

Undergraduate Academic Board Agenda

February 13, 2015

2:00-5:00

ADM 142

I. Roll

- | | | |
|-------------------------------|--------------------------|----------------------------|
| () Alberta Harder (FS) | () Vacant (CBPP) | () Kevin Keating (LIB) |
| () Utpal Dutta (FS) | () Vacant (COH) | () Rick Adams (KPC) |
| () Francisco Miranda (Chair) | () Vacant (COH) | () Sheri Denison (Mat-su) |
| () Barbara Harville (CAS) | () Irasema Ortega (COE) | () Jared Griffin (Kod) |
| () Vacant (CAS) | () Carrie King (CTC) | () Christina Stuive (ADV) |
| () Vacant (CAS) | () Jeff Hoffman (SOE) | |

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)

Chg	ATA A331	Human Factors in Aviation (3 cr)(3+0)(pg. 54-58)
Chg	ATA A425	Civil Aviation Security (3 cr)(3+0)(pg. 59-63)
Chg	ATC A147	Pilot Controller Techniques (3 cr)(3+0)(pg. 64-68)
Chg	ATC A440	Facility Operation and Administration (3 cr)(3+0)(pg. 69-74)
Add	ATP A251	Flight Dispatcher Overview (3 cr)(3+0)(pg. 75-80)
Add	ATP A351	Flight Dispatcher Operations (3 cr)(3+0)(pg. 81-85)
Chg		Minor, Real Estate (pg. 86-89)
Chg	BA A306	Real Estate Principles (3 cr)(3+0)(pg. 90-94)
Chg	BA A315	Property Management and Marketing (3 cr)(3+0)(pg. 95-98)
Chg	BA A320	Real Estate Finance (3 cr)(3+0)(pg. 99-103)
Chg	ENGL A435	History of Criticism (stacked with ENGL A635)(3 cr)(3+0)(pg. 104-111)
Add	ENGL A474	Sociolinguistics (3 cr)(3+0)(pg. 112-116)
Dlt	ENGL A475	Modern Grammar (3 cr)(3+0)(pg. 117)
Add	ENGL A483	Composition, Literacy, and the Teaching of Writing (stacked with ENGL A683)(3 cr)(3+0)(pg. 118-132)
Chg	ENGL A487	Professional Editing (3 cr)(3+0)(pg. 133-137)
Chg		Minor, English (pg. 138-142)
Chg		Bachelor of Arts, English (pg. 143-151)
Chg	MATH A121	College Algebra for Managerial and Social Sciences (GER)(3 cr)(3+0) (pg. 152-155)
Chg	MATH A151	College Algebra for Calculus (GER)(4 cr)(4+0)(pg. 156-160)
Chg	MATH A152	Trigonometry (GER)(3 cr)(3+0)(pg. 161-164)
Chg	MATH A155	Precalculus (GER)(6 cr)(6+0)(pg. 165-169)
Chg	MATH A211	Mathematics for Elementary School Teachers (3 cr)(3+0)(pg. 170-174)
Chg	MATH A221	Applied Calculus for Managerial and Social Sciences (3 cr)(3+0) (pg. 175-178)
Chg	MATH A251	Calculus I (GER)(4 cr)(4+0)(pg. 179-182)
Chg	MATH A252	Calculus II (GER)(4 cr)(4+0)(pg. 183-186)
Chg	MATH A253	Calculus III (GER)(4 cr)(4+0)(pg. 187-190)
Chg	MATH A265	Fundamentals of Mathematics (3 cr)(3+0)(pg. 191-194)
Chg	MATH A302	Ordinary Differential Equations (3 cr)(3+0)(pg. 195-198)
Chg	MATH A303	Introduction to Abstract Algebra (3 cr)(3+0)(pg. 199-201)
Chg	MATH A305	Introduction to Geometrics (3 cr)(3+0)(pg. 202-204)
Chg	MATH A306	Discrete Methods (3 cr)(3+0)(pg. 205-207)
Chg	MATH A314	Linear Algebra (3 cr)(3+0)(pg. 208-210)

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 A406	Social Welfare: Policies and Issues (GER)(3 cr)(3+0)(pg. 277-282)
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:

Undergraduate Academic Board Summary

January 30, 2015

2:00-5:00

ADM 142

I. Roll

(e) Alberta Harder (FS)	() Vacant (CBPP)	(x) Kevin Keating (LIB)
(x) Utpal Dutta (FS)	() Vacant (COH)	(x) Rick Adams (KPC)
(x) Francisco Miranda (Chair)	() 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 Stuve (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.

A handwritten signature in black ink, appearing to read 'Patricia Fagan', with a long horizontal stroke extending to the right.

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 stream-lined 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.

Suggested Revisions for AY 2015-16 E-Catalog General Education Requirements for Baccalaureate Degrees

Screen 1

Overview	Tier 1	Tier 2	Tier 3	GER FAQs
Introduction Revision: "...and understanding how to intergrate and apply knowledge to an evolving world (Tier 3)."				
4 Core Values				
9 Student Outcomes				
(Keep Tier Diagram with credits.)				

Screen 2

Tier 1
<p>Introduction Revision: "The UAA GERs begin with basic college-level skills enhancement in oral communication, quantitative, and written communication skills:</p> <ul style="list-style-type: none"> 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.)
(Keep diagram as is.)
<p>Oral Communication Skills (Oral Communication Specialists need to revise paragraph and "bulletize" to better reflect current Learning Outcomes and Core Values.)</p>
<p>Quantitative Skills (Quantitative Specialists need to revise paragraph and "bulletize" to better reflect current Learning Outcomes and Core Values.)</p>
<p>Written Communication Skills (Written Communication Specialists need to revise paragraph and "bulletize" to better reflect current Learning Outcomes and Core Values.)</p>

Screen 3

Tier 2
<p>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:</p> <ul style="list-style-type: none"> 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."
<p>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.)</p>
<p>Humanities (Humanities Specialists need to revise paragraph and "bulletize" to better reflect current Learning Outcomes and Core Values.) (Keep Course Selection and corresponding credits.)</p>

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

Screen 4

Tier 3: Integrative Capstone
<p>Introduction</p> <p>Revision: <i>“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.”</i></p>
<p>*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.)</p> <p>(Keep Integrative Capstone Course List.)</p>

Screen 5

GER FAQs
<p>ADVISING NOTE</p> <p>All students should consult a faculty or academic advisor for appropriate course selections.</p> <ul style="list-style-type: none"> • 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.
<p>GER CLASSIFICATION LIST</p> <p>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.</p> <p>Students who wish to use a UAF or UAS course to meet a UAA GER should refer to the GER SUBSTITUTIONS LIST Menu. (Create link to GER Substitutions List.)</p>
<p>GER SUBSTITUTION LIST</p> <p>(Keep UAA List of GER Substitutions.)</p>
<p>PETITIONS</p> <p>(Keep “Petitions for GERs and/or General University Requirements” as is.)</p>

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	
2. Course Prefix RE	3. Course Number A290	4. Previous Course Prefix & Number none	5a. Credits/CEUs 1-4	5b. Contact Hours (Lecture + Lab) (0-4+0-12)	
6. Complete Course Title Selected Topics in Sustainable Energy Selected Topics Sustain Energy Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status Yes # of Repeats Max Credits 9		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: FALL /2015 To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1.					
2. UAF-Bristol Bay Sustainable Energy OEC				Tom Marsik	
3.					
Initiator Name (typed): <u>Mark Masteller</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) n/a		
17. <input type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> 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.					
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____ </div> <div> <div style="border-bottom: 1px solid black; width: 100%;"></div> Initiator (faculty only) Date _____ <u>Mark Masteller</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____ </div> </div>					

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

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

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

*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

Kalicki, J. H., & Goldwyn, D. L. (2013). *Energy and security: Strategies for a world in transition* (2nd ed.). Washington, DC: Woodrow Wilson Center Press.

VIII. Bibliography and Resources

Boyle, G. (2012). *Renewable energy: Power for a sustainable future* (3rd ed.). New York, NY: Oxford University.

James, S., & Lahti, T. (2004). *The natural step for communities: How cities and towns can change to sustainable practices*. Gabriola Island, Canada: New Society.

MacKay, D. J. C. (2009). *Sustainable energy – without the hot air*. Cambridge, England: UIT Cambridge.

Yergin, D. (2012). *The quest: Energy, security, and the remaking of the modern world*. New York, NY: Penguin Books.

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.



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

1a. School or College CH College of Health	1b. Department 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: CHOOSE ONE Associate of Applied Science			
This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: 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: <div style="text-align: center;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * <small>*Copy the text directly from the program website of the online catalog and paste into a Word document.</small> </div>			
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.			

<div><div></div><div>Initiator (faculty only)</div><div>Sandra Pence</div><div>Initiator (TYPE NAME)</div></div>		<div><div></div><div>Date</div></div>	<div><div></div><div>Approved</div></div>	<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Dean/Director of School/College</div></div>	<div><div></div><div>Date</div></div>	
<div><div></div><div>Approved</div></div>	<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Department Chair</div></div>	<div><div></div><div>Date</div></div>	<div><div></div><div>Approved</div></div>	<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Undergraduate/Graduate Academic Board Chair</div></div>	<div><div></div><div>Date</div></div>
<div><div></div><div>Approved</div></div>	<div><div></div><div>Disapproved</div></div>	<div><div></div><div>College/School Curriculum Committee Chair</div></div>	<div><div></div><div>Date</div></div>	<div><div></div><div>Approved</div></div>	<div><div></div><div>Disapproved</div></div>	<div><div></div><div>Provost or Designee</div></div>	<div><div></div><div>Date</div></div>

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.
 - Documentation from official transcripts showing successful completion of the following courses with a minimum grade of C:

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
BIOL A240 or BIOL A241	Introductory Microbiology for Health Sciences * Lectures in Introductory Microbiology for Health Sciences	3-4
CHEM A103 or CHEM A105	Survey of Chemistry * General Chemistry I	3
CHEM A104	Introduction to Organic Chemistry and Biochemistry *	3
COMM A111 or COMM A235 or COMM A237 or COMM A241	Fundamentals of Oral Communication Small Group Communication Interpersonal Communication Public Speaking	3
ENGL A111	Introduction to Composition	3
PSY A111 or PSY A150	General Psychology Lifespan Development	3
SOC A101 or SOC A201 or SOC A307 or SOC A309	Introduction to Sociology Social Problems and Solutions Demography Urban Sociology	3

**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: **		3

DN A101	Principles of Nutrition
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:

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
BIOL A240	Introductory Microbiology for Health Sciences *	3-4
or BIOL A241	Lectures in Introductory Microbiology for Health Sciences	
CHEM A103	Survey of Chemistry *	3
or CHEM A105	General Chemistry I	
CHEM A104	Introduction to Organic Chemistry and Biochemistry *	3
COMM A111	Fundamentals of Oral Communication	3
or COMM A235	Small Group Communication	
or COMM A237	Interpersonal Communication	
or COMM A241	Public Speaking	
ENGL A111	Introduction to Composition	3
PSY A111	General Psychology	3
or PSY A150	Lifespan Development	
or HS A220	Core Concepts in the Health Sciences	
HUMS/PSY A153	Human Relations	3
SOC A101	Introduction to Sociology	3
or SOC A201	Social Problems and Solutions	
or SOC A307	Demography	

or [SOC A309](#) Urban Sociology

** 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](#)~~Health 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:

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: **		3

DN A101	Principles of Nutrition
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	<u>Written communication skills (other than ENGL A111)**</u> <u>(or may be taken in the summer after the first spring semester)</u>	<u>3</u>

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 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.

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.



