphasize the importance of difference/diversity in social work practice.
6. Describe compelling social issues facing Alaskans and their impact on social
work practice and services.

7. Assist students in identifying specific programs and services available to client systems in meeting their health and social welfare needs.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Assessment Measures</strong></td>
</tr>
<tr>
<td>206.1 Describe generalist social work practice and its standards, professional roles (including advocate, broker, case manager/care coordinator, counselor, group worker, and teacher/trainer) and areas of practice.</td>
<td>Generalist social work, standards, roles, and areas of practice assignment(s)</td>
</tr>
<tr>
<td>206.2 Describe generalist social work practice and its history, standards, professional roles, and areas of practice.</td>
<td>Generalist social work history, standards, roles, and areas of practice assignment(s)</td>
</tr>
<tr>
<td>206.3 Recognize major theories, perspectives (e.g., empowerment, strengths, and diversity-sensitive), and frameworks (i.e., planned-change (PCP) and evidence-based practice (EBP) processes) utilized in generalist social work practice.</td>
<td>Theory and practice frameworks assignments</td>
</tr>
<tr>
<td>206.4 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.</td>
<td>Ethical decision-making process assignment</td>
</tr>
<tr>
<td>206.5 (1b) Engage in reflection and self-regulation of personal beliefs and values to maintain professionalism in practice.</td>
<td>Values assignment</td>
</tr>
<tr>
<td>206.6 (2a) Recognize the importance of difference and diversity in shaping life experiences in social work practice at micro and macro levels.</td>
<td>Diversity assignment</td>
</tr>
<tr>
<td>206.7 (2d) Identify compelling social issues facing Alaskans and their impact on social work practice and services.</td>
<td>Alaskan issues assignment</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This is the first of six required courses in the practice sequence in the Bachelor of Social Work program. It is the introductory course to the profession of social work.

V. Topical Course Outline
A. Introduction to the social work profession
   1. Social work education accreditation and practice competencies
   2. Professional standards
      a. Licensing
      b. Professional certifications
      c. NASW and other professional standards
      d. Laws and regulations
   3. Social work practice client systems: individuals, groups, families, organizations, and communities
   4. Social work’s professional commitment to engaging diversity, human rights, and social, economic, and environmental justice
B. Social work values and ethics in practice
   1. Professional values and the NASW Code of Ethics
   2. Ethical decision-making
C. Essential theories, models, and perspectives utilized in professional generalist social work practice
   1. Ecosystems theory/systems perspective
   2. Strengths perspective
   3. Empowerment
   4. Overview of major practice theories
   5. Planned-change process
   6. Evidence-based practice process
D. Generalist social work practice, professional roles, areas of practice, and service delivery systems
   1. Generalist social work practice
   2. Professional roles (including advocate, broker, case manager/care coordinator, counselor, group worker, and teacher/trainer)
   3. Professional boundaries
   4. Generalist social work areas of practice
      a. Poverty/public welfare
      b. Family and child services
      c. Health care
      d. Disability services
      e. Juvenile/adult corrections and justice
      f. Aging
VI. Signature Assignment:
Ethical Decision-Making Process: Students in this course are required to document the use of an ethical decision-making model to determine a course of action in a real or hypothetical case.

VII. Suggested Texts


VIII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</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 (Lecture + Lab)</th>
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<tr>
<td>SWK</td>
<td>A243</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity and Community Service Learning</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
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<tbody>
<tr>
<td>☑ Academic</td>
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<table>
<thead>
<tr>
<th>8. Type of Action:</th>
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<tbody>
<tr>
<td>☑ Add</td>
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If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Other Restrictions
- Class
- Level
- College
- Other

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
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<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Fall/2015</td>
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<table>
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<tr>
<th>12.</th>
<th>Cross Listed with</th>
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<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiated Name (typed): Kathi Trawver</th>
<th>Initiator Signed Initials: _______</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 11/19/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv:</td>
<td><a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on the intersection of multiple dimensions of difference and their relationship to oppression and privilege. Concepts introduced in the class will be applied to students' interactions with clients of community-based partner organizations as part of a required service learning component.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<tbody>
<tr>
<td>Engl A111</td>
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<table>
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<tr>
<th>16b. Co-requisite(s) (concurrent enrollment required)</th>
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<tr>
<th>16c. Other Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<tbody>
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<td>College</td>
<td>Major</td>
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| 17. | Mark if course has fees |
| 18. | Mark if course is a selected topic course |

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update CCG for compliance with revised accreditation requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Kathi Trawver</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Approved</td>
<td>Disapproved</td>
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<table>
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<th>Dean/Director of School/College</th>
<th>Date</th>
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<tr>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
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<tr>
<th>Provost or Designee</th>
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</table>

252
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A243
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Cultural Diversity and Community Service Learning
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Focuses on the intersection of multiple dimensions of difference and their relationship to oppression and privilege. Concepts introduced in the class will be applied to students’ interactions with clients of community-based partner organizations as part of a required 20-hour service learning component.
L. Course Prerequisites: ENGL A111 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No
R. Course Attribute: Social Sciences GER

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
1. Propose working definitions of key concepts related to diversity.
2. Examine the history and sources of oppression, marginalization, privilege, and power in the U.S.
3. Introduce conceptual and analytic frameworks from the social sciences for thinking about those key concepts, with particular attention to social-structural factors.
4. Present a central social issue/problem and organize one or more community service learning projects that will ground the conceptual material in the empirical world (i.e., real people’s lives).
5. Engage students as learners who reflect on the interaction between individuals and society in the particular context of the service learning project and social problem area.

6. Guide students in testing their own and others’ personal biases, values, and ideas about social phenomena, particularly as related to the service learning project and population.

7. Emphasize diversity and discrimination as civic/citizenship issues, not just professional issues.

8. Describe the unique needs and experiences of Alaskans with special emphasis on Alaska Natives.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>243.1 Critically examine the extent to which a culture’s structures and values may discriminate, oppress, marginalize, alienate, or create or enhance privilege and power; distinguish between empirical and non-empirical claims regarding how the examples are defined as discriminatory and/or oppressive.</td>
</tr>
<tr>
<td>243.2 Utilize theory and conceptual frameworks to guide examination of the complexities of the service learning social issue to better understanding interpersonal, group, cultural, political, and economic dynamics for practice.</td>
</tr>
<tr>
<td>243.3 Integrate knowledge from different social science disciplines.</td>
</tr>
<tr>
<td>243.4 Demonstrate an enhanced sense of civic responsibility.</td>
</tr>
<tr>
<td>243.5 (1b &amp; 2c) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
</tr>
</tbody>
</table>

---

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
243.6 (2a) Communicate understanding of the importance of diversity and difference\(^2\) in shaping life experiences in practice at the micro and macro levels.

Diversity and life experience assignment (linked to service activities)

243.7 (2b) Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Engaging diversity assignment (linked to service activities)

243.8 (2d) Respond to the unique needs and experiences of Alaskans with special emphasis on Alaska Natives.

Responsiveness assignment (linked to service activities)

IV. Course Level Justification

This course introduces material that is relevant to all students at a level that requires no previous substantive knowledge but does require more participation and analysis than a 100-level survey course. It requires basic writing skills for the extensive reflection assignments that connect the service activities to the academic content.

V. Topical Course Outline

A. Introduction of the social problem(s) around which the service activities will be organized

B. Difference and diversity as mechanisms of oppression, privilege and power

C. “-isms” and how they intersect
   1. Race and racism
   2. Social class and inequality
   3. Disability and ableism
   4. Ethnicity, immigration, and nationalism
   5. Culture
   6. Sex, gender and sexism
   7. Gender identity and expression
   8. Political ideology
   9. Age and ageism
   10. Religion, spirituality, and religious discrimination
   11. Sexual orientation, homophobia, and heterosexism
   12. Rural and urban as dimensions of difference and inequality

D. Focus on Alaska and Alaska Natives

E. Focus on the influence of multiple social systems on diversity: family, small groups, organizations, and communities

F. Focus on selected social institutions as sites of inequality, such as work, family, health, social welfare, education

\(^2\) Dimensions of diversity and difference are understood as the intersectionality of multiple factors including but not limited to: age class, color, culture, (dis)ability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation.
VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 2. Engage Diversity and Difference in Practice will be measured in SWK A243.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 2. Engage Diversity and Difference in Practice. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Texts

VIII. Bibliography


**Considered classic texts.
1. School or College
   CH College of Health

2. Course Prefix
   SWK

3. Course Number
   A330

4. Previous Course Prefix & Number
   N/A

5. Credits/CEUs
   4.0

6. Complete Course Title
   Social Work Practice with Individuals

7. Type of Course
   ☒ Academic

8. Type of Action:
   ☒ Add

9. Repeat Status No
   # of Repeats
   Max Credits

10. Grading Basis
    ☒ A-F

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

12. Cross Listed with
    ☐ Stacked with

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

14. Course Description
    (suggested length 20 to 50 words)
    Develops generalist social work practice knowledge and skills for implementing the planned change process with individuals. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska. Course includes both lecture and a relationship-building/interviewing skills lab.

16a. Course Prerequisite(s)
    (list prefix and number or test code and score)
    SWK A206 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
    Update CCG for compliance with revised accreditation requirements.

Initiator Name (typed): Kathi Trawver
Initiator Signed Initials: _________  Date:________________

Initiator (faculty only)  Date
Kathi Trawver

Approved
Disapproved

Dean/Director of School/College  Date

Approved
Disapproved

Undergraduate/Graduate Academic  Date

Approved
Disapproved

Board Chair

Approved
Disapproved

Provost or Designee  Date
I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A330
D. Number of Credits: 4.0 Credits
E. Contact Hours: 3+2
F. Course Program: Bachelor of Social Work
G. Course Title: Social Work Practice with Individuals
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Develops generalist social work practice knowledge and skills for implementing the planned change process with individuals. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska. Course includes both lecture and a relationship-building/interviewing skills lab.

L. Course Prerequisites: SWK A206 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
1. Describe the generalist social work practice model and common roles (e.g., advocate, counselor, broker, case manager/care coordinator, teacher/trainer, and discharge planner), functions, and professional boundaries when working with individuals.
2. Guide students in developing a professional identity and assuming professional responsibilities.
3. Introduce students to social work practice theories and perspectives guiding services and interventions with individuals.
4. Describe the planned change and evidence-based practice processes with individuals.
5. Reinforce the use of the National Association of Social Workers (NASW) Code of Ethics and additional codes of ethics as appropriate to
the context, laws, and regulations to guide ethical decision-making with individuals.
6. Discuss the impact of power, privilege, and intersecting dimensions of difference such as race, gender, and sexual orientation on practice with individuals.
7. Help students develop reflection and self-regulation based on feedback from peers and the instructor regarding the strengths and limitations of their practice skills.
8. Identify the specific health, behavioral health, and social service needs of Alaskans.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>330.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice with individuals (i.e., advocate, broker, case manager/care coordinator, counselor, and discharge planner).</td>
</tr>
<tr>
<td>330.2 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when working with individuals.</td>
</tr>
<tr>
<td>330.3 (1b) Practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations with individuals.</td>
</tr>
<tr>
<td>330.4 (2a) Utilize their understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse individuals.</td>
</tr>
<tr>
<td>330.5 (2b) Engage diversity and difference in practice by presenting themselves as leaners and engaging clients as experts of their own experiences.</td>
</tr>
</tbody>
</table>

\(^1\) Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>330.6.(2c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems.</td>
<td>Self-awareness and self-regulation assignment Recorded interviews</td>
</tr>
<tr>
<td>330.7 (2d) Examine the specific health, behavioral health, and social service needs of Alaskans.</td>
<td>Context assignment Recorded interviews</td>
</tr>
<tr>
<td>330.8 (4c) Apply the evidence-based practice (EBP) process to utilize research findings to inform and improve practice and service delivery with individuals.</td>
<td>EBP with individuals assignment Exam Recorded interviews</td>
</tr>
<tr>
<td>330.9 (6a-b) Engage individual clients in the planned change process.</td>
<td>Recorded interviews Exam</td>
</tr>
<tr>
<td>330.10 (7a-d) Assess clients’ needs in the planned change process.</td>
<td>Planned change assignment Recorded interviews</td>
</tr>
<tr>
<td>330.11 (8a-e) Intervene with clients in the planned change process.</td>
<td>Planned change assignment Recorded interviews</td>
</tr>
<tr>
<td>330.12 (9a-c) Evaluate practice with individuals in the planned change process.</td>
<td>Planned change assignment Recorded interviews</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
This is the second of six required courses in the practice sequence. This course builds and expands upon content introduced in SWK A206 Introduction to Social Work.

V. Topical Course Outline
A. Professional generalist social work roles with individuals
   1. Advocate
   2. Broker
   3. Case manager/care coordinator
   4. Counselor
   5. Teacher/trainer
   6. Discharge planner
B. Professional boundaries and behaviors
C. Use of supervision and consultation in social work practice
D. Practice principles, perspectives, theories, and models for social work practice with individuals including, but not limited to the following:
   1. Practice principles
      a. Do no harm
      b. Client self-determination
      c. Empowerment
   2. Perspectives
      a. Generalist
b. Ecosystems
c. Strengths
d. Diversity
e. Feminist

3. Theory
   a. Behavioral
   b. Cognitive-behavioral
   c. Person-centered
   d. Psychodynamic theories

4. Models
   a. Crisis intervention
   b. Solution-focused
   c. Stages of change
   d. Motivational enhancement
   e. Task-centered models

E. Relationship building and interpersonal communication skills
   1. Create an effective helping relationship
   2. Therapeutic or working alliance
   3. Enhance client motivation
   4. Verbal and non-verbal communication

F. The evidence-based practice process with individuals

G. The planned change process with individuals
   1. Engage with individual clients
      a. Applying knowledge of human behavior in the social environment (HBSE)
      b. Use empathy, self-regulation, and interpersonal skills to engage diverse clients
   2. Assess client needs
      a. Collect, organize, critically analyze, and interpret information
      b. Apply knowledge of HBSE, person-in-environment (PIE), and other multidisciplinary theoretical frameworks
      c. Develop mutually agreed-upon intervention goals and objectives
      d. Select appropriate intervention strategies
   3. Intervene with clients
      a. Implement interventions to achieve practice goals
      b. Apply knowledge of HBSE, PIE, and other multidisciplinary frameworks
      c. Use of inter-professional collaboration as appropriate
      d. Negotiate, mediate, and advocate on behalf of clients
      e. Facilitate effective transitions and endings
   4. Evaluate practice outcomes with individuals
      a. Select and utilize appropriate evaluation strategies
      b. Critically analyze, monitor, and evaluate interventions
      c. Apply evaluation findings to improve practice effectiveness

H. Ethical generalist social work practice with individuals
   1. National Association of Social Workers Code of Ethics
   2. Additional codes of ethics as appropriate to the context
   3. Laws and regulations relevant to practice with individuals
4. Ethical decision-making models with individuals

I. Diversity
   1. Cultural humility
   2. Cultural sensitivity
   3. Culturally competent practice

J. Apply planned change with vulnerable groups
K. Client context
L. Explore health, behavioral health, and other social issues facing individuals in Alaska and innovations in services and interventions

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 6. Engaging with Clients will be measured in SWK A330.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 6. Engaging with Clients. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VI. Suggested Texts

VII. Bibliography


1a. School or College  
CH College of Health  
1b. Division  
ASWK Division of Social Work  
1c. Department  
BSWK

2. Course Prefix  
SWK  
3. Course Number  
A331

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3.0

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

6. Complete Course Title  
Social Work Practice with Organizations and Communities

Organizations and Communities
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  ☑ Credits  ☑ Contact Hours  ☑ Grading Basis  ☑ Course Description  ☑ Course Prerequisites  ☑ Test Score Prerequisites  ☐ Co-requisites  ☐ Other Restrictions  
☐ Class  ☑ Level  ☑ College  ☑ Major  ☑ Registration Restrictions  
☐ General Education Requirement  ☑ Other Update CCG (please specify)

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

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

11. Implementation Date  
From: Fall/2015  To: Fall/1999

12. ☑ Cross Listed with  ☑ Stacked with

Cross-Listed Coordination Signature

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Social Work</td>
<td>11/19/14</td>
<td>Kathi Trawver</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kathi Trawver  
Initiator Signed Initials: _________  Date:________________

13b. Coordination Email  
Date: 11/19/14  
submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

13c. Coordination with Library Liaison  
Date: 11/19/14

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)
Develops generalist social work practice knowledge and skills in implementing the planned change process with organizations and communities. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska.

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
SWK A430 with minimum grade of C

16b. Co-requisite(s) (concurent enrollment required)  
SWK A495b

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  
Update CCG for compliance with accreditation requirements.

Initiator (faculty only)  
Kathi Trawver  
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

205
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A331
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Social Work Practice with Organizations and Communities
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Develops generalist social work practice knowledge and skills in implementing the planned change process with organizations and communities. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska.
L. Course Prerequisites: SWK A430 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: SWK A495B
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
1. Prepare-students for generalist practice roles associated with organizational and community practice (e.g., advocate, community organizer, educator/trainer, and evaluator)
2. Apply the use of the planned change and evidence-based practice processes with organizations and communities.
3. Introduce students to social work practice theories, perspectives, and models guiding services and interventions with organizations and communities.
4. Guide students in developing a professional identity and assuming professional responsibilities with organizations and communities.
5. Impress upon students the necessity of adhering to the National Association of Social Workers (NASW) Code of Ethics as a sound guide
to ethical decision-making as well as laws and regulations involved in social work practice with organizations and communities.

6. Discuss the impact of power, privilege, and intersecting dimensions of difference such as race, class, gender, and sexual orientation on practice with organizations and communities.

7. Help students develop reflection and self-correction skills based on feedback from peers and the instructor regarding the strengths and limitations of the students’ practice skills.

8. Identify social service strengths, needs, and challenges of Alaskan organizations and communities.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>331.1 Identify generalist social work roles (e.g., advocate, community organizer, educator/trainer, evaluator) and professional boundaries applicable to professional practice with organizations and communities.</td>
<td>Organizational and community roles assignment</td>
</tr>
<tr>
<td>331.2 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context when working with organizations and communities.</td>
<td>Organizational and community ethical decision-making assignment</td>
</tr>
<tr>
<td>331.3 (1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice with organizations and communities.</td>
<td>Organizational and community reflection and values clarification assignment</td>
</tr>
<tr>
<td>331.4 (2a-c) Respond to diversity and inequality in practice with organizations and communities that advances human rights and social, economic and environmental justice.</td>
<td>Diversity assignment</td>
</tr>
<tr>
<td>331.5 (2d) Address the specific needs of Alaskan organizations and communities.</td>
<td>Alaskan context assignment</td>
</tr>
<tr>
<td>331.6 (3a-b) Identify advocacy practices that advance human rights and social, economic, and environmental justice (HR&amp;SEEJ) in organizations and communities.</td>
<td>HR&amp;SEEJ assignment</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>331.7 (4c) Use research findings to inform and improve practice with organizations and communities.</td>
<td>Evidence based practice assignment</td>
</tr>
<tr>
<td>331.8 (5a) Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>Case studies</td>
</tr>
<tr>
<td>331.9 (6a, 7b, 8b) Apply key social work theories and perspectives, including planned change and the evidence-based practice process, to organizational and community practice.</td>
<td>Theoretical frameworks assignment</td>
</tr>
<tr>
<td>331.10 (6a-b) Engage organizations and communities in the planned change process.</td>
<td>Planned change assignment</td>
</tr>
<tr>
<td>331.11 (7a-d) Assess organizations’ and communities’ needs in the planned change process.</td>
<td>Planned change assignment</td>
</tr>
<tr>
<td>331.12 (8a-e) Intervene with organizations and communities in the planned change process.</td>
<td>Planned change assignment</td>
</tr>
<tr>
<td>331.13 (9a-c) Evaluate practice with organizations and communities in the planned change process.</td>
<td>Planned change assignment</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

This is the sixth of six required courses in the practice sequence building upon prior coursework. The course builds upon prior coursework with the application and integration of concepts, methods, and vocabulary of social work practice.

### V. Topical Course Outline

A. Macro practice: An introduction
1. Historical roots of macro practice
2. Challenges of macro social work
3. Spectrum of macro social work
4. Professional values and ethical issues in macro practice
5. NASW and other codes, laws, and regulations as they relate to practice with communities and organizations
6. Ethical decision-making process
7. Interdisciplinary collaboration in macro practice
8. Diverse client groups in macro practice

B. Professional generalist social work roles (e.g., advocate, community organizer, educator/trainer, and evaluator) with communities and organizations
1. Advocate for human rights, and social, economic, and environmental justice
2. Engage in practices that advance social, economic, and environmental justice

C. Understand problems and populations
   1. Understand community and organizational problems
   2. Understand populations
   3. Evaluate the impact of social welfare and economic policies on social work practice with organizations and communities

D. Macro planned change process
   1. Prepare for macro-level interventions
   2. Engagement
   3. Assessment
   4. Planning
   5. Tactical evaluation and selection of interventions and services
   6. Implement interventions and services
   7. Monitor and evaluate social work services

E. Organizational change
   1. Understand organizations
   2. Analyze social service organizations
   3. Organizational change theories, models, and perspectives (e.g., contingency theory, levels of organizational change)
   4. Organization contexts (e.g., rural, Alaska, international)

F. Community change
   1. Understand communities
   2. Community social service systems
   3. Theories, models, perspectives, and methods of community organization practice (e.g., coalition model, social networks)
   4. Community organizing with diverse populations and contexts (e.g., rural, Alaska, international)
   5. Organize for power and empowerment

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 9. Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities will be measured in SWK A331.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 9. Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.
VII. Suggested Text

VIII. Bibliography
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK</td>
<td>A342</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title

Human Behavior in the Social Environment

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
</tr>
</tbody>
</table>

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

If a change, mark appropriate boxes:

- ☑ Prefix
- ☐ Credits
- ☑ Title
- ☐ Grading Basis
- ☑ Course Description
- ☐ Test Score Prerequisites
- ☐ Other Restrictions
- ☑ 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: Fall/2015 To: Fall/9999

12. ☐ Cross Listed with

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

Indicate if course has fees ☑

course is a selected topic course ☐

Initiator Name (typed): Kathi Trawver
Initiator Signed Initials: _________ Date: __________________

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

Date: 11/19/14

13c. Coordination with Library Liaison Date: 11/19/14

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)

Uses a multidimensional framework to assess the biological, psychological, social, cultural, and spiritual dimensions of human behavior across the lifespan. Applies theories and perspectives to understand the behavior of individuals, families, groups, organizations, and communities and to guide practice with client systems.

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

[PSY A150 and (BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS 201)] 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 is a selected topic course

18. ☑ Mark if course has fees

19. Justification for Action

Update CCG for compliance with accreditation requirements.

Initiator (faculty only) Date

Kathi Trawver
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  
College of Health  
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: School of Social Work  
B. Course Subject: SWK  
C. Course Number: A342  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+0  
F. Course Program: Bachelor of Social Work  
G. Course Title: Human Behavior in the Social Environment  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Uses a multidimensional framework to assess the biological, psychological, social, cultural, and spiritual dimensions of human behavior across the lifespan. Applies theories and perspectives to understand the behavior of individuals, families, groups, organizations, and communities and to guide practice with client systems.