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

1a. School or College CH College of Health	1b. Department Dental Hygiene		
2. Complete Program Title/Prefix Bachelor of Science in Dental Hygiene			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: CHOOSE ONE Associate of Applied Science			
This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: 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: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * </div> <p style="font-size: small;">*Copy the text directly from the program website of the online catalog and paste into a Word document.</p>			
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 style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Initiator (faculty only) _____ Date _____ Sandra Pence Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </td> </tr> </table>		Initiator (faculty only) _____ Date _____ Sandra Pence Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____
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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
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Electives

Complete 10 elective credits 10

* 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)

~~Complete an AAS in Dental Hygiene.~~

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. Submit a departmental application for admission to the Bachelor of Science in Dental Hygiene program.~~
6. Complete a Change of Major form from pre-major to major status, signed by a Dental Hygiene faculty advisor.
- ~~7.~~

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	3-4
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: * 10

CTE A411	Historical and Philosophical Foundations of Career and Technical Education	
CTE A490	Selected Topics in Career and Technical Education <u>(1-6)</u>	
DH A360	Restorative Techniques for Dental Auxiliaries <u>(5)</u>	
DH A390	Selected Topics in Dental Hygiene ** <u>(1-6)</u>	
DH A395E	Community Practicum in Dental Hygiene *** <u>(1-3)</u>	
DH A398	<u>Individual Research (1-4)</u>	
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or ENGL A313	Professional Writing <u>(3)</u>	
or ENGL A414	Research Writing <u>(3)</u>	
HS/SOC A370	Medical Sociology <u>(3)</u>	
PHIL A302	Biomedical Ethics <u>(3)</u>	
or PHIL A305	Professional Ethics <u>(3)</u>	

Other courses approved by a Dental Hygiene advisor

Integrative Capstone

DH A424	Community Dental Health II	3
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Electives

Complete 10 elective credits

10

- * 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:

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

1a. School or College CH College of Health	1b. Department Health Sciences		
2. Complete Program Title/Prefix Bachelor of Science, Health Sciences, Pre-Professional Track, Speech-Language Pathology Option			
3. Type of Program Choose one from the appropriate drop down menu: <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div>Undergraduate: Bachelor of Science</div> <div>or</div> <div>Graduate: CHOOSE ONE</div> </div> This program is a Gainful Employment Program: <div style="display: flex; align-items: center; margin-left: 100px;"> <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No </div>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> 4. Type of Action: PROGRAM <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete </div> <div style="width: 45%;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </div> </div>			
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> Department, School, or College: College of Education Initiator Name (typed): Philippe Amstislavski Date: _____ </div> <div> Initiator Signed Initials: _____ </div> </div>			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 1/23/15			
6c. Coordination with Library Liaison Date: 1/22/15			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function </div>			
8. Justification for Action <p>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.</p>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Philippe Amstislavski Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Department Chair Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date </div> </td> <td style="width: 50%; vertical-align: top;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date </div> </td> </tr> </table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only)</div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Philippe Amstislavski Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Department Chair Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date </div>	<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date </div>
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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

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

Support Courses

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
BIOL A240	Introductory Microbiology for Health Sciences	4
COMM A241	Public Speaking	3
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
PSY A150	Lifespan Development	3
STAT A252	Elementary Statistics	3-4
or STAT A253	Applied Statistics for the Sciences	
or PSY A260 & A260L	Statistics for Psychology and Statistics for Psychology Lab	
SWK A243	Cultural Diversity and Community Service Learning	3
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

SOC A110	Introduction to Gerontology: Multidisciplinary Approach
SOC A310	Sociology of Aging

Public Policy

PS A101	Introduction to American Government
or PS A102	Introduction to Political Science

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

ENGL A111	Introduction to Composition	3
ENGL A212	Technical Writing	3
BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4

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

PSY A111	General Psychology	3
PSY A150	Lifespan Development	3

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), ~~pharmacy~~, 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

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

Support Courses

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4

BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
CHEM A105 & A105L	General Chemistry I and General Chemistry I Laboratory	4
CHEM A106 & A106L	General Chemistry II and General Chemistry II Laboratory	4
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 & A260L	Statistics for Psychology 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 & A123L	Basic Physics I and Basic Physics I Laboratory	
PHYS A124 & A124L	Basic Physics II 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 & A123L	Basic Physics I 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

<u>EDSL A303</u>	<u>Language Development Across the Lifespan</u>
<u>EDSL A401</u>	<u>Phonology and Articulation and Disorders</u>
<u>EDSL A402</u>	<u>Audiology</u>
<u>EDSL A403</u>	<u>Aural Rehabilitation</u>

Pharmacy

<u>CHEM A321</u>	Organic Chemistry I
<u>CHEM A322</u>	Organic Chemistry II
<u>CHEM A323L</u>	Organic Chemistry Laboratory
<u>COMM A241</u>	Public Speaking
<u>ECON A201</u>	Principles of Macroeconomics
<u>ECON A202</u>	Principles of Microeconomics
<u>MATH A200</u>	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](#).
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>

Bachelor of Science in Health Sciences

- [Overview](#)
- [Learning Outcomes](#)

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- 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

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

Support Courses

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
BIOL A240	Introductory Microbiology for Health Sciences	4
COMM A241	Public Speaking	3
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
PSY A150	Lifespan Development	3
STAT A252	Elementary Statistics	3-4
or STAT A253	Applied Statistics for the Sciences	
or PSY A260 & A260L	Statistics for Psychology and Statistics for Psychology Lab	
SWK A243	Cultural Diversity and Community Service Learning	3
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

SOC A110	Introduction to Gerontology: Multidisciplinary Approach
SOC A310	Sociology of Aging

Public Policy

PS A101	Introduction to American Government
or PS A102	Introduction to Political Science

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

ENGL A111	Introduction to Composition	3
ENGL A212	Technical Writing	3
BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4

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

PSY A111	General Psychology	3
PSY A150	Lifespan Development	3

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), 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

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

Support Courses

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4

BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
CHEM A105 & A105L	General Chemistry I and General Chemistry I Laboratory	4
CHEM A106 & A106L	General Chemistry II and General Chemistry II Laboratory	4
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 & A260L	Statistics for Psychology 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 & A123L	Basic Physics I and Basic Physics I Laboratory	
PHYS A124 & A124L	Basic Physics II 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 & A123L	Basic Physics I 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	

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](#).
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>



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 <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG and Catalog (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one # of Repeats Max Credits 3														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached Sheet</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. See attached Sheet			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. See attached Sheet																	
2.																	
3.																	
Initiator Name (typed): <u>Raymond Weber</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/14/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/12/2014</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) ATA A233			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) None														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action This course 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.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Raymond Weber Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

COURSE CONTENT GUIDE (CCG)
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

DIVISION: AAVI
DEPARTMENT: ATA

DATE: 1/10/2012

COURSE NUMBER: ATA A331
COURSE TITLE: Human Factors in Aviation

CREDITS: 3

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:

Caldwell Jr, J. A., & Caldwell, J. L. (2003). *Fatigue in aviation: A guide to staying awake at the stick*. Burlington. VT: Ashgate.

Hawkins, F. H., & Orlady, H. W. (1993). *Human factors in flight* (2nd ed.). Burlington. VT: Ashgate.

IX. Bibliography

Wood, R. H. (1997). *Aviation safety programs – A management handbook*. Englewood, CO: Jeppesen Sanderson.

Rodrigues, C.C. & Cusick, S.K. (2003). *Commercial aviation safety* (5th ed.). New York, NY: McGraw-Hill.

X. Course Outcomes

Upon Successful completion of this course, students will be able to:	Assessment Procedures
Explain and discuss human factors involvement in safety issues.	Written assignments, Oral Discussions, performance tests.
Identify sources of human error and accurately analyze cause and effect relationships.	Written assignments, Oral Discussions, performance tests.
Evaluate types of motivation and how managerial policy and leadership can affect safety.	Written assignments, Oral Discussions, performance tests.
Summarize the communication process and its implications to safety.	Written assignments, Oral Discussions, performance tests.
Identify and explain the cause and effect relationships of attitudes in the work environment and how to effect the necessary behavioral modification.	Written assignments, Oral Discussions, performance tests.



Course Action Request

University of Alaska Anchorage

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 <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG and Catalog (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one # of Repeats Max Credits 3		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. See attached sheet					
2.					
3.					
Initiator Name (typed): <u>Raymond Weber</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/14/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/12/2014</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Upper-division standing		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action 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) _____ Date _____ <u>Raymond Weber</u> Initiator (TYPE NAME)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____	

COURSE CONTENT GUIDE (CCG)
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

DIVISION: AAVI
DEPARTMENT: ATA

DATE: 1/10/2015

COURSE NUMBER: ATA A425
COURSE TITLE: Civil Aviation Security

CREDITS: 3

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 of Civil Aviation Security and its association with risk and intervention.

VIII. Suggested Text:

Elias, B. (Latest edition). *Airport and Aviation Security*. Boca Raton, FL: Auerbach.

IX. Bibliography

Baer, R. (2003) *Sleeping with the Devil*. New York, NY: Crown Publishing Group.

Baer, R. (2002) *See No Evil*. New York, NY: Crown Publishing Group.

Bamford, T. (2002). *Body of Secrets*. New York, NY: Anchor.

Clarke, R.A. (2004). *Against All Enemies*. New York, NY: Free Press.

Crile, G. (2003) *Charlie Wilson's War*. Berkeley, CA: Atlantic Monthly Press.

Rashid, A. (2003). *Jihad*. New York, NY: Penguin Books.

Rashid, A. (2000). *Taliban*. Cumberland, IL: Yale University Press.

X. Course Outcomes

Upon Successful completion of this course, students will be able to:	Assessment Procedures
Analyze the history and purpose of aviation security and its implication to the government and private sector.	Written assignments, Oral Discussions, performance tests.
Evaluate common government, industry, airport and airline organizations that combat terrorism.	Written assignments, Oral Discussions, performance tests.
Critique aviation security issues.	Written assignments, Oral Discussions, performance tests, case studies.
Appraise and assess different types of security measures and equipment that best apply to a particular situation.	Written assignments, Oral Discussions, performance tests, case studies.



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 147	4. Previous Course Prefix & Number AT A147	5a. Credits/CEUs 3.0 credits	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Pilot Controller Techniques <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): <u>Sharon LaRue</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/19/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/19/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Examines 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.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) None			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) None		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action The course work in ATC A143 is not applicable as a prerequisite					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ Sharon LaRue Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>					

COURSE CONTENT GUIDE (CCG)
UNIVERSITY OF ALASKA
ANCHORAGE COMMUNITY AND
TECHNICAL COLLEGE

DIVISION: AAVI
DEPARTMENT:
ATC

DATE: Fall 2015

COURSE NUMBER: ATC A147
COURSE TITLE: Pilot Controller
Techniques

CREDITS: 3

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:

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

IX. Suggested Text:

Department of Transportation. (latest edition). *Air traffic control* (Federal Aviation Administration Order 7110.65). Washington, DC: U.S. Government Printing Office.

X. Bibliography:

Department of Transportation. (latest edition). *Facility operation and administration* (Federal Aviation Administration Order 7210.3). Washington. DC: U.S. Government Printing Office.

Department of Transportation. (2007). *Aeronautical Information manual*

(Federal Aviation Administration). Washington DC: U.S. Government
Printing Office.



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 credi	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Facility Operation and Administratioin																	
Abbreviated Title for Transcript (30 character)																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status choose one # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
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Initiator Name (typed): <u>Sharon LaRue</u> Initiator Signed Initials: _____ Date: _____																	
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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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) None														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action The course work in this class does not require the prerequisite of BA A361 and BA A461.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ Sharon LaRue Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

COURSE CONTENT GUIDE (CCG) UNIVERSITY OF
ALASKA ANCHORAGE COMMUNITY AND TECHNICAL
COLLEGE

DIVISION: AAVI

DEPARTMENT: ATC

DATE: Fall 2015

COURSE NUMBER: ATC A440

COURSE TITLE: Facility Operation and Administration

CREDITS: 3

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:

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

VIII. Suggested Text:

Department of Transportation. (latest edition). *Facility operation and administration (Federal Aviation Administration Order 7210.3)*. Washington, DC: U.S. Government Printing Office.

X. Bibliography:

Department of Transportation. (latest edition). *Aeronautical information manual* (Federal Aviation Administration). Washington, DC: U.S. Government Printing Office.

Department of Transportation. (latest edition). *Air traffic control (Federal Aviation Administration Order 7110.65)*. Washington, DC: U.S. Government Printing Office.

Department of Transportation. (latest edition). *Terminal instrument procedures (Federal Aviation Administration Order 8260JB)*. Washington, DC: U.S. Government Printing Office.



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 ATP													
2. Course Prefix ATP	3. Course Number A 251	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0 credits	5b. Contact Hours (Lecture + Lab) (3+00)													
6. Complete Course Title Flight Dispatcher Overview <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status Yes # of Repeats 1 Max Credits 3														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
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2. AAS Professional Piloting	9/1/14	Rocky Capozzi															
3. BSAT Aviation Technology	9/1/14	Rocky Capozzi															
Initiator Name (typed): <u>Sharon LaRue</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/19/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/25/2014</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) For ATC students: ATP A100, ATP A235, ATC A143, ATC A144, ATC A325 For piloting students: ATP A100, ATP A116, ATP A200 ATP A235			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Completion of this course and ATP A351 will make students eligible to take the flight dispatcher certification test.																	

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

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 student pursuing 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:

Department of Transportation. (latest edition). *Airline transport pilot test prep: Study & prepare*. Newcastle, WA: Aviation Supplies and Academics.

Department of Transportation. (latest edition). *Federal Aviation Regulations/Aeronautical Information Manual*. Newcastle, WA: Aviation Supplies and Academics.

Department of Transportation. (latest edition). *Pilot's handbook of aeronautical knowledge*. (Federal Aviation Administration H8083-25A). Washington, D.C.: U.S. Dept. of Transportation, Federal Aviation Administration.

VIII. Bibliography:

Department of Transportation. (latest edition). *Airline transport pilot test prep: Study & prepare*. Newcastle, WA: Aviation Supplies and Academics.

Department of Transportation. (latest edition). *Federal Aviation Regulations/Aeronautical Information Manua*. Newcastle, WA: Aviation Supplies and Academics.