L. Course Prerequisites: [PSY A150 and (BIOL A102 or BIOL A111 or BIOL A112 or BIOL A115 or BIOL A116 or LSIS A102 or LSIS 201)] with minimum grade of C

M. Test Scores: N/A

N. Course Co-requisites: N/A

O. Other Restrictions: N/A

P. Registration Restrictions: N/A

Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Create a safe learning environment for students to engage in self-reflection and difficult dialogue on a range of challenging social issues.
   2. Identify biological, psychological, social, cultural, and spiritual processes of human growth and development across the lifespan.
   3. Identify theories and perspectives within the biological, psychological, social, cultural, and spiritual dimensions that are central to understanding human behavior when working with individuals, families, groups, organizations, and communities.
   4. Highlight the reciprocal and interrelated nature of cultural, social, political, and economic forces on human behavior in the social environment.
   5. Introduce social work perspectives and social science theories to understand
the cultural uniqueness, status, history, needs, problems, strengths, and resources of the people of Alaska.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures*</th>
</tr>
</thead>
<tbody>
<tr>
<td>342.1 Apply theories and perspectives to guide practice with individuals, families, groups, organizations, and communities.</td>
<td>Application of theory, perspectives, and research findings to practice assignment</td>
</tr>
<tr>
<td>342.2 Analyze the reciprocal and interrelated nature of cultural, social, political, and economic forces on human behavior in the social environment.</td>
<td>Influence of social systems on development/functioning assignment</td>
</tr>
<tr>
<td>342.3 Understand the dynamics and consequences of socially structured oppression and privilege on human development and functioning.</td>
<td>Impact of discrimination and oppression on development/functioning assignment</td>
</tr>
<tr>
<td>342.4 (2a) Apply and communicate the importance of diversity and difference (e.g., ethnicity, culture, gender, sexual orientation, class, disability) in shaping life experiences in practice at the micro and macro levels.</td>
<td>Influence of diversity on development/functioning assignment</td>
</tr>
<tr>
<td>342.5 (2c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>Self-reflection assignment</td>
</tr>
<tr>
<td>342.6 (2d) Integrate and apply theoretical perspectives to understand the unique experiences of individuals, families, groups, organizations and communities in Alaska.</td>
<td>Applicability of theories in understanding and practicing within Alaskan context assignment</td>
</tr>
<tr>
<td>342.7 (4c) Use and translate research findings to inform and improve practice, policy, and service delivery.</td>
<td>Application of theory, perspectives, and research findings to practice assignment</td>
</tr>
<tr>
<td>342.8 (6a) Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.</td>
<td>Application of theory, perspectives, and research findings to practice assignment</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
IV. **Course Level Justification**

BSW students take this course during their junior year, building on prior liberal arts course work.

V. **Topical Course Outline**

A. Role of social scientific knowledge and theory in understanding the biological, social, cultural, psychological, and spiritual dimensions of human behavior.

B. Multiple dimensions of human behavior:
   1. Biological dimension: biophysical growth and development
      a. The brain;
      b. The nervous system
   2. Psychological dimension: information processing
      a. Communication
      b. Attitudes
      c. Emotions
   3. Social dimension:
      a. Families, groups, communities, organizations and social institutions
      b. Culture, ethnicity, gender and sexual orientation
      c. Topics related to intolerance to difference (e.g. prejudice, oppression, privilege, discrimination, racism, sexism, homophobia, ableism)
   4. Spiritual dimension
      a. Spirituality
      b. Religion

C. Application of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks on the engagement, assessment, and interventions with clients and constituencies.
   1. Perspectives, including but not limited to:
      a. Ecological systems perspective (person-in-environment)
      b. Life course perspective
      c. Strengths perspective
      d. Empowerment approach
      e. Feminist perspective
      f. Social capital

### Questions

342.9 (7b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

<table>
<thead>
<tr>
<th>342.9 (7b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</th>
<th>Ecomap</th>
</tr>
</thead>
<tbody>
<tr>
<td>342.10 (8b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>Application of theory, perspectives, and research findings to practice assignment</td>
</tr>
</tbody>
</table>
2. Theories, including but not limited to:
   a. Biological theories (e.g., evolutionary theory)
   b. Psychological theories (e.g., psychodynamic theory, Erikson’s theory of psychosocial development; behavioral theory; social learning theory, Piaget’s theory of cognitive development)
   c. Social theories: (e.g., theories of identity development, gender identity development, ethnic identity development, moral development, attachment theory)

D. Biological, psychological, social, cultural, and spiritual dimensions of human behavior as they influence development across the lifespan (including strengths and risks):
   1. Pregnancy, birth, & the newborn
   2. Infancy
   3. Early childhood
   4. Middle childhood
   5. Adolescence
   6. Early adulthood
   7. Middle adulthood
   8. Late adulthood

E. Integrate and apply theoretical perspectives to understand the unique experiences of individuals, families, groups, and communities in Alaska.

VI. Signature assignment
This course requires students to complete an ecomap, identifying key social forces impacting human development and functioning.

VII. Suggested Text

VIII. Bibliography


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

1a. School or College
CH College of Health

1b. Division
ASWK Division of Social Work

1c. Department
BSWK

2. Course Prefix
SWK

3. Course Number
A406

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Social Welfare: Policies and Issues
Social Welfare Policies
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
☐ Text Score Prerequisites ☐ Co-requisites
☐ Other Restrictions ☐ Registration Restrictions ☐ General Education Requirement
☐ 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: Fall/2015 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.

Initiator Name (typed): Kathi Trawver
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 11/19/14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/19/14

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)
Prepares students to assess, analyze, formulate, and advocate for policies that advance social and economic justice and to collaborate with colleagues and clients to carry out effective policy action. Course is offered concurrent with the Alaska Legislature session.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
SWK A106 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)
Tier 1 GERs complete

17. ☐ Mark if course has fees None

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CCG for compliance with accreditation requirements.

Initiator (faculty only)
Kathi Trawver
Initiator (TYPE NAME) __________

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

☐ Approved ☐ Disapproved
Department Chair Date __________

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

☐ Approved ☐ Disapproved
Provost or Designee Date __________
University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request

A. School: School of Social Work
B. Course Subject: SWK
C. Course Number: A406
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Social Welfare: Policies and Issues
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Prepares students to assess, analyze, formulate, and advocate for policies that advance social and economic justice and to collaborate with colleagues and clients to carry out effective policy action. Course is offered concurrent with the Alaska Legislature session.

L. Course Prerequisites: SWK A106 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: Tier 1 GERs complete
Q. Course Fees: No
R. Course Attribute: GER Capstone

III. Instructional Goals and Student Outcomes

A. The instructor will:
   1. Communicate the importance of policy practice in generalist social work.
   2. Introduce students to a variety of models for use in social problem and policy analyses.
   3. Introduce students to the generalist social work roles of advocate and policy analyst.
   4. Describe the processes for policy formulation.
   5. Familiarize students with effective strategies for conducting policy advocacy that promotes social and economic justice.
   6. Draw attention to ethical issues, use of empirical knowledge, application of diversity, and implement them in the context of policy practice.
   7. Promote sustainable changes to improve the quality of social policies and services to meet the needs of Alaskans.
Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 406.1 Differentiate the generalist social work roles of advocate and policy analyst. | Policy brief  
Reaction papers |
| 406.2 (1a) Apply strategies of ethical reasoning to make ethical policy decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context to arrive at principled policy analysis, formulation, and advocacy. | Policy brief  
Policy in Alaska assignment  
Policy debates |
| 406.3 (1c) Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication. | Policy brief  
Policy in Alaska assignment  
Policy debates |
| 406.4 (2d) Apply knowledge of social welfare history and current social work practices to promote sustainable changes in service delivery and practice to improve the quality of social policies and services to meet the needs of Alaskans. | Policy brief  
Policy in Alaska assignment  
Internet assignment |
| 406.5 (3a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | Policy brief  
Policy in Alaska assignment |
| 406.6 (3b) Engage in policy practices that advance social, economic, and environmental justice. | Policy brief  
Policy in Alaska assignment  
Policy debates |
| 406.7 (4c) Use and translate research findings to inform and improve policy and service delivery. | Policy brief  
Policy in Alaska assignment  
Policy debates |
| 406.8 (5a) Assess how social welfare and economic policies impact the delivery of and access to social services. | Policy brief  
Policy in Alaska assignment |
| 406.9 (5b) Critically analyze and promote policies that advance human rights, | Policy brief  
Policy in Alaska assignment |

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
IV. Course Level Justification
Building on coursework completed in prior Tier I and Tier II GER courses and SWK A106 Introduction to Social Welfare, this policy course prepares students for policy practice, including analyzing and advocating for policy innovation and change.

V. Topical Course Outline
A. Nature and scope of social welfare policy
   1. Social welfare policy: What is it?
   2. Ideologies and U.S. version of the welfare state
   3. Advancing human rights, social, economic, and environmental justice
   4. Social policies within the historical context
   5. Globalization and international social welfare policy
   6. Policy models
   7. The policy making process
   8. Policy practice and the generalist social worker
   9. Social work values and ethics in policy practice
   10. The relationship between practice, research, and policy practice
   11. Policy and populations at risk
   12. Use of strengths, empowerment, planned change, and evidenced-based practice in policy practice
   13. The impact of social welfare and economic policies on the delivery of, and access to, social services
B. Creating the context for social policy analysis
   1. The nature of social problems
   2. Social problem analysis
   3. Historical context
   4. Judicial context
   5. Policy and program analysis
C. Policy formulation process
D. Ethics of policy practice
E. Policy advocacy
F. Social work policy practice in context
   1. Human rights, social, economic, and environmental injustice
   2. Social work and the political arena
   3. Social work and the private nonprofit and for-profit arenas
   4. Policy practice in Alaska
G. Selected analysis of social welfare policies, including but not limited to:
   1. Poverty policy
   2. Health care policy
   3. Family policy
   4. Criminal Justice policy
   5. Geriatric policy
   6. Native American and Alaska Native policy
VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 3. Advancing Human Rights & Social, Economic, and Environmental Justice and Generalist Competency 5. Engaging in Policy Practice will be measured in SWK A406.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in Generalist Competency 3. Advancing Human Rights & Social, Economic, and Environmental Justice and Generalist Competency 5. Engaging in Policy Practice. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video tape, etc.) that is collected and will be used to assess the achievement of the aforementioned competencies. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competencies being measured. See the BSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Text

VIII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK</td>
<td>A424</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**

Social Work Research

Social Work Research

Abbreviated Title for Transcript (30 character)  

7. **Type of Course**

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

8. **Type of Action:**

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

If a change, mark appropriate boxes:

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

9. **Repeat Status No**

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

10. **Grading Basis**

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

11. **Implementation Date**

- From: Fall/2015
- 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>
<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Social Work</td>
<td>11/19/14</td>
<td>Kathi Trawver</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Kathi Trawver  
Initiator Signed Initials: _________  
Date: __________________

13b. **Coordination Email**

Date: 11/19/14  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**

Date: 11/19/14

14. **General Education Requirement**

Mark appropriate box:

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

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

Introduces quantitative and qualitative research methods. Provides a foundation for evaluating and utilizing research findings to employ the evidence-based practice process, evaluate social work practice outcomes, and to improve social work services and service delivery.

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

- SWK A206 with minimum grade of C

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

N/A

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

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

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**

Update CCG for compliance with accreditation requirements.

Initiator (faculty only)  
Kathi Trawver  
Initiator Signed Initials: _________  
Date: __________________

Initiator (TYPE NAME)

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

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

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

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Date of Initiation: November 2014

II. Curriculum Action Request
   A. School: College of Health
   B. Course Subject: SWK
   C. Course Number: A424
   D. Number of Credits: 3.0 Credits
   E. Contact Hours: 3+0
   F. Course Program: Bachelor of Social Work
   G. Course Title: Social Work Research
   H. Grading Basis: A-F
   I. Implementation Date: Fall 2015
   J. Cross-listed/Stacked: N/A
   K. Course Description: Introduces quantitative and qualitative research methods. Provides a foundation for evaluating and utilizing research findings to employ the evidence-based practice process, evaluate social work practice outcomes, and to improve social work services and service delivery.
   L. Course Prerequisites: SWK A206 with minimum grade of C
   M. Test Scores: N/A
   N. Course Co-requisites: N/A
   O. Other Restrictions: N/A
   P. Registration Restrictions: N/A
   Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Instill an appreciation of the role of research in social work practice with emphasis on using empirically supported knowledge to engage in the evidence-based practice process.
      2. Explain the fundamentals of quantitative research methods, including problem formulation, research design, sampling, measurement, data collection, and data analysis.
      3. Explain the fundamentals of qualitative social science research methods, including problem formulation, research design, sampling, rigor, transparency, trustworthiness, data collection, and data analysis.
      4. Explore the strengths, limitations, and challenges of quantitative, qualitative, and mixed methods in social science research.
      5. Create an awareness of ethical issues in social work research with vulnerable populations, and present the National Association of Social Workers (NASW) Code of Ethics and additional ethical guidelines, laws and regulations for
evaluating, utilizing and engaging in research, especially within the context of Alaska.

6. Draw attention to bias and insensitivity related to gender and culture in research, especially within the context of Alaska, and the implications for the design, implementation, reporting, and utilization of research.

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

<table>
<thead>
<tr>
<th>Proposed Student Learning Outcomes and Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>424.1 Demonstrate the role of research consumer for informing social work practice.</td>
</tr>
<tr>
<td>424.2 (1a) Make ethical decisions by applying the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.</td>
</tr>
<tr>
<td>424.3 (2a &amp; 2d) Evaluate the impact of diversity, discrimination, and privilege in the design and conduct of research, especially within the context of Alaska.</td>
</tr>
<tr>
<td>424.4 (4a) Use practice experience and theory to inform scientific inquiry and research.</td>
</tr>
<tr>
<td>424.5 (4b) Engage in critical analysis of quantitative and qualitative research methods and findings.</td>
</tr>
<tr>
<td>424.6 (4c) Use and translate research findings to inform and improve practice, policy, and service delivery.</td>
</tr>
<tr>
<td>424.7 (9a) Use appropriate methods for evaluation of outcomes.</td>
</tr>
</tbody>
</table>

IV. **Course Level Justification**
This course builds on content presented in SWK A206 Introduction to Social Work. Students are required to critically analyze existing research and develop skills in research formulation and implementation.

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
V. **Topical Course Outline**

A. Research in generalist social work practice

B. Evidence-based practice (EBP)
   1. Overview of the EBP process
   2. Review the literature
   3. Computerized searches
   4. Critique relevant literature
   5. Evaluate selected interventions and/or services

C. Ethical conduct of research
   1. History of research on human subjects
   2. NASW Code of Ethics & research
   3. Guidelines for research on human subjects
   4. Conduct research with at-risk populations, especially in Alaska

D. Cultural sensitivity in social work research with a focus on research with Alaska Native communities
   1. Develop cultural sensitivity
   2. Recruit and retaining minority and oppressed populations
   3. Culturally competent measurement
   4. Alaska Federation of Natives guidelines for research
   5. Principles for the conduct of research in the Arctic

E. Problem/issue formulation
   1. Problem formation
   2. Literature review (contextualizing the question)
   3. Develop and refine the research question
   4. Match knowledge sought and what quantitative & qualitative designs can provide

F. Quantitative research designs
   1. Experimental research
   2. Quasi-experimental research
   3. Meta-analysis/systematic reviews
   4. Single subject design
   5. Survey research

G. Qualitative research designs
   1. Ethnography
   2. Case study
   3. Phenomenology
   4. Grounded theory
   5. Narrative

H. Issues in the research process
   1. Hypotheses
   2. Conceptually and operationally defining variables
   3. Levels of measurement
   4. Measurement reliability and validity
   5. Instruments and indexes
   6. Internal and external validity
   7. Rigor, credibility, reflexivity
I. Sampling
   1. Probability sampling
   2. Non-probability sampling
J. Data collection
   1. Administer surveys
   2. Conduct interviews
   3. Fieldwork
   4. Secondary data
   5. Feasibility issues
K. Data analysis
   1. Quantitative analysis
      a. Descriptive statistics
      b. Inferential statistics
   2. Qualitative analysis
   3. Dissemination: findings, discussion, and limitations

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 4. Engaging in Practice-informed Research and Research-informed Practice will be measured in SWK A424.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 4. Engaging in Practice-informed Research and Research-informed Practice. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment
Written Research/Literature Review: Students in this course are required to identify an intervention or service that has strong empirical support (a.k.a., best practice, empirically-supported, evidence based practice) for its effectiveness. The evidence, as found in a professional social work journal, will be summarized and critically analyzed for its alignment with the planned change process and use in practice with a selected vulnerable client group (APA required).

VIII. Suggested Texts
XI. Bibliography


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

1a. School or College
CH College of Health

1b. Division
ASWK Division of Social Work

1c. Department
BSWK

2. Course Prefix
SWK

3. Course Number
A429

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3.0

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

6. Complete Course Title
Trauma and Crisis Intervention in Social Work Practice

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Cross-Listed/Stacked
☐ Course Description
☐ Course Prerequisites
☐ Test Score Prerequisites
☐ Co-requisites
☐ Registration Restrictions
☐ General Education Requirement
☐ Class
☐ Level
☐ Major
☐ College
☐ (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/2015
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.

Impacted Program/Course
Date of Coordination
Chair/Coordinator Contacted

1. Bachelor of Social Work
11/19/14
Kathi Trawver

2.

3.

Initiator Name (typed): Kathi Trawver
Initiator Signed Initials: _________ Date:________________

13b. Coordination Email
Date: 11/19/14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 11/19/14

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

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

Presents the historical and theoretical basis of trauma and crisis intervention within the context of generalist social work practice. Prepares students to utilize empirically-supported approaches to engage, assess, intervene, and evaluate services with individuals, families, and communities experiencing trauma and crisis. Special vulnerabilities and ethical concerns for at-risk populations are examined.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
SWK A430 with minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)
SWK A495A

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
Course added for compliance with revised accreditation requirements.

Initiator (faculty only)
Initiator (TYPE NAME)
Kathi Trawver

☐ Approved
☐ Disapproved

Dean/Director of School/College

Date

Undergraduate/Graduate Academic Board Chair

Date

Provost or Designee

Date
I. Date of Initiation: November 2014

II. Curriculum Action Request
   A. School: College of Health
   B. Course Subject: SWK
   C. Course Number: A429
   D. Number of Credits: 3.0 Credits
   E. Contact Hours: 3+0
   F. Course Program: Bachelor of Social Work
   G. Course Title: Trauma and Crisis Intervention in Social Work Practice
   H. Grading Basis: A-F
   I. Implementation Date: Fall 2015
   J. Cross-listed/Stacked: No
   K. Course Description: Presents the historical and theoretical basis of trauma and crisis intervention within the context of generalist social work practice. Prepares students to utilize empirically-supported approaches to engage, assess, intervene, and evaluate services with individuals, families, and communities experiencing trauma and crisis. Special vulnerabilities and ethical concerns for at-risk populations are examined.
   L. Course Prerequisites: SWK A430 with minimum grade of C
   M. Test Scores: N/A
   N. Course Co-requisites: SWK A495A
   O. Other Restrictions: N/A
   P. Registration Restrictions: N/A
   Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Present an overview of trauma and crisis theories.
      2. Relate the history of trauma and crisis intervention and its use in current professional social work practice.
      3. Describe the ethical, legal, and other professional issues and responsibilities of trauma and crisis intervention.
      4. Present current models of trauma and crisis assessment and intervention within social work practice, utilizing the frameworks of the planned change and evidence-based practice processes.
      5. Address issues of diversity and difference when providing trauma and crisis intervention services within the context of professional social work practice.
      6. Incorporate trauma and crisis intervention content relevant to Alaska.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>429.1 Critique the history of trauma and crisis interventions as they relate to current generalist social work practice.</td>
</tr>
<tr>
<td>429.2 Compare and apply trauma and crisis theories and their relationship to models/perspectives of social work practice.</td>
</tr>
<tr>
<td>429.3 (1a) Make ethical decisions by applying the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.</td>
</tr>
<tr>
<td>429.4 (1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
</tr>
<tr>
<td>429.5 (1c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
</tr>
<tr>
<td>429.6 (2a) Assess the importance of diversity and difference on trauma and crisis experiences, responses, and adaptations at the micro and macro levels.</td>
</tr>
<tr>
<td>429.7 (2d) Analyze trauma and crisis as it occurs within the Alaskan context and propose appropriate responses.</td>
</tr>
<tr>
<td>429.8 (4c) Use and translate research findings to inform and improve trauma and crisis intervention practice and service delivery.</td>
</tr>
<tr>
<td>429.9 (6a-b) Formulate relevant strategies for engaging with clients and constituents to effectively respond to trauma, crises, and disaster.</td>
</tr>
<tr>
<td>429.10 (7a-d) Assess clients who are experiencing trauma and crisis.</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
### Student Learning Outcomes and Assessment Measures

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>429.11 (8a-e) Intervene with clients experiencing trauma and crisis.</td>
<td>Intervention assignments</td>
</tr>
<tr>
<td>429.12 (9a-c) Evaluate trauma and crisis-related interventions and service outcomes to improve practice effectiveness.</td>
<td>Evaluation of intervention and services assignment</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

This course is the fifth of six required practice courses in the BSW program. It builds on prior social work prerequisite coursework and focuses on developing social work knowledge and skills for practice with individuals, families, and communities experiencing crises and trauma.

### V. Topical Course Outline

A. Major components and assumptions of crisis and trauma theory
   1. Definitions of trauma and crisis
   2. Theories of trauma and crisis
      a. Crisis theory
      b. Systems theory
      c. Adaptation theory
      d. Interpersonal theory
      e. Applied crisis theory
      f. Developmental theory
      g. Attachment theory

B. History of crisis intervention
   1. Lindemann and the Coconut Grove fire
   2. Caplan’s model
   3. Posttraumatic stress

C. Models of crisis assessment, intervention, stabilization, and follow-up
   1. Robert’s model of crisis intervention
   2. Equilibrium model
   3. Cognitive model
   4. Psychosocial transition model
   5. Intervention models
   6. Mental health first aid
   7. Trauma informed care

D. Psychosocial stressors
   1. Trauma
   2. Suicidal ideation
   3. Sexual assault
   4. Domestic violence
   5. Community violence
   6. Substance use and misuse
   7. Mental health crises
   8. Grief and loss
9. Accidents
10. Natural disasters
E. Posttraumatic stress syndromes
F. Ethical and legal responsibilities
   1. Confidentiality
   2. Mandatory reporting
      a. Minors
      b. Vulnerable adults
   3. Duty to warn
   4. Duty to protect
   5. Legal interventions
      a. Involuntary civil commitment
      b. Domestic violence protective order
G. Diversity and difference in trauma and crisis
H. Alaskan context
   1. Historical trauma
   2. Culturally effective helping
   3. Multicultural perspectives on crisis intervention
   4. Natural disasters and climate change
I. Vicarious trauma and compassion fatigue

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 1. Demonstrating Ethical and Professional Behavior will be measured in SWK A429.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 1. Demonstrating Ethical and Professional Behavior. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment
Students in this course are required to complete empirically supported assessments of suicide, mental health, safety, and substance abuse utilizing a real or hypothetical case.