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:

Student Outcomes After successful completion of the course, students will be able to perform the following:	Assessment Procedures
Demonstrate knowledge of the federal air regulations regarding various operations.	Written and oral exams
Demonstrate knowledge of jet transport systems, including limitations and operating characteristics	Written and oral exams
Demonstrate knowledge of how forecasted weather affects flight planning and economics.	Written and oral exams
Demonstrate knowledge of dispatcher environment, including workload, relationships and company operations.	Written and oral exams



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 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 (Lecture + Lab) (3+00)													
6. Complete Course Title Flight Dispatcher Operations <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status Yes # of Repeats 1 Max Credits 3														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. 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></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. AAS Air traffic control	9/1/14	Rocky Capozzi	2. AAS Professional piloting	9/1/14	Rocky Capozzi	3. BSAT Aviation Technology	9/1/14	Rocky Capozzi
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Initiator Name (typed): <u>Sharon LaRue</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/19/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/19/2014</u>														
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15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) For ATC students: ATP A100, ATP A235, ATC A143, ATC A144, ATC A325 For piloting students: ATP A100, ATP A116, ATP A200 ATP A235			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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.																	
<div style="display: flex; justify-content: space-between;"><div><div>Initiator (faculty only) <u>Shaon LaRue</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College Undergraduate/Graduate Academic Board Chair Provost or Designee</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div><div><div>Date Date Date</div><div>Date Date Date</div></div></div>																	

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 includes 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 student 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:

Department of Transportation. (latest edition). *Airline transport pilot test prep: Study & prepare*. Newcastle, WA: Aviation Supplies and Academics.

Department of Transportation. (latest edition). *Federal Aviation Regulations/Aeronautical Information Manual*. Newcastle, WA: Aviation Supplies and Academics.

Department of Transportation. (latest edition). *Pilot's handbook of aeronautical knowledge*. (Federal Aviation Administration H8083-25A). Washington, D.C.: U.S. Dept. of Transportation, Federal Aviation Administration.

VIII. Bibliography:

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Department of Transportation. (latest edition). *Federal Aviation Regulations/Aeronautical Information Manual*. Newcastle, WA: Aviation Supplies and Academics.

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:

Student Outcomes After successful completion of the course, students will be able to perform the following:	Assessment Procedures
Demonstrate knowledge of various stages of flight and air traffic control	Written and oral exams
Demonstrate application of flight planning, including weight and balance and flight limitations	Written and oral exams
Demonstrate knowledge of how weather affects flight planning	Written and oral exams
Demonstrate knowledge of economics of flight, including aircraft performance	Written and oral exams

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

1a. School or College CB CBPP	1b. Division ADBP Division of Business Programs	1c. Department Management and Marketing			
2. Complete Program Title/Prefix Real Estate					
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Minor or Graduate: CHOOSE ONE					
4. Type of Action: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </div> <div style="width: 45%;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </div> </div>					
5. Implementation Date (semester/year) From: Fall/2015 To: /9999					
6a. Coordination with Affected Units <div style="display: flex; justify-content: space-between;"> <div> Department, School, or College: CBPP, Business Administration Initiator Name (typed): Terry Fields Date: _____ </div> <div> Initiator Signed Initials: _____ </div> </div>					
6b. Coordination Email submitted to Faculty Listserv (uaa-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: <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> 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.					
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; vertical-align: top;"> Initiator (faculty only) _____ Date _____ Terry Fields Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Department Chairperson <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Curriculum Committee Chairperson </td> <td style="width: 5%; text-align: center; vertical-align: top;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </td> <td style="width: 50%; vertical-align: top;"> Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____ </td> </tr> </table>			Initiator (faculty only) _____ Date _____ Terry Fields Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Department Chairperson <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Curriculum Committee Chairperson	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____
Initiator (faculty only) _____ Date _____ Terry Fields Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Department Chairperson <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Date _____ Curriculum Committee Chairperson	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Dean/Director of School/College _____ Date _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ Provost or Designee _____ Date _____			

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
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* 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.

BA A131	Personal Finance	3
ECON 201	Principles of Macroeconomics	3
BA/JUST A241	Business Law I	3
BA/JUST A242	Business Law II	3
BA A306	Real Estate Principles	3
BA A320	Real Estate Finance	3
BA A432	Real Estate Law	3
Complete 6-3 credits from the following:		63
BA A315	Property Management and Marketing	
BA A215	Introduction to Property Management	
BA A395	Property Management Internship	
BA A426	Financial Institutions	
BA A431	Real Estate Appraisal	
BA A432	Real Estate Law	
Total Credits		24 18
* Not available to BBA Finance Management majors.		

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Course Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA													
2. Course Prefix BA	3. Course Number 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 <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached list</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. See attached list			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. See attached list																	
2.																	
3.																	
Initiator Name (typed): <u>Terry Fields</u> Initiator Signed Initials: _____ Date: _____																	
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15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) [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) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) College of Business and Public Policy majors must be admitted to upper-division standing														
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update course description, prerequisites, suggested text, and student learning outcomes.																	

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

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

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
0 lab 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

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

B. Student Learning Outcomes. Students will be able to:	Assessment Method
1. Assess an individual's interest in land, forms of ownership, and transfer of title	Homework, quizzes, and exams

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 - <i>optional</i>

VII. Suggested Text

Galaty F.W., Allaway W.J., & Kyle R.C. (2014). *Modern real estate practice* (19th ed.). La Crosse, WI: DF Institute, Inc., d/b/a Dearborn 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:

American Land Title Association. <http://www.alta.org>

Apartments.com. <http://www.aps.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.frb-services.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.rrc.com>

Real Estate Research Institute. <http://www.reri.org>

U.S. Department of Housing and Urban Development. <http://www.hud.gov>



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 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. <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. Minor, Real Estate		12/1/2014		Ed Forrest	
2.					
3.					
Initiator Name (typed): <u>Terry Fields</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>01/13/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>01/13/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) [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) (<i>concurrent enrollment required</i>) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) College of Business and Public Policy majors must be admitted to upper-division standing		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update course description, prerequisites, and suggested text.					
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> _____ Initiator (faculty only) <u>Terry Fields</u> Initiator (TYPE NAME) _____ Department Chair _____ College/School Curriculum Committee Chair </div> <div> _____ Date _____ Date _____ Date _____ Date </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved </div> <div> _____ Dean/Director of School/College _____ Undergraduate/Graduate Academic Board Chair _____ Provost or Designee </div> <div> _____ Date _____ Date _____ Date </div> </div>					

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

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

0 lab 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:	Assessment Method
1. Evaluate the management of residential properties	Homework or exam
2. Evaluate the management of shopping centers and office buildings	Homework or exam
3. Develop an understanding of property leases and landlord-tenant laws	Homework or exam
4. Develop an understanding of property maintenance and human resource management	Homework or exam
5. Design a marketing, advertising, and sales campaign	Project
6. Evaluate the performance of a property manager	Project or exam

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:

American Land Title Association. <http://www.alta.org>

Apartments.com. <http://www.aps.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.frbsservices.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.rrc.com>

Real Estate Research Institute. <http://www.reri.org>

U.S. Department of Housing and Urban Development. <http://www.hud.gov>



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 A320	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Real Estate Finance <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Bachelor of Business Administration, Management - Property Management and Real Estate Concentration</td> <td>12/1/2014</td> <td>Ed Forrest</td> </tr> <tr> <td>2. Minor, Real Estate</td> <td>12/1/2014</td> <td>Ed Forrest</td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Business Administration, Management - Property Management and Real Estate Concentration	12/1/2014	Ed Forrest	2. Minor, Real Estate	12/1/2014	Ed Forrest	3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelor of Business Administration, Management - Property Management and Real Estate Concentration	12/1/2014	Ed Forrest															
2. Minor, Real Estate	12/1/2014	Ed Forrest															
3.																	
Initiator Name (typed): <u>Terry Fields</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>01/13/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>01/13/2015</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing														
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update course prerequisites and suggested text.																	

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

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

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

VII. Suggested Text

Kolbe, P. T., Greer, G. E., & Waller Jr., B.D. (2012). *Real estate finance* (3rd ed.). La Crosse, WI: DF Institute, Inc. d/b/a Dearborn 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:

American Land Title Association. <http://www.alta.org>

Apartments.com. <http://www.aps.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.frb-services.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.rrc.com>

Real Estate Research Institute. <http://www.reri.org>

U.S. Department of Housing and Urban Development. <http://www.hud.gov>

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



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	
2. Course Prefix ENGL	3. Course Number A435	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title History of Criticism <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with ENGL A 635 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. English BA		1/20/2015		Dan Kline	
2.					
3.					
Initiator Name (typed): <u>Toby Widdicombe</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/20/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/20/2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Study of critical theory from Classical times to the present with an emphasis on historical continuity and change.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) [ENGL A201 and ENGL A202] with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action 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.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) <u>Toby Widdicombe</u> Initiator (TYPE NAME)</div><div>Department Chair</div><div>College/School Curriculum Committee Chair</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College Undergraduate/Graduate Academic Board Chair Provost or Designee</div></div><div><div>Date Date Date Date</div><div>Date Date Date Date</div></div></div>					

**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

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

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

- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2nd ed. New York: Oxford UP, 2011
- Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. 2nd ed. New York: W.W. Norton, 2010.
- Richter, Vincent B., ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. New York: St. Martin's P, 2006.

VII. Bibliography

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: W.W. Norton, 1953.
- Armstrong, Paul B. "The Conflict of Interpretations and the Limits of Pluralism." *PMLA* 98.3 (May 1983): 341-352.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, Engl.: Manchester UP, 2009.
- Eagleton, Terry. *Literary Theory: An Introduction*. 3rd ed. Minneapolis: U of Minnesota P, 2008.
- Grabes, Herbert. "Constructing a Usable Literary Past: Literary History and Cultural Memory." *The Yearbook of Research in English and American Literature* 21 (2005): 129-143.
- Hume, Robert D. "Construction and Legitimation in Literary History." *Review of English Studies* 56 (2005): 632-661.
- Lipking, Lawrence. "Literary Criticism and the Rise of a National Literary History." *The Cambridge History of English Literature, 1660-1780*. Ed. John Richetti. Cambridge: Cambridge UP, 2005.
- Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. London: Verso, 2005.
- Perkins, David. *Is Literary History Possible?* Baltimore: Johns Hopkins UP, 1992.
- Richter, David, ed. *Falling into Theory: Conflicting Views on Reading Literature*. Boston: St. Martin's P—Bedford, 2001.
- Smallwood, Philip, ed. *Critical Past: Writing Criticism, Writing History*. Lewisburg, PA: Bucknell UP, 2004.



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												
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 <small>Abbreviated Title for Transcript (30 character)</small>																
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>		9. Repeat Status No # of Repeats Max Credits														
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) <input type="checkbox"/> General Education Requirement		10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2015 To: 9999/9999 12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with ENGL A435 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 border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. English MA</td> <td>1/20/2015</td> <td>Dan Kline</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>					Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. English MA	1/20/2015	Dan Kline	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted														
1. English MA	1/20/2015	Dan Kline														
2.																
3.																
Initiator Name (typed): <u>Toby Widdicombe</u> Initiator Signed Initials: _____ Date: _____																
13b. Coordination Email Date: <u>1/16/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)		13c. Coordination with Library Liaison Date: <u>1/20/2015</u>														
14. General Education Requirement <small>Mark appropriate box:</small>		<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone														
15. Course Description (<i>suggested length 20 to 50 words</i>) Advanced study of critical theory with an emphasis on recent developments in the field																
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>)		16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		16d. Registration Restriction(s) (<i>non-codable</i>) Graduate Standing														
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action 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.																
<table style="width:100%;"> <tr> <td style="width:45%;"> Initiator (faculty only) _____ Date _____ <u>Toby Widdicombe</u> Initiator (TYPE NAME) </td> <td style="width:55%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </td> </tr> <tr> <td> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </td> <td> <input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____ <input type="checkbox"/> Disapproved Board Chair </td> </tr> <tr> <td> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </td> <td> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </td> </tr> </table>					Initiator (faculty only) _____ Date _____ <u>Toby Widdicombe</u> Initiator (TYPE NAME)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____	<input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____ <input type="checkbox"/> Disapproved Board Chair	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____						
Initiator (faculty only) _____ Date _____ <u>Toby Widdicombe</u> Initiator (TYPE NAME)	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____															
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____	<input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____ <input type="checkbox"/> Disapproved Board Chair															
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved 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

Student Learning Outcomes: Upon completion of this course, the student will be able to:	Assessment Measures
1. Distinguish between analysis and evaluation of literary texts.	Study guides, papers, examinations
2. Discuss the different premises from which critical analysis may begin.	Study guides, papers, examinations
3. Evaluate the historical relationships among differing critical schools and their individual proponents.	Study guides, papers, examinations
4. Synthesize an understanding of theory in its relation to cultural studies and the definitions	Presentation and literature review

of postmodernity.	
5. Critique and apply the concept of belatedness in its relation to literary studies.	Definitional paper
6. Hypothesize the direction of textuality in the coming decades.	In-depth research paper

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).

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2nd ed. New York: Oxford, 2011.

Iser, Wolfgang. *How to Do Theory*. Malden, MA; Blackwell, 2006.

Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. 2nd ed. New York: W.W. Norton, 2010.

Richter, Vincent B., ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. New York: St. Martin's P, 2006.

VII. Bibliography

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

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: W.W. Norton, 1953.