VIII. Suggested Texts
IX. Bibliography
National Child Traumatic Stress Network. Information available at www.nctsnet.org
**Course Action Request**

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>ASWK Division of Social Work</td>
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<td>SWK</td>
<td>A430</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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6. Complete Course Title
Social Work Practice with Families and Groups
Families and Groups
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Course Number
- [x] Credits
- [ ] Contact Hours
- [ ] Grading Basis
- [ ] Repeat Status
- [ ] Title
- [ ] Course Description
- [x] Cross-Listed/Stacked
- [ ] Test Score Prerequisites
- [x] Co-requisites
- [ ] Other Restrictions
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] College
- [ ] Major
- [x] Other Update CCG (please specify)

9. Repeat Status No

- [ ] # of Repeats
- [ ] Max Credits

10. Grading Basis

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

11. Implementation Date
    From: Fall/2015
    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](http://www.uaa.alaska.edu/governance).

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Initiator Name (typed): Kathi Trawver

Initiator Signed Initials: ___________________________ Date: __________________

13b. Coordination Email

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

Date: 11/19/14

13c. Coordination with Library Liaison

Date: 11/19/14

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)

Develops generalist social work practice knowledge and skills in implementing the planned change process with families and groups. Extends the use of evidence-based practice that is guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaskan families and groups.

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

SWK A330 with minimum grade of C

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

N/A

16c. Other Restriction(s)

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

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

Admission to the BSW program at the University of Alaska Anchorage

17. [ ] Mark if course has fees

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

19. Justification for Action

Update CCG for compliance with revised accreditation requirements

Initiator (faculty only) ___________________________ Date: __________________

Kathi Trawver

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: __________________

[Approved] [Disapproved] College/School Curriculum Committee Chair Date: __________________
I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A430
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Social Work Practice with Families and Groups
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Develops generalist social work practice knowledge and skills in implementing the planned change process with families and groups. Extends the use of evidence-based practice that is guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaskan families and groups.
L. Course Prerequisites: SWK A330 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: Admission to the BSW program at the University of Alaska Anchorage
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Adapt generalist social work practice roles (e.g., advocate, counselor, broker, teacher/trainer, and group worker), functions, and personal boundaries when working with families and groups.
   2. Motivate students in developing a professional identity and assuming professional responsibilities with families and groups.
   3. Introduce students to social work practice theories and perspectives guiding services and interventions for families and groups.
   4. Apply the planned change and evidence-based practice processes with families and groups.
   5. Demonstrate the application of the National Association of Social Workers (NASW) Code of Ethics and additional codes of ethics, laws,
and regulations as appropriate to the context to guide ethical decision-making.

6. Illustrate the impact of power, privilege, and intersecting dimensions of differences such as race, class, gender, and sexual orientation on practice with families and groups.

7. Mentor students in developing habits of self-reflection and self-correction based on feedback from peers and the instructor regarding the strengths and limitations of their practice skills.

8. Describe the specific health, behavioral health, and social service needs of Alaskan families and groups

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

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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>430.1 Identify generalist social work roles (e.g., advocate, counselor, broker, teacher/trainer, and group worker) and professional boundaries applicable to professional practice with families and groups.</td>
</tr>
<tr>
<td>430.2 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when working with families and groups.</td>
</tr>
<tr>
<td>430.3 (1b) Practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations with families and groups.</td>
</tr>
<tr>
<td>430.4 (2a-c) Respond to diversity and inequality in practice with families and groups to advance human rights and social, economic, and environmental justice.</td>
</tr>
<tr>
<td>430.5 (2d) Evaluate the specific health, behavioral health, and social service needs of Alaskan families and groups.</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
430.6 (4c) Employ the evidence-based practice (EBP) process to inform and improve practice and service delivery to families and groups.  
Case studies

430.7 (6a, 7b, 8b) Apply knowledge of human behavior and the social environment and practice context to social work practice with families and groups.  
Case studies

430.8 (6 a-b) Engage families and groups in the planned change process.  
Case studies

430.9 (7a-d) Assess families’ and groups’ needs in the planned change process.  
Case studies Genogram

430.10 (8a-e) Intervene with families and groups in the planned change process.  
Case studies

430.11 (9a-c) Evaluate practice with families and groups in the planned change process.  
Case studies

IV. Course Level Justification
This course is the third of six required practice courses in the BSW program building on prior liberal arts, prerequisites, and introductory social work course content.

V. Topical Course Outline
A. Professional generalist social work roles
   1. Social work roles with families (e.g., advocate, broker, case manager/care coordinator, counselor, teacher/trainer)
   2. Social work roles with groups (e.g., advocate, counselor, teacher/trainer, group worker)

B. Ethical social work practice with families and groups
   1. NASW Code of Ethics
   2. Ethical decision-making
   3. Additional codes of ethics as appropriate to context
   4. Laws and regulations relevant to practice with families and groups
   5. Professional boundaries and behaviors

C. Engage diversity in practice with families and groups

D. Advance human rights and social, economic, and environmental justice in practice with families and groups.

E. Practice theories, perspectives, and models for social work practice with families including, but not limited to:
   1. Systems
   2. Cognitive-behavioral
   3. Psychodynamic theories

F. Implement the evidence-based practice process with families
G. Practice theories, perspectives, and models for social work practice with groups including, but not limited to:
   1. Systems
   2. Cognitive-behavioral
   3. Psychodynamic
   4. Learning
H. Understand group dynamics and development
I. Types of groups (e.g., support, treatment, psycho-educational, socialization, task)
J. Implement the evidence-based practice process with families and groups
   1. Engage with families and groups
      a. Applying knowledge of human behavior in the social environment (HBSE)
      b. Use of empathy, self-regulation, and interpersonal skills to engage diverse families and groups
   2. Assess families and groups needs
      a. Collecting, organizing, critically analyzing and interpreting information
      b. Applying knowledge of HBSE, person-in-environment (PIE), and other multidisciplinary theoretical frameworks
      c. Developing mutually agreed-upon intervention goals and objectives
      d. Selecting appropriate intervention strategies
   3. Intervene with families and groups
      a. Implement interventions to achieve practice goals
      b. Apply knowledge of HBSE, PIE, and other multidisciplinary frameworks
      c. Using inter-professional collaboration as appropriate
      d. Negotiate, mediate, and advocate on behalf of clients
      e. Facilitate effective transitions and endings
   4. Evaluate practice outcomes with families and groups
      a. Select and use appropriate evaluation strategies
      b. Critically analyze, monitor, and evaluate interventions
      c. Apply evaluation findings to improve practice effectiveness
K. Context
   1. Explore the health, behavioral health, and other social issues facing families and groups in Alaska
   2. Innovations in services and interventions in Alaska

V. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 9. Intervening with Clients and Generalist Competency 10. Evaluate Practice with Clients will be measured in SWK A430.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 9. Intervening with Clients and Generalist
Competency 10. Evaluate Practice with Clients. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment
Students in this course are required to complete a genogram for use in assessing a real or hypothetical family case.

VIII. Suggested Texts

IX. Bibliography

### Course Action Request

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

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<tbody>
<tr>
<td>SWK</td>
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<td>3.0</td>
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<th>6. Complete Course Title</th>
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<tr>
<td>Social Work Practice IV: Integrative Capstone</td>
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**Abbreviated Title for Transcript (30 character)**

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<th>7. Type of Course</th>
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<tr>
<td>Academic</td>
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If a change, mark appropriate boxes:

- Prefix
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- Title
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- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Registration Restrictions
- General Education Requirement
- College
- Class
- Level
- Major
- Other (please specify)

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<th>9. Repeat Status No</th>
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Initiator Name (typed): Kathi Trawver  
Initiator Signed Initials: _________  
Date: __________________

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

13c. Coordination with Library Liaison  
Date: 11/19/14

14. General Education Requirement  
Mark appropriate box:

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

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

Recaps and expands upon the material in Social Work Practice I-III as well as other Social Work major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, evidence-based practice, ethics, and diversity in 21st century Alaska.

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

- SWK A430 and SWK A495A

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

- SWK A495B

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

Content integrated into existing BSW practice courses.

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Dean/Director of School/College  
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<td>A481</td>
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<tr>
<td>Case Management in Social Work Practice</td>
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<td>To: Fall/9999</td>
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<tr>
<td>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 <a href="http://www.ualaska.edu/governance">www.ualaska.edu/governance</a>.</td>
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<td>Date: 11/19/14</td>
<td>Kathi Trawver</td>
<td>Initiator Signed Initials:</td>
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<td>13c. Coordination with Library Liaison Date: 11/19/14</td>
<td></td>
<td>14. General Education Requirement</td>
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<td>Written Communication</td>
<td>Quantitative Skills</td>
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<tr>
<td>15. Course Description (suggested length 20 to 50 words) Knowledge and skill development in delivering professional social work case management, care coordination, and discharge planning services to individuals and families. Emphasis is on the planned change and evidence-based practice processes. Develops professional skills guided by social work values and ethics, cultural contexts, and the needs of Alaska.</td>
<td></td>
<td>16a. Course Prerequisite(s) (list prefix and number or test code and score) SWK A330 with minimum grade of C</td>
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<td>16b. Co-requisite(s) (concurrent enrollment required) SWK A482</td>
<td>16c. Other Restriction(s)</td>
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University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A481
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Case Management in Social Work Practice
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Knowledge and skill development in delivering professional social work case management, care coordination, and discharge planning services to individuals and families. Emphasis is on the planned change and evidence-based practice processes. Develops professional skills guided by social work values and ethics, cultural contexts, and the needs of Alaska.

L. Course Prerequisites: SWK A330 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: SWK A482
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Present the functions of the generalist social work practice role of case manager (aka: care coordinator, care manager, discharge planner).
   2. Present the importance of using professional written and oral communication skills in the documentation and provision of social work case management.
   3. Illustrate the ways in which social workers use case management skills to assist vulnerable client populations.
   4. Demonstrate the application of the National Association of Social Work (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to case management services.
5. Instill in students a philosophical and value-based commitment to client participation, self-determination, and empowerment within a model of social work case management.
6. Reinforce the use of the social work planned change and evidence-based practice processes to inform case management interventions and services.
7. Coach students in the use of cultural humility in practice with a strengths-based perspective.
8. Prepare students to identify, anticipate, and eliminate common barriers that impact service delivery to clients.
9. Provide opportunities for students to discover the various community, social, health, education, and mental health resources available to a case manager and how to access them, particularly in Alaska.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>481.1</strong></td>
<td>Roles in case management/care coordination assignment</td>
</tr>
</tbody>
</table>

- Differentiate generalist social work roles applicable to case management/care coordination (e.g., broker, care coordinator, advocate, discharge planner, educator).

**481.2**

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when providing case management/care coordination services.

**481.3**

- Practice reflection and self-regulation to manage personal values and maintain professionalism in case management/care coordination practice.

**481.4**

- Utilize their understanding of the importance of diversity and difference in shaping life experiences in their case management/care coordination practice at the micro and macro levels.

**481.5**

- Propose case management/care coordination services, resources, and

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1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
interventions to effectively serve special populations, including the unique needs of Alaskans.

481.6 (4c) Evaluate and apply research findings to inform and improve case management services to clients. Planned change and evidence-based practice processes in case management/care coordination assignment

481.7 (5a) Assess how social welfare and social and economic policies impact the delivery case management/care coordination services. Case management/care coordination policy assignment

481.8 (6a-b) Engage clients and constituencies in professional social work case management/care coordination services. Planned change and evidence-based practice processes in case management/care coordination assignment

481.9 (7a-d) Assess the strengths and needs of clients and constituencies utilizing professional social work case management/care coordination services. Planned change and evidence-based practice processes in case management/care coordination assignment Social history

481.10 (8a-e) Utilize professional social work case management/care coordination to intervene with clients and constituencies. Planned change and evidence-based practice processes in case management/care coordination assignment

481.11 (9a-c) Evaluate the outcomes of professional social work case management/care coordination services. Planned change and evidence-based practice processes in case management/care coordination assignment

IV. **Course Level Justification**
This course is the fourth of six required practice courses in the BSW program. Students will critically analyze professional literature related to case management and apply course content to develop and analyze treatment plans. Course content from this course will be used in related writing assignments found in SWK A482.

V. **Topical Course Outline**
A. Case management history
B. Case management theory-base and models
   1. Theories and perspectives
      a. Systems theory
      b. Empowerment and strengths
   2. Models
      a. Supportive
      b. Generalist
      c. Psychosocial rehabilitation
      d. Family
e. Peer support services

C. Case manager roles, including:
   1.Broker
   2. Care coordinator
   3. Advocate
   4. Discharge planner
   5. Educator

D. Planned change process in case management
   1. Preparation
   2. Intake and engagement
   3. Data collection and assessment
   4. Planning and contracting
   5. Intervention and monitoring
   6. Evaluation and termination

E. Professionalism and boundaries

F. Evidence-based practice in case management

G. Interdisciplinary teamwork

H. Ethical case management practice
   1. NASW of Ethics
   2. Laws and regulations
   3. Ethical decision-making
   4. Confidentiality
   5. Technology

I. Context
   1. Diverse populations
   2. Funding and policy priorities
   3. Managed care
   4. Alaskan context

J. Community resources
   1. Identifying
   2. Referring
   3. Utilizing
   4. Developing

K. Care coordination in fields of practice, including:
   1. Healthcare
   2. Behavioral health
   3. Child welfare
   4. Juvenile and/or criminal justice
   5. Gerontology
   6. Disability services
   7. Housing and homelessness

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program
assessment only Generalist Competency 7. Assessment of Clients will be measured in SWK A481.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 7. Assessment of Clients. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment
Social History: Students in this course are required to complete a bio-psychosocial-spiritual history based on an actual or hypothetical case.
Professional Boundaries: Students in this course are required to complete an assignment examining professional boundaries in providing case management services.

VIII. Suggested Texts

IX. Bibliography


<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>1c. Department</th>
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<th>5b. Contact Hours</th>
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<td>(Lecture + Lab)</td>
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6. Complete Course Title
Writing for Social Work Practice
Writing for SWK Practice
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 ☐ Credits ☐ Contact Hours ☐ Repeat Status
☐ Grading Basis ☐ Cross-Listed/Stacked ☐ Title ☐ Course Prerequisites
☐ Course Description ☐ Co-requisites ☐ Other Restrictions ☐ Registration Restrictions
☐ Text Score Prerequisites ☐ General Education Requirement ☐ Grade Level ☐ Other Restrictions
☐ Co-requisites ☐ Registration Restrictions ☐ College ☐ Major (please specify)
☐ Other Restriction(s) ☐ College ☐ Major ☐ Class ☐ Level

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

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

12. ☐ Cross Listed with ☐ Stacked with

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

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<td>Kathi Trawver</td>
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Initiator Name (typed): Kathi Trawver Initiator Signed Initials: __________ Date: __________

13b. Coordination Email Date: 11/19/14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/19/14

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)
Applies professional writing skills to the documents of the social work profession. Emphasizes critical thinking and analysis in effective professional writing as required for generalist social work practice.

16a. Course Prerequisite(s) (list prefix and number or test code and score)
[SWK A330 and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214)] with minimum grade of C

16b. Co-requisite(s) (concurrent enrollment required)
SWK A481

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
Course added for compliance with accreditation requirements.

Initiator (faculty only)
Kathi Trawver
Initiator (TYPE NAME)

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University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A482
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Writing for Social Work Practice
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Applies professional writing skills to the documents of the social work profession. Emphasizes critical thinking and analysis in effective professional writing as required for generalist social work practice.

L. Course Prerequisites: [SWK A330 and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214)] with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: SWK A481
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Identify writing as a core component of competent, ethical social service practice.
   2. Review professional writing skills, including organization, sentence structure, grammar, punctuation, and American Psychological Association (APA) format.
   3. Orient students to purposes, audiences, common formats, and media for multiple forms of documentation and other written communication used in the social services.
   4. Review key writing skills as necessary.
   5. Guide students in using technology ethically and appropriately to facilitate practice outcomes.
6. Assist students in developing habits of reflection and self-correction regarding their strengths and limitations to improve their professional communication skills.
7. Assist students in developing accurate, unbiased, professional social work documents (e.g., client-centered progress notes, service plans, referrals, intervention summaries, business communications, proposals, grants).

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
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<tr>
<td>482.1 (1a) Apply standards from the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics to all types of professional written and oral products.</td>
</tr>
<tr>
<td>482.2 (1b) Use reflection and self-correction to manage personal values and maintain professionalism their oral and written communication skills.</td>
</tr>
<tr>
<td>482.3 (1c) Demonstrate professionalism in oral, written, and electronic communication.</td>
</tr>
<tr>
<td>482.4 Write accurate, unbiased, professional social work documents (e.g., client-centered progress notes, service plans, referrals, intervention summaries, business communications, proposals, grants).</td>
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IV. **Course Level Justification**
This course builds on the general writing skills developed in the General Education curriculum and applies them to the specific documents of social work practice. The course is closely aligned with SWK A481, with activities and assignments in this class stemming directly from the hands-on activities and assignments of A481, thereby highlighting the importance of writing for practice.

V. **Topical Course Outline**
A. Review of professional writing skills and grammar
   1. APA style
   2. Tone
   3. Bias-free/people first language

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1 Notation in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
B. Writing for the profession
   1. Purpose of documentation within social and health services
   2. Justification of services needed
   3. Demonstration of services provided
   4. History of communications with clients, professionals, and other key actors
   5. Legal documentation
   6. Dissemination of service/program evaluation
C. Orientation to various professional documents: audience, common formats, local examples including, but not limited to:
   1. Progress notes
   2. Medicaid documentation requirements
   3. Social histories
   4. Service plans
   5. Case summaries
   6. Professional letters and emails
   7. Grant proposals
D. Ethics in writing
   1. NASW Code of Ethics
   2. Plagiarism
   3. Laws and regulations
   4. Protection and handling of client records
   5. Ethical use of technology in social work practice

VI. Signature Assignment
Students in this course are required to document their ability to write progress notes, measurable service plan goals and objectives, service summary, results of evaluation of service outcomes, and referrals.

VII. Suggested Texts

VIII. Bibliography
Horton, E. G., & Diaz, N. (2011). Learning to write and writing to learn social work concepts: Application of writing across the curriculum strategies and
techniques to a course for undergraduate social work students. *Journal of Teaching in Social Work, 31*(1), 53-64.


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

<table>
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<tr>
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<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
<td>(3+15)</td>
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**Complete Course Title**  
Social Work Practicum I

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

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

**Type of Action:**  
☐ Add  □ Change  ☐ Delete

If a change, mark appropriate boxes:

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

**Repeat Status No # of Repeats Max Credits**

**Grading Basis**  
☒ A-F  ☐ P/NP  ☐ NG

**Implementation Date**  
From: Fall/2015  To: Fall/9999

**Cross Listed with Stacked with**

- ☐ Cross Listed with
- ☒ Stacked with

**Mark if course has fees**

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

**Justification for Action**  
Update CCG for compliance with revised accreditation requirements.

**Impacted Program/Course**

<table>
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<tr>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
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<td>Kathi Trawver</td>
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**General Education Requirement**

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<th>Mark appropriate box:</th>
<th>Oral Communication</th>
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<th>Humanities</th>
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<tr>
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<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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**Course Description** (suggested length 20 to 50 words)

Student applies social work knowledge, skills, values, and ethics within an organization and/or community context. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university.

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

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurent enrollment required)</th>
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**Other Restriction(s)**

- ☒ College  ☐ Major  ☐ Class  ☐ Level

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

- Admission to the BSW program with concurrent enrollment in a BSW practice course.

**Mark if course has fees**

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

**Justification for Action**

Update CCG for compliance with revised accreditation requirements.

**Initiator (faculty only)***

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

**Initiator (TYPE NAME)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
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<tbody>
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<tr>
<th>Date</th>
<th>Provost or Designee</th>
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</tbody>
</table>
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation
November 2014

II. Curriculum Action Request
A. School: College of Health  
B. Course Subject: SWK  
C. Course Number: A495A  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+15  
F. Course Program: Bachelor of Social Work  
G. Course Title: Social Work Practicum I  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Student applies social work knowledge, skills, values, and ethics within an organization and/or community context. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university.

L. Course Prerequisites: N/A  
M. Test Scores: N/A  
N. Course Co-requisites: SWK A482  
O. Other Restrictions: N/A  
P. Registration Restrictions: Admission to the BSW program with concurrent enrollment in a BSW practice course.

Q. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Guide the students’ learning in the practicum by reviewing and approving the students’ learning contracts, providing feedback on written assignments, monitoring the experiences of the students in each practicum setting to ensure conformance with BSW field education/practicum policies, goals, and objectives, and assisting any party in managing difficulties should they arise.
   2. Create an environment in practicum seminar conducive to critical analysis, reflection, and respectful exchange of ideas.
   3. Teach students how to apply professional social work skills, values, ethics, language, demeanor, and behavior in developing and demonstrating their own professional identities.
4. Stimulate integration of BSW competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the students, the practicum agencies, and the university.
6. Encourage generalization of learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidence-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
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</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>495B.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).</td>
</tr>
<tr>
<td>495B.2 (1a-d) Generalist Competency 1: Demonstrate ethical and professional behavior.</td>
</tr>
<tr>
<td>495B.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.</td>
</tr>
<tr>
<td>495B.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic, and environmental</td>
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</tbody>
</table>

1 Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>Generalist Competency</th>
<th>Relevant Assignments</th>
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<tbody>
<tr>
<td>495B.5 (4a-c)</td>
<td>Engage in practice-informed research and research-informed practice.</td>
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<tr>
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<td>Student-generated tasks and indicators in learning contract</td>
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</tr>
<tr>
<td>495B.6 (5a-b)</td>
<td>Engage in policy practice.</td>
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<td>495B.7 (6a-b)</td>
<td>Engage with individuals, families, groups, organizations, and communities.</td>
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<td>495B.8 (7a-d)</td>
<td>Assess individuals, families, groups, organizations, and communities.</td>
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<td>495B.9 (8a-e)</td>
<td>Intervene with individuals, families, groups, organizations, and communities.</td>
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<td>495B.10 (9a-c)</td>
<td>Evaluate practice with individuals, families, groups, organizations and communities.</td>
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<td></td>
<td>Practice behavior rubric</td>
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IV. **Course Level Justification**

This is the first of two practicum courses for seniors who have been fully admitted into the social work major and practicum sequence. The practicum coursework offers the opportunity to critically analyze and apply competencies and practice behaviors learned in all previous prerequisite and social work classes to real world practice.

V. **Topical Course Outline**

A. Beginning the field placement/practicum
   1. Roles of the seminar instructor, faculty liaison, and field instructor
   2. Development of seminar structure and process
   3. Orientation to the agency
   4. Development of the learning contract
   5. Assignments and methods of documentation

B. Generalist Competency 1: Demonstrating ethical and professional behavior
   1. Making ethical decisions by applying standards of the National Association of Social Workers (NASW), relevant laws/regulations, models for decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
   2. Using reflection and self-regulation to manage personal values and maintain professionalism in practice situations
   3. Demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication
   4. Using technology ethically and appropriately to facilitate practice outcomes
   5. Using supervision and consultation to guide professional judgment and behavior

C. Generalist Competency 2: Engaging diversity and difference in practice
   1. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
   2. Presenting as a learner and engaging clients and constituencies as experts of their own experiences
   3. Applying self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituencies
   4. Integrating contextual knowledge into the practice of social work services in Alaska.