- Allen, Chadwick.** *Trans-Indigenous: Methodologies for Global Native Literary Studies*. Minneapolis: U of Minnesota P, 2012.
- Armstrong, Paul B. "The Conflict of Interpretations and the Limits of Pluralism." *PMLA* 98.3 (May 1983): 341-352.
- Attridge, Derek and Jane Elliott.** *Theory After Theory*. London: Routledge, 2011.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, Engl.: Manchester UP, 2009.
- Bhabha, Homi.** *The Location of Culture*. New York: Routledge, 1994.
- Bryant, Levi, Nick Srnicek, and Graham Harman.** *The Speculative Turn: Continental Materialism and Realism*. Melbourne: re.press, 2011.
- Davies, Ioan.** *Cultural Studies and Beyond: Fragments of Empire*. London: Routledge, 1995.
- Derrida, Jacques.** "This Strange Institution Called Literature." *Acts of Literature*. Ed. Derek Attridge. New York: Routledge, 1992. 33-75.
- Eagleton, Robert.** *Ethical Criticism: Reading after Levinas*. Edinburgh: Edinburgh UP, 2008.
- Eagleton, Terry. *Literary Theory: An Introduction*. 3rd ed. Minneapolis: U of Minnesota P, 2008.
- Easthope, Antony.** *Literary into Cultural Studies*. London: Routledge, 1991.
- Gibson, Andrew.** *Postmodernity, Ethics, and the Novel*. London: Routledge, 1999.
- Graves, Herbert. "Constructing a Usable Literary Past: Literary History and Cultural Memory." *The Yearbook of Research in English and American Literature* 21 (2005): 129-143.
- Hallberg, Robert von, ed.** *Canons*. Chicago: The U of Chicago P, 1984.
- Hayles, N. Katherine.** *My Mother Was a Computer: Digital Subjects and Literary Texts*. Chicago: The U of Chicago P, 2005.
- Hiltner, Ken.** *Ecocriticism: The Essential Reader*. London: Routledge, 2014.
- Hume, Robert D. "Construction and Legitimation in Literary History." *Review of English Studies* 56 (2005): 632-661.
- Lane, Richard.** *Global Literary Theory: An Anthology*. London: Routledge, 2013.
- Lipking, Lawrence. "Literary Criticism and the Rise of a National Literary History." *The Cambridge History of English Literature, 1660-1780*. Ed. John Richetti. Cambridge: Cambridge UP, 2005.
- Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*. London: Verso, 2005.
- Perkins, David. *Is Literary History Possible?* Baltimore: Johns Hopkins UP, 1992.
- Richter, David, ed. *Falling into Theory: Conflicting Views on Reading Literature*. Boston: St. Martin's P—Bedford, 2001.
- Rorty, Richard.** "Looking Back at Literary Theory." *Comparative Literature in an Age of Globalization*. Ed. Haun Saussy. Baltimore: Johns Hopkins UP, 2006. 63-67.
- Smallwood, Philip, ed. *Critical Past: Writing Criticism, Writing History*. Lewisburg, PA: Bucknell UP, 2004.
- Wolfe, Cary.** *What is Posthumanism?* Minneapolis: Minneapolis UP, 2010.



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	
2. Course Prefix ENGL	3. Course Number A474	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Sociolinguistics <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. English (major and minor)		January 16, 2015		Dan Kline	
2.					
3.					
Initiator Name (typed): <u>David Bowie</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>January 20, 2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>January 20, 2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This course replaces a course that is being deleted, to better fulfill disciplinary curricular needs and match faculty expertise.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div>					
Initiator (faculty only) <u>David Bowie</u> Initiator (TYPE NAME)		Date		Dean/Director of School/College Date	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		Department Chair Date		Undergraduate/Graduate Academic Board Chair Date	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		College/School Curriculum Committee Chair Date		Provost or Designee Date	

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

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

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 “atheoreticity”
 - 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

- Bell, Allan. 2014. *The guidebook to sociolinguistics*. West Sussex, England: Wiley Blackwell.
- Chambers, J.K. 2008 *Sociolinguistic theory*. 3rd ed. West Sussex, England: Wiley Blackwell.
- Coupland, Nikolaus & Adam Jaworski (eds.). 2009. *The new sociolinguistics reader*. 2nd ed. London, England: Palgrave Macmillan.
- Edwards, John. 2013. *Sociolinguistics: A very short introduction*. Oxford, England: Oxford University Press.
- Meyerhoff, Miriam. 2011. *Introducing sociolinguistics*. 2nd ed. London, England: Routledge.
- Meyerhoff, Miriam & Erik Schlee (eds.). 2010. *The Routledge sociolinguistics reader*. London, England: Routledge.
- Van Herk, Gerard. 2012. *What is sociolinguistics?* West Sussex, England: Wiley Blackwell.

VII. Bibliography

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

- Braunmüller, Kurt, Steffen Höder, & Karoline Köhl (eds.). 2014. *Stability and divergence in language contact: Factors and mechanisms*. Amsterdam, The Netherlands: John Benjamins.
- Chambers, J.K. & Natalie Schilling-Estes. 2013. *The handbook of language variation and change*. 2nd ed. West Sussex, England: Wiley Blackwell.
- Chambers, J.K. & Peter Tudgill. 1998. *Dialectology*. 2nd ed. Cambridge, England: Cambridge University Press.
- Eckert, Penelope. 1989. *Jocks and burnouts: Social categories and identity in the high school*. New York, New York: Teachers College Press.
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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	
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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. English Minor, Linguistics Option		January 16, 2015		Dan Kline	
2.					
3.					
Initiator Name (typed): <u>David Bowie</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>January 20, 2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>January 20, 2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) An inductive linguistic analysis of English emphasizing transformational grammar.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) LING A201 with a minimum grade of C			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Course is being replaced with a new course that better fulfills disciplinary curricular needs and matches faculty expertise.					
<div style="display: flex; justify-content: space-between;"><div><div>Initiator (faculty only) <u>David Bowie</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____</div></div></div>					



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													
2. Course Prefix ENGL	3. Course Number A483	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Composition, Literacy, and the Teaching of Writing Comp, Literacy, Tchng Writing <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall /2015 To: 9999/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with ENGL A683 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 border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. English BA</td> <td>1/16/2015</td> <td>Dan Kline</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. English BA	1/16/2015	Dan Kline	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. English BA	1/16/2015	Dan Kline															
2.																	
3.																	
Initiator Name (typed): <u>Jacqueline Cason</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>1/20/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/20/2015</u>														
14. General Education Requirement <i>Mark appropriate box:</i>			<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone														
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) {ENGL A111 and [A211 or A212 or A213 or A214]} with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> 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.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Jacqueline Cason</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

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

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

Instructional Goals The instructor will	Student Learning Outcomes Students will be able to	Assessment Methods May include
Introduce key concepts and terminology underlying composition theory and literacy practices.	Analyze the pedagogical basis of composition curricula, including syllabi, assignments, lesson plans, textbooks, and assessment methods.	Reading Responses Discussion Critical Literacy Narrative Analytical report Curriculum review report Textbook review
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.	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.	Textbook review Response to student writing Grading of student writing Portfolio
Provide necessary background, key concepts, and terminology for extended discussions of transfer theory and institutional	Investigate and identify threshold concepts that reach across the curricular transitions students make from secondary to post-	Reading Responses Analytical report

design of composition curricula.	secondary writing classrooms.	
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)

Coxwell-Teague, Deborah, and Ronald F. Lunsford, eds. *First-year Composition: From Theory to Practice*. Anderson, SC: Parlor Press, 2014.

Dombek, Kristin, and Scott Herndon. *Critical Passages: Teaching the Transition to College Composition*. New York: Teachers College Press, 2003.

Haussamen, Brock, Amy Benjamin, Martha Kolln, and Rebecca S. Wheeler. *Grammar Alive!: A Guide for Teachers*. Urbana: NCTE, 2003.

Roen, Duane, et al., eds. *Strategies for Teaching First-Year Composition*. Urbana: NCTE, 2002.

VII. **Bibliography**

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Adler-Kassner, Linda, and Susanmarie Harrington. "Responsibility and Composition's Future in the Twenty-first Century: Reframing" Accountability." *CCC*, 62.1 (2010): 73-99.

Ball, Kevin, and Goodburn, Amy M. "Composition Studies and Service Learning: Appealing to Communities?" (2000). Faculty Publications -- Department of English. Paper 15.
<http://digitalcommons.unl.edu/englishfacpubs/15>

Brandt, Deborah. *The Rise of Writing: Redefining Mass Literacy*. New York: Cambridge UP, 2014.

Butler, Paul, ed. *Style in Rhetoric and Composition: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2010.

Clark, Irene. *Concepts in Composition: Teaching and Practice in the Teaching of Writing*. New York: Routledge, 2011.

Corbett, Edward P. J., Nancy Myers, and Gary Tate, eds. *The Writing Teacher's Sourcebook*. 4th ed. New York: Oxford UP, 2000.

Cushman, Ellen, Eugene Kintgen, Barry M. Kroll, and Mike Rose, eds. *Literacy: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2001.

Darder, Antonio, Rodolfo Torres, and Marta Baltodano, eds. *The Critical Pedagogy Reader*. 2nd ed. New York: Routledge 2003.

- 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.
- Freire, Paulo. "The Banking Concept of Education." In *Pedagogy of the Oppressed*. New York: Continuum. 2000. 71-86.
- Glenn, Cheryl, and Melissa Goldthwaite, eds. *The St. Martin's Guide to Teaching Writing*. 6th ed. Boston: Bedford/St. Martin's, 2008.
- Graham, Steve, Charles A. MacArthur, and Jill Fitzgerald, eds. *Best Practices in Writing Instruction*. 2nd ed. New York: Guilford Press, 2013.
- Heath, Shirley Brice. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. New York: Cambridge UP, 1983.
- Heilker, Paul, and Peter Vandenberg. eds. *Keywords in Composition Studies*. Portsmouth, NH: Boynton/Cook, 1996.
- Hillocks, George. *Teaching Writing as Reflective Practice*. New York: Teachers College P, 1995.
- Huot, Brian, and Pamela Takayoshi, eds., *Teaching Writing With Computers: An Introduction*. Boston: Houghton Mifflin, 2003.
- Jackson, Karen Keaton, and Sandra Vavra, eds. *Closing the Gap: English Educators Address the Tensions between Teacher Preparation and Teaching Writing in Secondary Schools*. Charlotte, NC: Information Age Publishing, 2007.
- Lutekwite, Claire. *Multimodal Composition: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2013.
- Manley, Robert J. *Making the Common Core Standards Work: Using Professional Development to Build World-Class Schools*. Newbury Park, CA: Corwin, 2012.
- Moore, Jessie. "Mapping Questions: The State of Writing-Related Transfer Research." *Composition Forum* 26 (2012): n. pag. Web. 15 January 2015.
- Pytlik, Betty P., and Sarah Leggett, eds. *Preparing College Teachers of Writing: Histories, Theories, Programs, Practices*. New York: Oxford UP 2002.
- Rose, Mike. *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared*. New York: Penguin 2005.
- Selfe, Cynthia L., ed. *Multimodal Composition: Resources for Teachers*. Cresskill, NJ: Hampton Press, 2007.
- Shaughnessy, Mina. *Errors and Expectations: A Guide for the Teachers of Basic Writing*. New York: Oxford UP. 1979.

- Sidler, Michelle, Richard Morris, and Elizabeth Overman Smith, eds. *Computers in the Composition Classroom: A Critical Sourcebook*. Boston: Bedford St. Martin's, 2008.
- Straub, Richard, ed. *A Sourcebook on Responding to Student Writing*. Norwood, NJ: Hampton, 2000.
- Sullivan, Patrick, and Howard Tinberg, eds. *What Is "College-Level" Writing?* Urbana, IL: NCTE, 2010.
- Heilker, Paul, and Peter Vandenberg, eds. *Keywords in Composition Studies*. Portsmouth, NH: Boynton/Cook, 1996.
- White, Edward M. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4th ed. Boston: Bedford/ St. Martin's. 2007.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design*. New York: Pearson, 2005.
- Yagelski, Robert P. *Literacy Matters: Writing and Reading the Social Self*. New York: Teachers College P, 2000.



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	
2. Course Prefix ENGL	3. Course Number A683	4. Previous Course Prefix & Number ENGL A687	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Composition Theory and Pedagogy Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div> <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with ENGL A483 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. English MA		1/16/2015		Dan Kline	
2.					
3.					
Initiator Name (typed): <u>Jacqueline Cason</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/20/2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/20/2015</u>		
14. General Education Requirement Mark appropriate box:			<input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone		
15. Course Description (suggested length 20 to 50 words) 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.					
16a. Course Prerequisite(s) (list prefix and number or test code and score) graduate standing			16b. Co-requisite(s) (concurrent enrollment required)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Graduate Standing		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action 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.					

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

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

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

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

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.	Reading Responses Analytical report Direct observation report
Provide models and guide discussion of the teaching philosophy genre.	Research, theorize, and articulate a pedagogical position for teaching writing.	Statement of Teaching Philosophy

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)

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Haussamen, Brock, Amy Benjamin, Martha Kolln, and Rebecca S. Wheeler. *Grammar Alive!: A Guide for Teachers*. Urbana: NCTE, 2003.

Miller, Susan, ed. *The Norton Book of Composition Studies*. New York: Norton, 2009.