D. Generalist Competency 3: Advancing human rights and social and economic justice
   1. Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
   2. Engaging in practices that advance social, economic, and environmental justice

E. Generalist Competency 4: Engaging in research-informed practice and practice-informed research
   1. Using practice experience and theory to inform scientific inquiry and research
2. Engaging in critical analysis of quantitative and qualitative research methods and research findings
3. Using and translating research findings to inform and improve practice, policy, and service delivery

F. Generalist Competency 5: Engaging in policy practice
   1. Assessing how social welfare and economic policies impact the delivery of and access to social services
   2. Critically analyzing and promoting policies that advance human rights and social, economic and environmental justice

G. Generalist Competency 6: Engaging with individuals, families, groups, organizations, and communities
   1. Applying knowledge of human behavior and the social environment and practice context to engage with clients and constituencies
   2. Using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

H. Generalist Competency 7: Assessing individuals, families, groups, organizations, and communities
   1. Collecting, organizing, critically analyzing and interpreting information from clients and constituencies
   2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from clients and constituencies
   3. Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
   4. Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

I. Generalist Competency 8: Intervention with individuals, families, groups, organizations, and communities
   1. Implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
   2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
   3. Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes
   4. Negotiating, mediating, and advocating with and on behalf of clients and constituencies
   5. Facilitating effective transitions and endings that advance mutually agreed-on goals

J. Generalist Competency 9: Evaluating practice with individuals, families, groups, organizations, and communities
   1. Selecting and using appropriate methods for evaluation of outcomes
   2. Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
3. Applying evaluation findings to improve practice effectiveness at the micro and macro levels

NOTE: This is the first of a two-course practicum/field education sequence. The student should find minimal changes in course structure in the second semester other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of generalist social work practice behaviors.

VI. Signature Assignment
The signature assignment in this course is a portfolio that students will build on and complete during the following semester course (SWK A495B). Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors. The portfolio assignment will include, but not be limited to, the following:
   a) Artifacts that document the demonstration of a given practice behavior; and
   b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Required Text

VIII. Bibliography
### Course Action Request

**University of Alaska Anchorage**

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

- **1a. School or College:** CH College of Health
- **1b. Division:** ASWK Division of Social Work
- **1c. Department:** BSWK

#### Course Information

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK</td>
<td>A495B</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+15)</td>
</tr>
</tbody>
</table>

- **6. Complete Course Title:** Social Work Practicum II
- **Abbreviated Title for Transcript (30 character):** Practicum II

#### Course Details

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

- **8. Type of Action:** Add
  - Prefix
  - Credits
  - Course Number
  - Contact Hours
  - Title
  - Repeat Status
  - Graduation Basis
  - Cross-Listed/Stacked
  - Course Description
  - Course Prerequisites
  - Text Score Prerequisites
  - Co-requisites
  - Other Restrictions
  - Class
  - Level
  - College
  - Major
  - General Education Requirement
  - Registration Restrictions
  - Course Description
  - Course Prerequisites
  - Cross-Listed/Stacked
  - Other Update CCG (please specify)

#### Repeat Status

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

#### Grading Basis

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

#### Implementation Date

- **11. Implementation Date:**
  - From: Fall/2015
  - To: Fall/9999

#### Cross Listed

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

#### Impacted Courses or Programs

- **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.

#### Course Description

- **15. Course Description**

#### Course Prerequisites

- **16a. Course Prerequisite(s):**
  - SWK A495A with minimum grade of C

- **16b. Co-requisite(s):**
  - SWK A331

### Justification for Action

- **19. Justification for Action**
  - Update CCG for compliance with accreditation requirements.
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation  
November 2014

II. Curriculum Action Request  
A. School: College of Health  
B. Course Subject: SWK  
C. Course Number: A495B  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+15  
F. Course Program: Bachelor of Social Work  
G. Course Title: Social Work Practicum II  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Student applies social work knowledge, skills, values, and ethics within an organization and/or community context. Emphasis is on continued integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university.  
L. Course Prerequisites: SWK A495A with minimum grade of C  
M. Test Scores: N/A  
N. Course Co-requisites: SWK A331  
O. Other Restrictions: N/A  
P. Registration Restrictions: Admission to the BSW program with concurrent enrollment in a BSW practice course.  
Q. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes  
A. The instructor will:  
1. Guide the students’ learning in the practicum by reviewing and approving the students’ learning contracts, providing feedback on written assignments, monitoring the experiences of the students in each practicum setting to ensure conformance with BSW field education/practicum policies, goals, and objectives, and assisting any party in managing difficulties should they arise.  
2. Create an environment in practicum seminar conducive to critical analysis, reflection, and respectful exchange of ideas.  
3. Teach students how to apply professionalsocial work skills, values, ethics, language, demeanor, and behavior in developing and demonstrating their own professional identities.
4. Stimulate integration of BSW competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the students, the practicum agencies, and the university.
6. Encourage generalization of learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidence-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

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

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IV. **Course Level Justification**
This is the second of two practicum courses for seniors who have been fully admitted into the social work major and practicum sequence, building on the first practicum and previous coursework. The practicum coursework offers the opportunity to more fully apply competencies and practice behaviors learned in all previous prerequisite and social work classes to real world practice.

V. **Topical Course Outline**
NOTE: This is the second of a two-course practicum/field education sequence. Since the students remain in the same practicum placement and continue many of the tasks and activities that they began during the first semester, there are minimal changes in course structure in the second semester, other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of practice behaviors.

A. Reentering the field placement/practicum
1. Roles of the seminar instructor, faculty liaison, and field instructor
2. Re-development of seminar structure and process
3. Re-orientation to the agency
4. Revision and development of the Learning Contract
5. Assignments and methods of documentation

B. Generalist Competency 1: Demonstrating ethical and professional behavior
1. Making ethical decisions by applying standards of the National Association of Social Workers (NASW), relevant laws/regulations, models for decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
2. Using reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. Demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication
4. Using technology ethically and appropriately to facilitate practice outcomes
5. Using supervision and consultation to guide professional judgment and behavior

C. Generalist Competency 2: Engaging diversity and difference in practice
1. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
2. Presenting as a learner and engaging clients and constituencies as experts of their own experiences
3. Applying self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituencies
4. Integrating contextual knowledge into the practice of social work services in Alaska.

D. Generalist Competency 3: Advancing human rights and social and economic justice
   1. Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
   2. Engaging in practices that advance social, economic, and environmental justice

E. Generalist Competency 4: Engaging in research-informed practice and practice-informed research
   1. Using practice experience and theory to inform scientific inquiry and research
   2. Engaging in critical analysis of quantitative and qualitative research methods and research findings
   3. Using and translating research findings to inform and improve practice, policy, and service delivery

F. Generalist Competency 5: Engaging in policy practice
   1. Assessing how social welfare and economic policies impact the delivery of and access to social services
   2. Critically analyzing and promoting policies that advance human rights and social, economic and environmental justice

G. Generalist Competency 6: Engaging with individuals, families, groups, organizations, and communities
   1. Applying knowledge of human behavior and the social environment and practice context to engage with clients and constituencies
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H. Generalist Competency 7: Assessing individuals, families, groups, organizations, and communities
   1. Collecting, organizing, critically analyzing and interpreting information from clients and constituencies
   2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from clients and constituencies
   3. Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
   4. Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

I. Generalist Competency 8: Intervention with individuals, families, groups, organizations, and communities
   1. Implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Negotiating, mediating, and advocating with and on behalf of clients and constituencies
5. Facilitating effective transitions and endings that advance mutually agreed-on goals

J. Generalist Competency 9: Evaluating practice with individuals, families, groups, organizations, and communities
   1. Selecting and using appropriate methods for evaluation of outcomes
   2. Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
   3. Applying evaluation findings to improve practice effectiveness at the micro and macro levels

VI. Program Assessment- Practice Behavior Rubric
   The UAA BSW program utilizes the Generalist Practice Behavior Rubric in its annual program assessment and evaluation processes. Students’ attainment of generalist competencies and practice behaviors will be evaluated by the student, field instructor and faculty liaison using a comprehensive assessment rubric. The Generalist Practice Behavior Rubric will be used in program assessment. See the BSW Assessment Plan for a copy of the rubric.

VII. Signature Assignment
   The signature assignment in this course is a portfolio that students began in SWK A495A, and complete during this course. Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors.

   The portfolio assignment will include, but not be limited to, the following:
   a) Artifacts that document the demonstration of a given practice behavior; and
   b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

   At the completion of SWK A495B, this assignment will serve as a measure of all practice behaviors. The rubric to evaluate this master assignment is available in the BSW program assessment materials.

VIII. Required Text
IX. Bibliography
MEMO

To: Curriculum Reviewers

From: Kathi Trawver, BSW Program Coordinator
School of Social Work

Re: Curriculum revisions for the Bachelor of Social Work Program

Attached are curriculum materials developed by the faculty of the School of Social Work in response to revisions to the standards of the Council on Social Work Education Commission on Accreditation Educational Policies. Social Work faculty are engaged in a five year strategic process to revise, implement, assess, and report on program outcomes in a self-study due to the Commission in June, 2017.

The revised standards have moved to a competency-based curriculum format, requiring social work programs to demonstrate graduates are competent in defined competency areas (e.g., ethical and professional behavior, practice-informed research, policy practice, social justice and human rights) with accompanying prescribed practice behaviors. Each program is required to create a curriculum map that shows where in the curriculum each competency and specific practice behavior is being taught. We have revised our curriculum such that each required course includes student learning outcomes (SLOs) related to competencies and practice behaviors. Please note that the Course Content Guides (CCGs) include a note in the SLO section to reference the specific course, SLO, competency and practice behavior being addressed in the course. For example, in SWK A406 Social Welfare Policies and Issues, the sixth student learning outcome is cited as: “406.6 (3b) Engage in policy practices that advance social, economic, and environmental justice.” For the purposes of our curriculum map, the notation 406.6 (3b) indicates the sixth student learning outcome in 406 addresses competency #3 Advance Human Rights and Social, Economic, and Environmental Justice, practice behavior b. “engage in practices that advance social, economic, and environmental justice.” Using this format serves us in two ways: 1) it provides a structure to map our courses onto the accreditation competencies and practice behaviors to demonstrate compliance with the standards, and 2) it informs instructors on how each course addresses content areas required in the curriculum for accreditation. We request that you permit us to utilize this notation system to guarantee compliance with curriculum requirements for the program.

You will also note “signature assignments” in several of our CCGs. We use this term to designate specific assignments that: a) are critical to our curriculum; and b) have been placed by the faculty-of-the-whole in a specific course. We believe that designating these
assignments as signature and placing them in specific courses, eradicates critical assignments being omitted or repeated.

The BSW Assessment Plan includes a rubric for aggregating student performance in BSW courses to meet competencies and practice behaviors required in the curriculum. Please see the BSW Assessment Plan for further details.

A great deal of work has gone into preparing this curriculum package. We respectfully submit them for your review and appreciate the work that you’re doing on our behalf. Thank you.
Program/Prefix Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

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<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<td>CH College of Health</td>
<td>SWK</td>
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**2. Complete Program Title/Prefix**  
Bachelor of Social Work Program

**3. Type of Program**  
Choose one from the appropriate drop down menu:  
- Undergraduate:  
- Graduate:  
- Bachelor of Social Work (CHOSE ONE)

This program is a Gainful Employment Program:  
- Yes  
- No

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

**5. Implementation Date (semester/year):**  
From: Fall/2015  
To: Fall/9999

**6a. Coordination with Affected Units**  
Department, School, or College: UAA COH School of Social Work  
Initiator Name (typed): Kathi Trawver  
Initiator Signed Initials: Date:

**6b. Coordination Email submitted to Faculty Listserv**  
(uaa-faculty@lists.uaa.alaska.edu)  
Date: 11/19/14

**6c. Coordination with Library Liaison**  
Date: 11/19/14

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

**8. Justification for Action**  
Update program for compliance with accreditation requirements.

Initiator (faculty only)  
Kathi Trawver  
Initiator (TYPE NAME)

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Dean/Director of School/College  
Undergraduate/Graduate Academic Board Chair  
Provost or Designee

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Department Chair  
College/School Curriculum Committee Chair

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SCHOOL OF SOCIAL WORK

Gordon Hartlieb Hall (GHH), Room 106, (907) 786-6900
www.uaa.alaska.edu/socialwork

The educational purpose of the Bachelor of Social Work (BSW) program at the University of Alaska Anchorage is to prepare graduates for beginning professional social work practice. Preparation for professional practice builds on a broad-based liberal arts education accomplished through completion of General Education and major degree requirements.

Social work is a profession committed to assisting individuals, families, groups, organizations, communities, and society as a whole in the improvement of the quality of life through the amelioration of social problems, equitable distribution of social resources, and client empowerment. Within an overall emphasis on consumer-centered planned change, the Bachelor of Social Work degree program at University of Alaska Anchorage is guided by the following principles:

- Social work practice is based on selective use of knowledge in planned efforts with human systems and social problems.
- Social work practice recognizes human diversity as a strength.
- Social work practice is based on professional values and ethics.
- Social work practice is based on professional relationships.
- Social work practice is based on reciprocal role performance.
- Social work practice is based on a strengths perspective.

Social work education engages the student in carefully planned experiences to achieve the knowledge, skills, and values necessary for beginning professional practice. These experiences take place in the classroom, laboratory, volunteer experience, small seminars, and selected field work practicum placements. The practicum placement is an essential component for completion of the professional degree for the BSW.

The BSW degree program is accredited by the Council on Social Work Education (CSWE). BSW program admission and curriculum requirements are consistent with bachelor level social work licensing requirements for the state of Alaska. The BSW program does not grant Social Work course credit for life experience or previous work experience.

Bachelor of Social Work

The mission of the UAA BSW program is to prepare generalist social workers who intentionally employ planned-change and evidence-based practice processes to promote social, economic, and environmental justice and enhance the well-being of Alaska’s diverse individuals, families, groups, communities, and organizations.

Alaska’s unique and rich multicultural populations, geographic remoteness and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state.

Program Student Learning Outcomes

Students graduating with a Bachelor of Social Work will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
Admission Requirements

When students declare Social Work as their major they are assigned to the current catalog year. Declaration of Social Work as a major does not guarantee admission to the Social Work program. Students must apply for admission to the Social Work program during the fall semester of their junior year. Full admission to the Social Work program is based upon the requirements listed below.

Social work credits earned through other CSWE-accredited social work programs may be transferred to UAA and applied toward the Bachelor of Social Work degree. Approval from the UAA School of Social Work is required for acceptance of social work transfer credits.

Requirements for Full Admission to the Social Work Program

To apply for full admission to the Social Work program, students must have completed the following, prior to entering practicum:

1. General Education Requirements for Baccalaureate Degrees.
2. Specified Liberal Arts Foundation courses (see Major Requirements) with a grade of C or better.
3. The following Social Work courses with a grade of C or better (28 credits):
   - SWK A106  Introduction to Social Welfare  3
   - SWK A206  Introduction to Social Work  3
   - SWK A243  Cultural Diversity and Community Service Learning  3
   - SWK A330  Social Work Practice with Individuals  4
   - SWK A331  Social Work Practice with Organizations and Communities  3
   - SWK A342  Human Behavior in the Social Environment  3
   - SWK A424  Social Work Research  3
   - SWK A481  Case Management in Social Work Practice  3
   - SWK A482  Writing for Social Work Practice  3

4. Cumulative Grade Point Average (GPA) of 2.5 or above.
Students must submit the following application materials to the School of Social Work by the last Friday in October prior to intended entry into field work:

1. The School of Social Work Application for Admission to the BSW degree and practicum for fall enrollment;
2. Admissions statement; and
3. Student Practicum Interest sheet.

The Admission Committee reserves the right to request additional information if necessary.

In addition to submission of application materials, each applicant participates in an admission interview conducted by the faculty to assess his or her academic and professional readiness to enter the Social Work program and participate in practicum. The School of Social Work will notify applicants of their admission status by December 20th of each year.

Admission to the Social Work program is based on the following criteria: 1) meeting the aforementioned requirements; 2) beginning competence in client-centered communication and skills; 3) demonstration of professional behaviors and interactions with peers, faculty, and staff; and 4) the professional judgment of Social Work faculty.

Most students do not have all required courses completed at the time of application. In this event, the student may be admitted to the BSW program conditionally, and will be required to complete outstanding courses with a grade of C or better prior to the fall semester in which they plan to enter practicum in the fall of their senior year or admission will be denied.

The UAA School of Social Work BSW degree program only accepts students who are eligible to receive Alaska state licensure. Please contact the School of Social Work for further information.
Field Practicum

Placements may become competitive if the number of applicants exceeds the number of practicum slots. The BSW program and field agencies reserve the right to refuse and/or terminate students who do not meet minimum standards of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the BSW program does not guarantee acceptance by cooperating social services agencies.

Honors in Social Work

The Bachelor of Social Work program recognizes exceptional performance by conferring Departmental Honors in Social Work. In order to receive Honors in Social Work, a student must meet the following requirements:

1. Submit an intent to graduate with honors application to the BSW Program Coordinator during the Spring semester of the Junior year.
2. Complete all requirements for the BSW degree. A minimum of 30 credits applicable to the BSW degree must be completed at UAA.
3. Have a GPA of 3.75 or higher in upper division (300- and 400-level) Social Work courses.
4. Completion of:
   SWK A498 Advanced Community-Based Research
5. One course in applied statistics, with a grade of C or better.
6. Notify the BSW program coordinator in writing, on or before the date of submitting the Application for Graduation with the Office of the Registrar, of the intent to graduate with departmental honors.

Successful completion of Departmental Honors in Social Work in the UAA BSW program earns the right to waive a regular review of an admission packet to the foundation curriculum of the Master of Social Work program. Students are responsible for completing a UAA Graduate Application for Admission and a program application for admission to the MSW program. The application packet should be submitted to the MSW Admissions Committee by the application deadline, with request to waive the regular review process. Admission to the full program will be granted if the applicant meets all of the requirements for departmental honors. Students interested in waiving the foundation curriculum must apply for advanced standing with a full review.

Academic Progress

Students in the Social Work program must earn a grade of C or better in the required Social Work courses and liberal arts foundation requirements (See Major Requirements below). Adherence to the Code of Ethics established by the National Association of Social Workers is required of all social work students.

Course Content Currency Requirement

All upper division courses with a Social Work subject code (SWK) must be completed within seven (7) years prior to graduation.

Graduation Requirements

Students must complete the following graduation requirements:

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

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

C. Major Requirements
   1. Complete the following liberal arts foundation courses, with a grade of C or better (21-22 credits):
      ANTH A200 Natives of Alaska (3) or
      ANTH A202 Cultural Anthropology (3)
      BA A151 Introduction to Business (3) 3
or

ECON A201  Principles of Macroeconomics (3)

or

ECON A202  Principles of Microeconomics (3)  3

BIOL A102  *Introductory Biology (3)  3-4

or

BIOL A111  *Human Anatomy and Physiology I (4)

or

BIOL A112  *Human Anatomy and Physiology II (4)

or

BIOL A115  *Fundamentals of Biology I (4)

or

BIOL A116  *Fundamentals of Biology II (4)

ENGL A120  Critical Thinking (3)  3

or

PHIL A101  Introduction to Logic (3)

or

PHIL A201  Introduction to Philosophy (3)

or

PHIL A301  Ethics (3)

or

PHIL A421  Philosophy of the Sciences (3)

PSY A150  *Lifespan Development  3

SOC A101  *Introduction to Sociology  3

*Must be completed with a grade of C or better prior to entering practicum.

2. Complete the following required core courses, with a grade of C or better (52 credits):

SWK A106  *Introduction to Social Welfare  3

SWK A206  *Introduction to Social Work  3

SWK A243  *Cultural Diversity and Community Service Learning  3

SWK A330  *Social Work Practice with Individuals  4

SWK A331  Social Work Practice with Organizations and Communities  3

SWK A342  *Human Behavior in the Social Environment  3

SWK A406  Social Welfare: Policies and Issues  3

SWK A424  *Social Work Research  3

SWK A429  Trauma and Crisis Intervention in Social Work Practice  3

SWK A430  *Social Work Practice with Families and Groups  3

SWK A481  *Case Management in Social Work Practice  3

SWK A482  *Writing for Social Work Practice  3

SWK A495A  Social Work Practicum I  3

SWK A495B  Social Work Practicum II  3

Upper division Social Work electives  9
*Must be completed with a grade of C or better prior to entering practicum.

3. Complete electives to total 120 credits.
4. A total of 120 credits is required for the degree, of which 42 must be upper division.
5. Note: It is recommended that students take one or two 3-credit electives each semester to bring total credits to 120.

**Minor, Social Welfare Studies**

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

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- **Upper division Social Work electives** 3

**FACULTY**

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Eva Kopacz, Professor/MSW Field Coordinator, ekopacz@uaa.alaska.edu
Randy Magen, Professor, rmagen@uaa.alaska.edu
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Elizabeth A. Sirles, Professor/Director, esirles@uaa.alaska.edu
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ENGL A120  Critical Thinking (3)  3
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or
PHIL A421  Philosophy of the Sciences (3)
PSY A150  *Lifespan Development  3
SOC A101  *Introduction to Sociology  3
*Must be completed with a grade of C or better prior to entering practicum.

2. Complete the following required core courses, with a grade of C or better (52 credits):
   SWK A106  *Introduction to Social Welfare  3
   SWK A206  *Introduction to Social Work  3
   SWK A243  *Cultural Diversity and Community Service Learning  3
   SWK A330  *Social Work Practice with Individuals  4
   SWK A331  Social Work Practice with Organizations and Communities  3
   SWK A342  *Human Behavior in the Social Environment  3
   SWK A406  Social Welfare: Policies and Issues  3
   SWK A424  *Social Work Research  3
   SWK A429  Trauma and Crisis Intervention in Social Work Practice  3
   SWK A430  *Social Work Practice with Families and Groups  3
   SWK A481  *Case Management in Social Work Practice  3
   SWK A482  *Writing for Social Work Practice  3
   SWK A495A  Social Work Practicum I  3
   SWK A495B  Social Work Practicum II  3
Upper division Social Work electives 9

*Must be completed with a grade of C or better prior to entering practicum.

3. Complete electives to total 120 credits.
4. A total of 120 credits is required for the degree, of which 42 must be upper division.
5. Note: It is recommended that students take one or two 3-credit electives each semester to bring total credits to 120.

**Minor, Social Welfare Studies**

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

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- SWK A342 Human Behavior in the Social Environment 3
- Upper division Social Work electives 3

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Elizabeth A. Sirles, Professor/Director, easirles@uaa.alaska.edu
Kathi Trawver, Associate Professor/BSW Program Coordinator, kttrawver@uaa.alaska.edu