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- Corbett, Edward P. J., Nancy Myers, and Gary Tate, eds. *The Writing Teacher's Sourcebook*. 4th ed. New York: Oxford UP, 2000.
- Cushman, Ellen, Eugene Kintgen, Barry M. Kroll, and Mike Rose, eds. *Literacy: A Critical Sourcebook*. Boston: Bedford/St. Martin's, 2001.
- DeJoy, Nancy C., *Process This: Undergraduate Writing in Composition Studies*. Logan: Utah State UP, 2004.**
- Darder, Antonio, Rodolfo Torres, and Marta Baltodano, eds. *The Critical Pedagogy Reader*. 2nd ed. New York: Routledge 2003.
- Davis, Matt. "Notes toward the Role of Materiality in Composing, Reviewing, and Assessing Multimodal Texts," *Computers and Composition* 31 (Spring 2014): 13-28.**
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Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc,
eds. *Writing New Media: Theory and Applications for Expanding the Teaching of*
***Composition*. Logan: Utah State UP, 2004. 67-110.**

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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	
2. Course Prefix ENGL	3. Course Number A487	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Professional Editing Professional Editing <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. (See attached table)		January 20, 2015			
2.					
3.					
Initiator Name (typed): <u>Jennifer Stone</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>January 20, 2015</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>January 20, 2015</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) (ENGL A111 and [ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214]) with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updating 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.					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Initiator (faculty only) Date </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Jennifer C. Stone </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Department Chair </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair </div> </div> <div style="width: 45%;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Dean/Director of School/College </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> <input type="checkbox"/> Approved </div> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <input type="checkbox"/> Disapproved Provost or Designee </div> </div> </div>					

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

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

Instructional Goals <i>The instructor will:</i>	Student Learning Outcomes <i>Students will be able to:</i>	Assessment Methods
<ul style="list-style-type: none"> Provide an overview of linguistic, rhetorical, historical, and social perspectives on editing 	Evaluate linguistic, rhetorical, historical, and social perspectives on editing	<ul style="list-style-type: none"> Quizzes In-class discussions
<ul style="list-style-type: none"> Discuss the levels of editing Model and guide the application of levels of editing to texts 	Apply levels of editing to texts	<ul style="list-style-type: none"> Editing exercises Quizzes Community-engaged editing project Portfolio
<ul style="list-style-type: none"> Explain standard conventions, tools, 	Use standard conventions, tools, resources, and	<ul style="list-style-type: none"> Editing exercises Quizzes

resources, and procedures used by professional editors	procedures to edit print-based and electronic texts	<ul style="list-style-type: none"> • Community-engaged editing project • Portfolio
<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Einsohn, A. (2011). *The copyeditor's handbook: A guide for book publishing and corporate communications* (3rd ed.). Oakland, CA: University of California Press.

VII. Bibliography

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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 English				
2. Complete Program Title/Prefix Minor in English					
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: or Graduate: Minor CHOOSE ONE					
This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No					
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate				
5. Implementation Date (semester/year) From: Fall/2015 To: /9999					
<table style="width: 100%;"> <tr> <td style="width: 40%;">6a. Coordination with Affected Units</td> <td style="width: 60%;">Department, School, or College: English</td> </tr> <tr> <td>Initiator Name (typed): <u>David Bowie</u></td> <td>Initiator Signed Initials: _____ Date: _____</td> </tr> </table>		6a. Coordination with Affected Units	Department, School, or College: English	Initiator Name (typed): <u>David Bowie</u>	Initiator Signed Initials: _____ Date: _____
6a. Coordination with Affected Units	Department, School, or College: English				
Initiator Name (typed): <u>David Bowie</u>	Initiator Signed Initials: _____ Date: _____				
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: <u>January 20, 2015</u>					
6c. Coordination with Library Liaison Date: <u>January 20, 2015</u>					
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * </div> <p style="text-align: center; font-size: small;">*Copy the text directly from the program website of the online catalog and paste into a Word document.</p>					
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.					
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Initiator (faculty only) <u>David Bowie</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____ </td> </tr> </table>		Initiator (faculty only) <u>David Bowie</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____		
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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:		12
ANTH A210	Introduction to Linguistic Anthropology	
ANTH A361	Language and Culture	
ENGL A450	Linguistics and English Language Teaching	
ENGL A474	Sociolinguistics	
ENGL A476	History of English Language	
ENGL A487	Professional Editing	
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	
ENGL A487	Professional Editing	

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:		12
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 Professional Editing	
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	
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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	<u>Composition, Literacy, and the Teaching of Writing</u>	

<u>ENGL A487</u>	<u>Professional Editing</u>	
<u>ENGL A495</u>	Internship in Professional Writing	
And both of the following:		6
<u>ENGL A433</u>	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.



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 English		
2. Complete Program Title/Prefix Bachelor of Arts in English			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE			
This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete </td> <td style="width: 50%; vertical-align: top;"> PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate </td> </tr> </table>		4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate
4. Type of Action: PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
5. Implementation Date (semester/year) From: Fall/2015 To: /9999			
6a. Coordination with Affected Units Department, School, or College: English Initiator Name (typed): <u>David Bowie</u> Initiator Signed Initials: _____ Date: _____			
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: <u>January 20, 2015</u>			
6c. Coordination with Library Liaison Date: <u>January 20, 2015</u>			
7. Title and Program Description - Please attach the following: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * </div> <p style="text-align: center; font-size: small;">*Copy the text directly from the program website of the online catalog and paste into a Word document.</p>			
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.			
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Initiator (faculty only) <u>David Bowie</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____ </td> </tr> </table>		Initiator (faculty only) <u>David Bowie</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____
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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

ENGL A201	Masterpieces of World Literature I	3
ENGL A202	Masterpieces of World Literature II	3
ENGL A351	Poetry	3
ENGL A433	Literacy, Rhetoric and Social Practice	3
ENGL A435	History of Criticism	3
ENGL A476	History of English Language	3
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

ENGL A301	Literature of Britain I
ENGL A302	Literature of Britain II
ENGL A305	National Literatures in English
ENGL A306	Literature of the United States I
ENGL A307	Literature of the United States II
ENGL A309	Texts of American Subcultures and Regions

Period Courses

Complete 3 credits from one period and 6 credits from the other period:

9

Earlier

ENGL A310	Ancient Literature
ENGL A315	Survey of Medieval Literature
ENGL A320	Renaissance Literature
ENGL A325	Neoclassical Literature

Later

ENGL A330	Literature of Romanticism
ENGL A340	The Victorian Period

ENGL A343	Modern and Contemporary Literature	
ENGL A440	Topics in Comparative Literature	
Genre		
Complete 3 credits from 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	
Specialized Studies		
Complete 6 credits from the following:		6
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		3
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:		6
ENGL A311	Advanced Composition	
ENGL A312	Advanced Technical Writing	
ENGL A313	Professional Writing	
ENGL A414	Research Writing	

Applied Linguistics

Complete 3 credits from the following:		3
ENGL A450	Linguistics and English Language Teaching	
ENGL A487	Professional Editing	
ENGL A495	Internship in Professional Writing	

Rhetoric and Language Theory

Complete 3 credits from the following:		3
ENGL A474	Sociolinguistics	
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
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Total Credits **24**

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](#).
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ENGL A351	Poetry	3
ENGL A433	Literacy, Rhetoric and Social Practice	3
ENGL A435	History of Criticism	3
ENGL A476	History of English Language	3
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

ENGL A301	Literature of Britain I
ENGL A302	Literature of Britain II
ENGL A305	National Literatures in English
ENGL A306	Literature of the United States I
ENGL A307	Literature of the United States II
ENGL A309	Texts of American Subcultures and Regions

Period Courses

Complete 3 credits from one period and 6 credits from the other period: 9

Earlier

ENGL A310	Ancient Literature
ENGL A315	Survey of Medieval Literature
ENGL A320	Renaissance Literature
ENGL A325	Neoclassical Literature

Later

ENGL A330	Literature of Romanticism
ENGL A340	The Victorian Period

ENGL A343	Modern and Contemporary Literature	
ENGL A440	Topics in Comparative Literature	
Genre		
Complete 3 credits from 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	
Specialized Studies		
Complete 6 credits from the following:		6
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		3
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:		6
ENGL A311	Advanced Composition	
ENGL A312	Advanced Technical Writing	
ENGL A313	Professional Writing	
ENGL A414	Research Writing	

Applied Linguistics

Complete 3 credits from the following:		3
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ENGL A487	Standard Written English Professional Editing	
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Rhetoric and Language Theory

Complete 3 credits from the following:		3
ENGL A474	<u>Sociolinguistics</u>	
ENGL A475	Modern Grammar	
ENGL A478	Public Science Writing	
ENGL A483	<u>Composition, Literacy, and the Teaching of Writing</u>	
ENGL A490	Topics in English Studies	

Upper-division Electives

Complete 6 credits of upper-division ENGL or CWLA electives	6
Total Credits	24

Secondary Education Option

Reading and Literature

ENGL A424	Shakespeare	3
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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.

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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:

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ENGL A490	Topics in English Studies

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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.
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- 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.



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 A121	4. Previous Course Prefix & Number MATH A172	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title College Algebra for Managerial and Social Sciences Algebra Mngr & Social Sciences <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. See attached list.					
2.					
3.					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Covers 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) If the prerequisite is not satisfied, an approved UAA placement test is required.		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Reduce student confusion about difficulty and sequencing, BOR resolution					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Initiator (faculty only) Date</small> <u>Mark Fitch</u> <small>Initiator (TYPE NAME)</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Department Chair Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>College/School Curriculum Committee Chair Date</small> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Dean/Director of School/College Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Undergraduate/Graduate Academic Board Chair Date</small> </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ <small>Provost or Designee Date</small> </div> </div> </div>					

**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: 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
 - 2.7 Solutions of Systems of Linear Equations
 - 2.8 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

Haeussler & Paul. (2011). *Introductory Mathematical Analysis for Business, Economics, and the Life and Social Sciences* (13th ed.). Pearson.

Harshbarger & Reynolds. (2013). *Mathematical Applications for the Management, Life & Social Sciences* (10th ed.). Brooks/Cole Cengage.

Harshbarger, & Yocco. (2013). *College Algebra in Context with Applications for the Managerial, Life, and Social Sciences*, (4th ed.). Pearson.

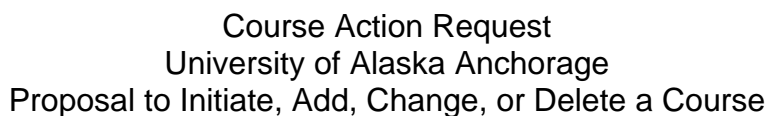
Tan. (2013). *College Mathematics for the Managerial, Life and Social Sciences*, (7th ed.). Brooks/Cole Cengage.

VII. Bibliography

Barnett, Ziegler & Byleen. (2014). *College Mathematics for Business, Economics, Life Sciences, and Social Sciences* (13th ed.). Pearson.

Lial & Hungerford. (2007). *Mathematics with Applications* (9th ed.). Addison Wesley.

Waner & Costenoble. (2014). *Finite Mathematics and Applied Calculus* (6th ed.). Brooks/Cole Cengage.

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**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:	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

Cohen, D. (2003). *College Algebra* (5th ed.). Cengage.

Gustafson, R., & Hughes J. (2013). *College Algebra* (11th). Cengage.

Sullivan, M. (2012). *College Algebra* (9th). Addison-Wesley Pearson.

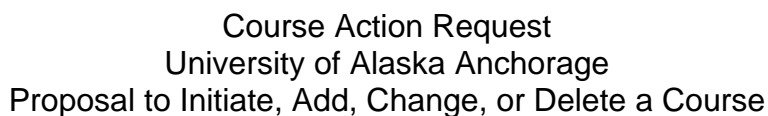
VII. Bibliography

Arem, C. (2009). *Conquering Math Anxiety*. Brooks/Cole Cengage.

Beecher, J., Penna, J. & Bittinger, M. (2012). *College Algebra* (4th). Addison-Wesley Pearson.

Larson, R. (2014). *College Algebra* (9th). Cengage.

Tobias, S. (1995). *Overcoming Math Anxiety*. Norton & Company.

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**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:	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

McKeague C. & Turner, M. (2013). *Trigonometry* (7th ed.). Brooks/Cole Cengage.

Stewart, Redlin & Watson. (2013). *Trigonometry* (2nd ed.). Brooks/Cole Cengage.

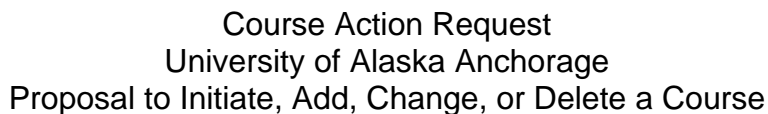
Sullivan (2012). *Trigonometry: A Unit Circle Approach* (9th ed.). Pearson.

VII. Bibliography

Dugopolski. (2013). *Trigonometry* (4th ed.). Pearson.

Lial, Hornsby, Schneider & Daniels. (2013). *Trigonometry* (10th ed.). Pearson.

Smith. (1998). *Trigonometry for College Students* (7th ed.). Brooks/Cole
Cengage.

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**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:	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

Cohen. (2012). *Precalculus* (7th ed.). Brooks/Cole Cengage.

Cohen. (2006). *Precalculus with Unit Circle Trigonometry* (4th ed.). Brooks Cole Cengage.

Dugopolski. (2012). *Precalculus: Functions and Graphs* (4th ed.). Pearson.

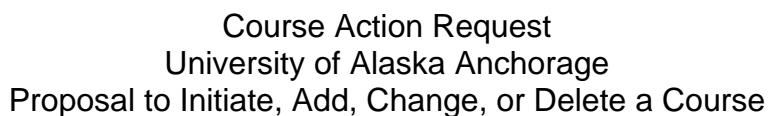
VII. Bibliography

Beecher, Penna & Bittinger. (2008). *Precalculus* (3rd ed.). Addison Wesley.

Blitzer. (2014). *Precalculus* (5th ed.). Pearson.

Lial, Hornsby & Schneider. (2005). *Precalculus* (3rd ed.). Addison Wesley.

Sullivan. (2012). *Precalculus* (9th ed.). Pearson.

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**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:	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

Bassarear. (2012). *Mathematics for Elementary School Teachers* (5th ed.). Brooks/Cole Cengage.

Billstein, Libeskind, and Lott. (2013). *A Problem Solving Approach to Mathematics for Elementary School Teachers* (11th ed.). Pearson.

Musser, Burger & Peterson. (2013). *Mathematics for Elementary Teachers: A Contemporary Approach* (10th ed.). Wiley.

VII. Bibliography

Alaska Standards. Retrieved from <http://education.alaska.gov/akstandards>.

Conference Board of the Mathematical Sciences (2001). *The Mathematical Education of Teachers*. American Mathematical Society and the Mathematical Association of America.

Common Core Standards. Retrieved from <http://www.corestandards.com>.

National Research Council. (1989). *Everybody Counts: A Report to the Nation on the Future of Mathematics Education*. National Academy Press.

National Council of Teachers of Mathematics (1989). *Curriculum and Evaluation Standards for School Mathematics*. <http://standards.nctm.org/info/resources.htm>

National Council of Teachers of Mathematics (1991). *Professional Standards for Teaching Mathematics*. <http://standards.nctm.org/info/resources.htm>

National Council of Teachers of Mathematics (2000). *Principles and Standards for School Mathematics*. Standards 2000 Project. <http://standards.nctm.org/>

Polya. (2004). *How to Solve It: A New Aspect of Mathematical Method*. Princeton

University Press.



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 A221	4. Previous Course Prefix & Number MATH A272	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Applied Calculus for Managerial and Social Sciences Applied Calculus <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
<small>Impacted Program/Course</small>		<small>Date of Coordination</small>		<small>Chair/Coordinator Contacted</small>	
1. See attached list.					
2.					
3.					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/21/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/21/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Covers functions and graphs, differentiation, exponential and logarithmic functions, antidifferentiation and integration, functions of several variables. Applications of these mathematical concepts.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A121 with a minimum grade of C or MATH A151 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) If the prerequisite is not satisfied, an approved UAA placement test is required.		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Reduce student confusion about difficulty and sequencing, BOR resolution					
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><div>Initiator (faculty only) _____ Date _____ <u>Mark Fitch</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></div><div style="width: 45%;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>					

**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: | 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

Goldstein, Schneider, Lay & Asmar. (2014). *Brief Calculus and Its Applications* (13th ed.). Pearson.

Harshbarger & Reynolds. (2013). *Mathematical Applications for the Management, Life and Social Sciences* (10th ed.). Books/Cole Cengage.

Tan. (2014). *Calculus for the Managerial, Life, and Social Sciences* (9th ed.). Brooks/Cole Cengage.

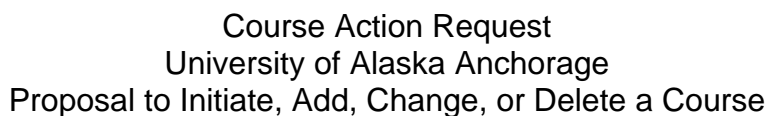
VII. Bibliography

Barnett, Ziegler & Byleen. (2015). *Calculus for Business, Economics, Life Sciences, and Social Sciences* (13th ed.). Pearson.

Haeussler & Paul. (2011). *Introductory Mathematical Analysis for Business, Economics, and the Life and Social Sciences* (13th ed.). Pearson.

Tan. (2013): *Applied Mathematics for the Managerial, Life, and Social Sciences* (7th ed.). Brooks/Cole Cengage.

Waner & Costenoble. (2014). *Finite Mathematics and Applied Calculus* (6th ed.). Brooks/Cole Cengage.

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**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

Larson R., & Edwards B. (2011). *Calculus: Early Transcendental Functions* (5th ed.). Brooks/Cole Cengage.

Stewart. (2012). *Calculus: Early Transcendentals* (7th ed.). Brooks/Cole Cengage.

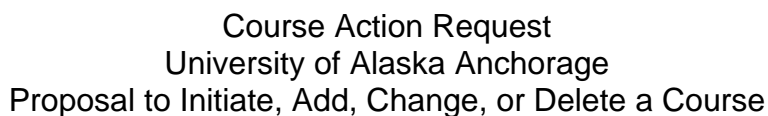
VII. Bibliography

Anton, Bivens & Davis. (2012). *Calculus: Early Transcendentals* (10th ed.). Wiley.

Johnston E., & Mathews T. (2002). *Calculus*. Addison Wesley.

Salas S., Etgen G. & Hille E. (2007). *Calculus: One and Several Variables* (10th ed.). Wiley.

Thomas, Weir, & Hass. (2014). *Thomas' Calculus* (13th ed.). Addison Wesley.

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**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:	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

Larson R., & Edwards B. (2011). *Calculus: Early Transcendental Functions* (5th ed.). Brooks/Cole Cengage.

Stewart. (2012). *Calculus: Early Transcendentals* (7th ed.). Brooks/Cole Cengage.

VII. Bibliography

Anton, Bivens & Davis. (2012). *Calculus: Early Transcendentals* (10th ed.). Wiley.

Johnston E., & Mathews T. (2002). *Calculus*. Addison Wesley.

Salas S., Etgen G. & Hille E. (2007). *Calculus: One and Several Variables* (10th ed.). Wiley.

Thomas, Weir, & Hass. (2014). *Thomas' Calculus* (13th ed.). Addison Wesley.



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 <small>Abbreviated Title for Transcript (30 character)</small>																					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions </div> </div>			9. Repeat Status No # of Repeats Max Credits																		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG																		
			11. Implementation Date semester/year From: Fall/2015 To: /9999																		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>																		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 35%;">Impacted Program/Course</th> <th style="width: 20%;">Catalog Page(s) Impacted</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 25%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. See attached list.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	1. See attached list.				2.				3.			
Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted																		
1. See attached list.																					
2.																					
3.																					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____																					
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>																		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number</i>) MATH A252 with minimum grade of C		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A																	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>) If the prerequisite is not satisfied, an approved UAA placement test is required.																			
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course																			
19. Justification for Action Reduce student confusion about difficulty and sequencing, BOR resolution																					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Initiator (faculty only) _____ Date _____ <u>Mark Fitch</u> Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																					

**University of Alaska Anchorage
College of 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:	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

Larson R., & Edwards B. (2011). *Calculus: Early Transcendental Functions* (5th ed.). Brooks/Cole Cengage.

Stewart. (2012). *Calculus: Early Transcendentals* (7th ed.). Brooks/Cole Cengage.

VII. Bibliography

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Salas S., Etgen G. & Hille E. (2007). *Calculus: One and Several Variables* (10th ed.). Wiley.

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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 AMSC Division of Math Science		1c. Department Mathematics & Statistics	
2. Course Prefix MATH	3. Course Number A265	4. Previous Course Prefix & Number MATH A215	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Fundamentals of Mathematics					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 50%;"> <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. BS Natural Sciences		11/21/14		Fred Rainey	
2.					
3.					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updated course prerequisites					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Mark Fitch</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>					

**University of Alaska Anchorage
College of 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:	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

Chartrand, E., Polimeni, A., and Zhang, P. (2013). *Mathematical Proofs: A Transition to Advanced Mathematics* (3rd ed.). Pearson.

Cullinane, M. (2013). *A Transition to Mathematics with Proofs*. Jones & Bartlett.

Smith, D., Eggen, M., and St. Andre, R. (2010). *A Transition to Advanced Mathematics* (7th ed.). Brooks/Cole.

VII. Bibliography

Halmos, P. (1974). *Naive Set Theory*. Springer.

Schumacher, C. (2000). *Chapter Zero* (2nd ed.). Pearson.

Stoll, R. (1979). *Set Theory and Logic*. Dover.



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 A302	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Ordinary Differential Equations <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; flex-wrap: wrap;"><div style="width: 50%;"><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div style="width: 50%;"><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. See attached list.					
2.					
3.					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updated course prerequisites					
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><div>Initiator (faculty only) _____ Date _____ Mark Fitch Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></div><div style="width: 45%;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>					

**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:	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. Bernoulli, Riccati and Clairaut 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

Blanchard, Devaney, & Hall (2012). *Differential Equations* (4th ed.). Cengage.

Boyce & DiPrima. (2012). *Elementary Differential Equations* (10th ed.). Wiley.

Edwards & Penney. (2007). *Elementary Differential Equations*, (6th ed.). Pearson.

Nagle, Saff, & Snider. (2012). *Fundamentals of Differential Equations* (8th ed.). Addison Wesley Pearson.

Zill. (2001). *A First Course in Differential Equations: The Classic* (5th ed.). Brooks/Cole Cengage.

VII. Bibliography

Coddington. (1989). *An Introduction to Ordinary Differential Equations*. Dover.

Gray, Mezzinol and Pinsky. (1997). *Introduction to Ordinary Differential Equations with Mathematica*. Springer-Verlag.

Ross. (1995). *Differential Equations-An Introduction with Mathematica*. Springer.

Simmons. (2001). *Differential Equations with Applications and Historical Notes* (2nd ed.). McGraw Hill.

Spiegel. (1981). *Applied Differential Equations* (3rd ed.). Prentice Hall.



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 A303	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Introduction to Abstract Algebra Intro to Abstract Algebra <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. BS Natural Sciences</td><td>11/21/14</td><td>Fred Rainey</td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>		Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. BS Natural Sciences	11/21/14	Fred Rainey	2.			3.						
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. BS Natural Sciences	11/21/14	Fred Rainey															
2.																	
3.																	
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/21/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/21/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduction to groups, rings, and fields																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Updated course prerequisites																	
<div style="display: flex; justify-content: space-between;"><div><div style="width: 45%;">Initiator (faculty only) _____ Date _____ <u>Mark Fitch</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>																	

**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:	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

Gallian. (2013). *Contemporary Abstract Algebra* (6th ed.). Cengage.

Herstein. (2004). *Abstract Algebra* (3rd ed.). Wiley.

Rotman. (2006). *First Course in Abstract Algebra* (3rd ed.). Pearson.

VII. Bibliography

Birkhoff & Mac Lane. (1977). *A Survey of Modern Algebra* (4th ed.). AKP Classics.

Dummit & Foote. (2003). *Abstract Algebra* (3rd ed.) Wiley.

Hungerford. (2014). *Abstract Algebra, An Introduction* (2nd ed.). Brooks/Cole Cengage.

Jacobson. (1985). *Basic Algebra I* (2nd ed.). Freeman. (Out of print).



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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. BS Natural Sciences		11/21/14		Fred Rainey	
2.					
3.					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduction to Euclidean and non-Euclidean planar geometry and topics from affine and projective geometries					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updated course prerequisites					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Initiator (faculty only) Date</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Dean/Director of School/College Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Initiator (TYPE NAME) Date</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chair Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Department Chair Date</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee Date</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ College/School Curriculum Committee Chair Date</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Provost or Designee Date</div></div>					

**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:	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

Fenton, W. and Reynolds, B. (2011). *College Geometry: Using the Geometer's Sketchpad*. Wiley.

Sibley T. (1997). *The Geometric Viewpoint: A Survey of Geometries*. Addison Wesley.

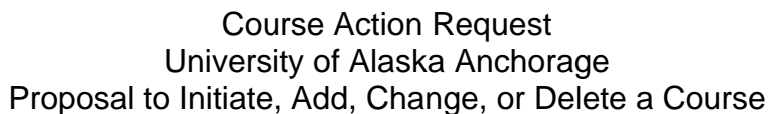
Wallace E. and West S. (2003). *Roads to Geometry* (3rd ed.). Prentice Hall.

VII. Bibliography

Coxeter, H.S.M. (1989). *Introduction to Geometry* (2nd ed.). Wiley.

Eves, H. (1992). *Fundamentals of Modern Geometry*. Jones and Bartlett.

Eves, H. (1972). *Survey of Geometry* (2 vols.). Allyn and Bacon.

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**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:	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

Brualdi R. (2009). *Introductory Combinatorics* (5th ed.). Pearson

Tucker. (2012). *Applied Combinatorics* (6th ed.). Wiley.

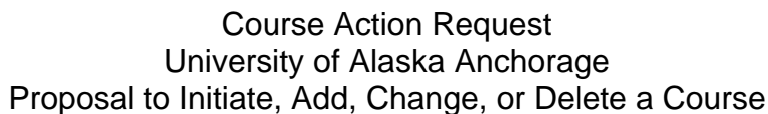
VII. Bibliography

Bogart. (2000). *Introductory Combinatorics* (3rd ed.). Brooks/Cole Cengage.

Lint and Wilson. (2001). *A Course in Combinatorics* (2nd ed.). Cambridge University Press.

Straight. (1993). *Combinatorics: An Invitation*. Brooks/Cole Cengage.

Graham, Grottschell & Laszlo. (2003). *Handbook of Combinatorics* (2 volume set). North-Holland.

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**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:	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

Kolman and Hill. (2008). *Introductory Linear Algebra* (9th ed.). Pearson.

Lay D., (2012). *Linear Algebra and Its Applications* (4th ed.). Pearson.

Leon. (2015). *Linear Algebra with Applications* (9th ed.). Pearson.

VII. Bibliography

Halmos. (1986). *Finite-dimensional Vector Spaces* (2nd ed.). Springer-Verlag.

Shilov. (1977). *Linear Algebra*. Dover.



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 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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. BS Natural Sciences		11/21/14		Fred Rainey	
2.					
3.					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updated course prerequisites					
<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><div>Initiator (faculty only) _____ Date _____ <u>Mark Fitch</u> Initiator (TYPE NAME)</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></div><div style="width: 45%;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>					

**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:	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

Kaplan. (2003). *Advanced Calculus* (5th ed.). Addison Wesley.

Kirkwood. (2002). *An Introduction to Analysis* (2nd ed.). Waveland Press.

Lay. (2005). *Analysis with an Introduction to Proof* (4th ed.). Prentice Hall.

VII. Bibliography

Fitzpatrick. (2006). *Real Analysis* (2nd ed.). Brooks/Cole Cengage.

Goldberg. (1976). *Methods of Real Analysis* (2nd ed.). Wiley.

Lewin. (2002). *An Interactive Introduction to Mathematical Analysis*. Cambridge University Press.

Royden. (1988). *Real Analysis* (3rd ed.). Prentice Hall.

Rudin. (1986). *Principles of Mathematical Analysis* (3rd ed.). McGraw-Hill.

Thomson, Bruckner & Bruckner. (2001). *Elementary Real Analysis*. Prentice Hall.

Wade. (2004). *An Introduction to Analysis* (3rd ed.). Prentice Hall.



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 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 <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. BS Natural Sciences</td> <td>11/21/14</td> <td>Fred Rainey</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. BS Natural Sciences	11/21/14	Fred Rainey	2.			3.		
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Analytic functions, Cauchy's Theorem, sequences and series, integration and residues.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Updated course prerequisites																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ <u>Mark Fitch</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

**University of Alaska Anchorage
College of 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:	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

Churchill & Brown. (2004). *Complex Variables and Applications* (7th ed.). McGraw-Hill.

Marsden & Hoffmann. (1998). *Basic Complex Analysis* (3rd ed.). Freeman.

Saff & Snider. (2003). *Fundamentals of Complex Analysis with Applications to Engineering, Science and Mathematics* (3rd ed.). Prentice Hall.

Silverman. (2010). *Complex Analysis with Applications*. Dover.

Wunsch. (2005). *Complex Variables with Applications* (3rd ed.). Addison Wesley.

VII. Bibliography

Ahlfors. (1979). *Complex Analysis: An Introduction to the Theory of Analytic Functions of One Complex Variable* (3rd ed.). McGraw Hill.

Conway. (1995). *Functions of One Complex Variable I*. Springer.

Hille. (1963). *Analytic Function Theory, Volumes I & II*. Blaisdell.

Lang. (2003). *Complex Analysis* (4th ed.). Springer.

Needham. (2002). *Visual Complex Analysis*. Oxford University Press.

Ponnusamy & Silverman. (2006). *Complex Variables with Applications*. Birkhäuser.

Silverman. (1972). *Introductory Complex Analysis*. Dover.



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 A420	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Historical Mathematics <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. BS Natural Sciences</td><td>11/21/14</td><td>Fred Rainey</td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. BS Natural Sciences	11/21/14	Fred Rainey	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. BS Natural Sciences	11/21/14	Fred Rainey															
2.																	
3.																	
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Historical development of mathematical concepts in algebra, geometry, number theory, analytical geometry, calculus, probability, and statistics																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>)														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Completion of GER Tier 1 (basic college-level skills) courses and junior or senior standing.														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Increased clarity of title and description, Updated course prerequisites																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) <u>Mark Fitch</u> Initiator (TYPE NAME)</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Department Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair</div><div>Date</div></div></div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div style="display: flex; justify-content: space-between;"><div>Dean/Director of School/College</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Undergraduate/Graduate Academic Board Chair</div><div>Date</div></div><div style="display: flex; justify-content: space-between;"><div>Provost or Designee</div><div>Date</div></div></div></div>																	

**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:	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

Burton, D. (2010). *The History of Mathematics: An Introduction* (7th ed.). McGraw Hill.

Eves, H. (1990). *An Introduction to the History of Mathematics* (6th ed.). Brooks/Cole Cengage.

VII. Bibliography

Bunt L., Jones P., & Bedient J. (2012). *The Historical Roots of Elementary Mathematics*. Dover.

Eves, H. (1983). *Great Moments in Mathematics Before 1650*. Mathematical Association of America.

Eves, H. (1983). *Great Moments in Mathematics After 1650*. Mathematical Association of America.



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 A422	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Partial Differential Equations <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"><div style="width: 50%;"><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div style="width: 50%;"><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted	
1. See attached list.					
2.					
3.					
Initiator Name (typed): <u>Mark Fitch</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/21/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/21/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable)		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Updated course prerequisites					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>Initiator (faculty only) <u>Mark Fitch</u> Initiator (TYPE NAME)</div><div>Department Chair _____ Date _____</div><div>College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div>Dean/Director of School/College _____ Date _____</div><div>Undergraduate/Graduate Academic Board Chair _____ Date _____</div><div>Provost or Designee _____ Date _____</div></div></div>					

**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:	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

- 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

Asmar. (2005). *Partial Differential Equations with Fourier Series and Boundary Value Problems* (2nd ed.). Pearson.

Haberman. (2013). *Applied Partial Differential Equations* (5th ed.). Pearson.

Powers. (2010). *Boundary Value Problems* (6th ed.). Elsevier-Academic Press.

VII. Bibliography

Arfken & Weber. (2005). *Mathematical Methods for Physicists* (6th ed.). Elsevier.

Churchill & Brown. (2011). *Fourier Series & Boundary Value Problems* (8th ed.). McGraw Hill.

Courant & Hilbert. (1991). *Methods of Mathematical Physics, Volumes I & II*. Wiley.

Jeffrey. (2002). *Applied Partial Differential Equations: An Introduction*. Elsevier.

Whittaker & Watson. (1996). *A Course of Modern Analysis* (4th ed.). Cambridge University Press.



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 ematics & Statistics		
2. Complete Program Title/Prefix BA Mathematics			
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Arts or Graduate: CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No			
4. Type of Action: PROGRAM PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Change <input type="checkbox"/> Delete <input type="checkbox"/> Inactivate			
5. Implementation Date (semester/year) From: Fall/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: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Cover Memo <input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * <small>*Copy the text directly from the program website of the online catalog and paste into a Word document.</small> </div>			
8. Justification for Action New degree requirements ensure all graduates have completed a sufficiently rigorous and broad program.			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;">Mark Fitch</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </td> <td style="width: 50%; border: none; vertical-align: top;"> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </td> </tr> </table>		<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (faculty only) _____ Date _____</div> <div style="margin-bottom: 5px;">Mark Fitch</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Initiator (TYPE NAME) _____</div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div>	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Approved _____ </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div>
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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:	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.

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.uaa.alaska.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:~~

~~3-4~~

~~[CS A109](#) [Computer Programming \(Languages Vary\)](#)~~

~~[CS A110](#) [Java Programming](#)~~

~~[CS A111](#) [Visual Basic .NET Programming](#)~~

~~[CSCE A201](#) [Computer Programming I](#)~~

~~[MATH A20051](#) Calculus I 4~~

~~[MATH A20152](#) Calculus II 4~~

~~[MATH A20253](#) Calculus III 4~~

~~[MATH A21565](#) 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](#)~~

~~[STAT A307](#) [Probability and Statistics](#) 4~~

~~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](#)~~

~~Total Credits~~

~~28-29~~

~~Select one of the following from Applied Math:~~

~~3~~

~~[MATH A302](#) [Ordinary Differential Equations](#)~~

<u>MATH A422</u>	<u>Partial Differential Equations</u>	
<u>MATH A426</u>	<u>Numerical Methods</u>	
<u>PHYS A456</u>	<u>Nonlinear Dynamics and Chaos</u>	
<u>Select one of the following from Statistics:</u>		<u>3</u>
<u>STAT A307</u>	<u>Probability and Statistics</u>	
<u>MATH A371</u>	<u>Stochastic Processes</u>	
<u>MATH A407</u>	<u>Mathematical Statistics I</u>	
<u>MATH A408</u>	<u>Mathematical Statistics II</u>	
<u>Any upper division statistics course</u>		
<u>Select one of the following other mathematics courses:</u>		<u>3</u>
<u>MATH A305</u>	<u>Introduction to Geometries</u>	
<u>MATH A420</u>	<u>History of Mathematics</u>	
<u>Select any two additional courses from any of the four categories above or from the following</u>		<u>6</u>
<u>MATH A490A</u>	<u>Special Topics in Pure Mathematics</u>	
<u>MATH A490B</u>	<u>Special Topics in Applied Mathematics</u>	
<u>MATH A495</u>	<u>Mathematics Practicum</u>	
<u>MATH A498</u>	<u>Individual Research</u>	
<u>Total Credits</u>		<u>48-49</u>

Traditional Option

<u>MATH A302</u>	<u>Ordinary Differential Equations</u>	<u>3</u>
<u>MATH A321</u>	<u>Analysis of Several Variables</u>	<u>3</u>
<u>MATH A324</u>	<u>Advanced Calculus</u>	<u>3</u>
<u>MATH A410</u>	<u>Introduction to Complex Analysis</u>	<u>3</u>
<u>or MATH A422</u>	<u>Partial Differential Equations</u>	
<u>Select three of the following:</u>		<u>9</u>
<u>MATH A305</u>	<u>Introduction to Geometries</u>	
<u>MATH A306</u>	<u>Discrete Methods</u>	
<u>MATH A371</u>	<u>Stochastic Processes</u>	
<u>MATH A407</u>	<u>Mathematical Statistics I</u>	
<u>MATH A408</u>	<u>Mathematical Statistics II</u>	
<u>MATH A410</u>	<u>Introduction to Complex Analysis</u>	
<u>MATH A420</u>	<u>History of Mathematics</u>	
<u>MATH A422</u>	<u>Partial Differential Equations</u>	

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<u>MATH A426</u>	Numerical Methods	
<u>MATH A430</u>	Concepts of Topology	
<u>MATH A490A</u>	Selected Topics in Pure Mathematics ^{3*}	
<u>MATH A490B</u>	Selected Topics in Applied Mathematics ^{3*}	
<u>STAT A308</u>	Intermediate Statistics for the Sciences	
<u>STAT A402</u>	Scientific Sampling	
<u>STAT A403</u>	Regression Analysis	
<u>STAT A404</u>	Analysis of Variance	
<u>STAT A407</u>	Time Series Analysis	
<u>STAT A408</u>	Multivariate Statistics	
Total Credits		24

Secondary Teaching Preparation Option

The Secondary Teaching Preparation Option is intended for students interested in pursuing secondary teacher certification to teach mathematics at the middle school and high school level. To obtain secondary teacher certification, an approved teacher preparation program must be successfully completed through the College of Education. Students choosing the Secondary Teaching Preparation Option should obtain advising from an academic advisor in the College of Education no later than the beginning of the junior year.

<u>MATH A305</u>	Introduction to Geometries	3
<u>MATH A306</u>	Discrete Methods	3
<u>MATH A420</u>	History of Mathematics	3
Select two of the following:		6
<u>MATH A302</u>	Ordinary Differential Equations	
<u>MATH A321</u>	Analysis of Several Variables	
<u>MATH A324</u>	Advanced Calculus	
<u>MATH A371</u>	Stochastic Processes	
<u>MATH A407</u>	Mathematical Statistics I	
<u>MATH A408</u>	Mathematical Statistics II	
<u>MATH A410</u>	Introduction to Complex Analysis	
<u>MATH A422</u>	Partial Differential Equations	
<u>MATH A426</u>	Numerical Methods	
<u>MATH A430</u>	Concepts of Topology	

MATH A490A	Selected Topics in Pure Mathematics^{ak}	
MATH A490B	Selected Topics in Applied Mathematics^{ak}	
STAT A308	Intermediate Statistics for the Sciences	
STAT A402	Scientific Sampling	
STAT A403	Regression Analysis	
STAT A404	Analysis of Variance	
STAT A407	Time Series Analysis	
STAT A408	Multivariate Statistics	
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](#)
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.uaa.alaska.edu/undergraduateprograms/cas/mathematics/ba-mathematics/#sthash.LNcBhMsd.dpuf>



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 ematics & Statistics				
2. Complete Program Title/Prefix BS Mathematics					
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Science or Graduate: CHOOSE ONE This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No					
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%;">PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate		
PROGRAM <input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate				
5. Implementation Date (semester/year) From: Fall/2015 To: /9999					
6a. Coordination with Affected Units Initiator Name (typed): Mark Fitch Department, School, or College: _____ 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: <div style="display: flex; justify-content: space-around;"><div><input checked="" type="checkbox"/> Cover Memo</div><div><input checked="" type="checkbox"/> Catalog Copy in Word using the track changes function. * <small>*Copy the text directly from the program website of the online catalog and paste into a Word document.</small></div></div>					
8. Justification for Action New degree requirements ensure all graduates have completed a sufficiently rigorous and broad program.					
<table style="width: 100%;"><tr><td style="width: 50%; vertical-align: top;">Initiator (faculty only) Mark Fitch Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</td><td style="width: 50%; vertical-align: top;"><div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>_____</div><div>Dean/Director of School/College</div><div>_____</div><div>Undergraduate/Graduate Academic Board Chair</div><div>_____</div><div>Provost or Designee</div></div></div></td></tr><tr><td style="text-align: right; vertical-align: bottom;">Date</td><td style="text-align: right; vertical-align: bottom;">Date</td></tr></table>		Initiator (faculty only) Mark Fitch Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>_____</div><div>Dean/Director of School/College</div><div>_____</div><div>Undergraduate/Graduate Academic Board Chair</div><div>_____</div><div>Provost or Designee</div></div></div>	Date	Date
Initiator (faculty only) Mark Fitch Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><div>_____</div><div>Dean/Director of School/College</div><div>_____</div><div>Undergraduate/Graduate Academic Board Chair</div><div>_____</div><div>Provost or Designee</div></div></div>				
Date	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: 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:	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

~~Select one of the following:~~

~~3-4~~

~~[CS A109](#) [Computer Programming \(Languages Vary\)](#)~~

~~[CS A110](#) [Java Programming](#)~~

~~[CS A111](#) [Visual Basic .NET Programming](#)~~

~~[CSCE A201](#) [Computer Programming I](#)~~

~~[MATH A20051](#) Calculus I 4~~

~~[MATH A20152](#) Calculus II 4~~

~~[MATH A20253](#) Calculus III 4~~

~~[MATH A21565](#) 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](#)~~

~~[STAT A307](#) [Probability and Statistics](#) 4~~

~~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](#)~~

~~Total Credits~~

~~28-29~~

~~Select one of the following from Applied Math:~~

~~3~~

~~[MATH A302](#) [Ordinary Differential Equations](#)~~

<u>MATH A422</u>	<u>Partial Differential Equations</u>	
<u>MATH A426</u>	<u>Numerical Methods</u>	
<u>PHYS A456</u>	<u>Nonlinear Dynamics and Chaos</u>	
<u>Select one of the following from Statistics:</u>		<u>3</u>
<u>STAT A307</u>	<u>Probability and Statistics</u>	
<u>MATH A371</u>	<u>Stochastic Processes</u>	
<u>MATH A407</u>	<u>Mathematical Statistics I</u>	
<u>MATH A408</u>	<u>Mathematical Statistics II</u>	
<u>Any upper division statistics course</u>		
<u>Select one of the following other mathematics courses:</u>		<u>3</u>
<u>MATH A305</u>	<u>Introduction to Geometries</u>	
<u>MATH A420</u>	<u>History of Mathematics</u>	
<u>Select any two additional courses from any of the four categories above or from the following</u>		<u>6</u>
<u>MATH A490A</u>	<u>Special Topics in Pure Mathematics</u>	
<u>MATH A490B</u>	<u>Special Topics in Applied Mathematics</u>	
<u>MATH A495</u>	<u>Mathematics Practicum</u>	
<u>MATH A498</u>	<u>Individual Research</u>	
<u>Total Credits</u>		<u>48-49</u>

Traditional Option

<u>MATH A302</u>	<u>Ordinary Differential Equations</u>	<u>3</u>
<u>MATH A321</u>	<u>Analysis of Several Variables</u>	<u>3</u>
<u>MATH A324</u>	<u>Advanced Calculus</u>	<u>3</u>
<u>MATH A410</u>	<u>Introduction to Complex Analysis</u>	<u>3</u>
<u>or MATH A422</u>	<u>Partial Differential Equations</u>	
<u>Select three of the following:</u>		<u>9</u>
<u>MATH A305</u>	<u>Introduction to Geometries</u>	
<u>MATH A306</u>	<u>Discrete Methods</u>	
<u>MATH A371</u>	<u>Stochastic Processes</u>	
<u>MATH A407</u>	<u>Mathematical Statistics I</u>	
<u>MATH A408</u>	<u>Mathematical Statistics II</u>	
<u>MATH A410</u>	<u>Introduction to Complex Analysis</u>	
<u>MATH A420</u>	<u>History of Mathematics</u>	
<u>MATH A422</u>	<u>Partial Differential Equations</u>	

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<u>MATH A426</u>	Numerical Methods	
<u>MATH A430</u>	Concepts of Topology	
<u>MATH A490A</u>	Selected Topics in Pure Mathematics ^{3*}	
<u>MATH A490B</u>	Selected Topics in Applied Mathematics ^{3*}	
<u>STAT A308</u>	Intermediate Statistics for the Sciences	
<u>STAT A402</u>	Scientific Sampling	
<u>STAT A403</u>	Regression Analysis	
<u>STAT A404</u>	Analysis of Variance	
<u>STAT A407</u>	Time Series Analysis	
<u>STAT A408</u>	Multivariate Statistics	
Total Credits		24

Secondary Teaching Preparation Option

The Secondary Teaching Preparation Option is intended for students interested in pursuing secondary teacher certification to teach mathematics at the middle school and high school level. To obtain secondary teacher certification, an approved teacher preparation program must be successfully completed through the College of Education. Students choosing the Secondary Teaching Preparation Option should obtain advising from an academic advisor in the College of Education no later than the beginning of the junior year.

<u>MATH A305</u>	Introduction to Geometries	3
<u>MATH A306</u>	Discrete Methods	3
<u>MATH A420</u>	History of Mathematics	3
Select two of the following:		6
<u>MATH A302</u>	Ordinary Differential Equations	
<u>MATH A321</u>	Analysis of Several Variables	
<u>MATH A324</u>	Advanced Calculus	
<u>MATH A371</u>	Stochastic Processes	
<u>MATH A407</u>	Mathematical Statistics I	
<u>MATH A408</u>	Mathematical Statistics II	
<u>MATH A410</u>	Introduction to Complex Analysis	
<u>MATH A422</u>	Partial Differential Equations	
<u>MATH A426</u>	Numerical Methods	
<u>MATH A430</u>	Concepts of Topology	

<u>MATH A490A</u>	<u>Selected Topics in Pure Mathematics^{ak}</u>	
<u>MATH A490B</u>	<u>Selected Topics in Applied Mathematics^{ak}</u>	
<u>STAT A308</u>	<u>Intermediate Statistics for the Sciences</u>	
<u>STAT A402</u>	<u>Scientific Sampling</u>	
<u>STAT A403</u>	<u>Regression Analysis</u>	
<u>STAT A404</u>	<u>Analysis of Variance</u>	
<u>STAT A407</u>	<u>Time Series Analysis</u>	
<u>STAT A408</u>	<u>Multivariate Statistics</u>	
<u>Total Credits</u>		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.



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 A106	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Introduction to Social Welfare Intro to Social Welfare <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2015 To: Fall/9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Social Work		11/19/14		Kathi Trawver	
2. Human Services		9/23/13 & 11/19/14		Laura Kelly	
3.					
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/19/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/19/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) SOC A101 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) None		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update CCG for compliance with revised accreditation requirements and remove cross listed status with HUMS A106.					
Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____			<input type="checkbox"/> Approved Undergraduate/Graduate Academic _____ Date _____ <input type="checkbox"/> Disapproved Board Chair		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> 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: 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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.	Exams
106.2 (5a) ¹ Explain the impact of historical social welfare and economic policies on the present day provision of social services to those in need.	Historical comparative essay
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.	Reaction papers Exams
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.	Community meeting paper Exams
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.	Historical comparative essay Reaction papers

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

106.6 Describe how social change has resulted in the need for the establishment of formalized social welfare responses.	Historical comparative essay
106.7 Describe the past and current role of social science research in the development of the social welfare system.	Reaction papers Exams
106.8 Recognize social welfare as an essential institution for the well-being of all society and identify attitudes and values forming a policy identity.	Community meeting paper Reaction papers

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

- Jansson, B. (2015). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (8th ed.). Belmont, CA: Brooks/Cole.
- *Sinclair, U. (1906). *The jungle*. New York, NY: Bantam.

VII. Bibliography

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- *Addams, J. (1989). First days at Hull House. In I. Colby (Ed.). *Social welfare policy*, (pp. 155-65). Chicago, IL: Dorsey Press.
- Axxin, J., & Stern, M. (2011). *Social welfare: A history of the American response to need* (8th ed.). Boston, MA: Allyn & Bacon.
- Bauman, R. (2007). The Black power and Chicano movements in the poverty wars in Los Angeles. *Journal of Urban History*, 1(33), 277-294.
- Bradshaw, T. (2007). Theories of poverty and antipoverty programs in community Development. *Journal of Community Development Society*, 38(1), 7-25.
- Day, P. (2013). *A new history of social welfare* (7th ed.). Boston, MA: Allyn & Bacon.
- DiNitto, D. (2011). *Social welfare: Politics and public policy* (7th ed.). Boston, MA: Pearson.
- *Harrington, M. (1962). *The other America*. Baltimore, MD: Penguin.
- *Harrington, M. (1984). *The new American poverty*. New York, NY: Penguin.
- Lakoff, G. (2002). *Moral politics: How liberals and conservatives think* (2nd ed.). Chicago, IL: University of Chicago Press.
- Marx, J. (2011). *Social work and social welfare: An introduction*. Boston, MA: Pearson.
- *Murray, C. (1994). *Losing ground: American social policy 1950-1980* (2nd ed.). New York, NY: Basic Books.
- Neblett, N. (2007). Patterns of single mothers' work and welfare use: What matters for children's well-being? *Journal of Family Issues*, 8(28), 1083-1112.
- O'Sullivan, J., & McMahon, M. (2006). Who will care for me? The debate of orphanages versus foster care. *Policy, Politics, & Nursing Practice*, 5(7), 142-148.
- *Parker, J., & Carpenter, E. (1981). Julia Lathrop and the Children's Bureau: The emergence of an institution. *Social Service Review*, 55, 60-77.
- Patterson, J. (2000). *America's struggle against poverty in the twentieth century* (4th ed.). Cambridge, MA: Harvard University Press.
- *Peebles-Wilkins, W., & Francis, A. (1990). Two outstanding black women in social welfare history: Mary Church Terrell and Ida B. Wells-Barnett, *Affilia*, 5(4), 87-100.

- *Porter, R. (1997). Bethlem/Bedlam: Methods of madness? *History Today*, 47(10), 41-46.
- *Richmond, M. (1899). *Friendly visiting among the poor. A handbook for charity workers*. New York, NY: Macmillan Company.
- Rothman, D. (2002). *The discovery of the asylum: Social order and disorder in the new republic*. Hawthorne, NY: Aldine de Gruyter.
- Seacombe, K. (2010). *So you think I drive a Cadillac?: Welfare recipients' perspective on the system and its reform* (3rd ed.). Boston, MA: Allyn & Bacon.
- *Towle, C. (1965). *Common human needs*, (revised ed.). New York, NY: National Association of Social Workers.
- Trattner, W. I. (2007). *From poor law to welfare state: A history of social welfare in America* (7th ed.). New York, NY: Free Press.

Selected Social Welfare and Social Work History Internet links may be accessed at:
<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

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 A206	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Introduction to Social Work Intro to Social Work <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																	
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces the profession of 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) (<i>list prefix and number or test code and score</i>) None			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) None														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with revised accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) <u>Kathi Trawver</u> Initiator (TYPE NAME)</div><div>_____ Date _____</div><div>Dean/Director of School/College _____ Date _____</div><div>Undergraduate/Graduate Academic Board Chair _____ Date _____</div><div>College/School Curriculum Committee Chair _____ Date _____</div><div>Provost or Designee _____ Date _____</div></div>																	

**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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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.	Generalist social work, standards, roles, and areas of practice assignment(s)
206.2 Describe generalist social work practice and its history, standards, professional roles, and areas of practice.	Generalist social work history, standards, roles, and areas of practice assignment(s)
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.	Theory and practice frameworks assignments
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.	Ethical decision-making process assignment
206.5 (1b) Engage in reflection and self-regulation of personal beliefs and values to maintain professionalism in practice.	Values assignment
206.6 (2a) Recognize the importance of difference and diversity in shaping life experiences in social work practice at micro and macro levels.	Diversity assignment
206.7 (2d) Identify compelling social issues facing Alaskans and their impact on social work practice and services.	Alaskan issues assignment

206.8 (3a) Summarize the role of generalist social work practice in advancing human rights and social, economic, and environmental justice at different system levels.	Human rights and social, economic, and environmental justice assignment
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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

- g. Behavioral health
- h. Policy practice
- i. Research and evaluation
- j. Education
- k. School social work
- l. Community development
- m. Employment/occupational social work
- n. Administration and management
- 5. Rural social work practice and services
- 6. International social work practice and services
- E. Social problems and issues impacting Alaska
- F. Future direction of social work and social welfare

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

- Glicken, M. (2011). *Social work in the 21st century* (2nd ed.). Thousand Oaks, CA: Sage.
- Suppes, M., & Wells, C. (2013). *The social work experience: An introduction to the profession* (6th ed.). Boston, MA: Allyn & Bacon.
- LeCroy, C. (2012). *The call to social work: Life stories* (2nd ed.). Thousand Oaks, CA: Sage.

VIII. Bibliography

- Barker, R. (2013). *The social work dictionary* (6th ed.). Washington, DC: NASW Press.
- Berman, G. S. (2006). Social services and indigenous populations in remote areas: Alaska Natives and Negev Bedouin. *International Social Work*, 49(1), 97-106.
- Cournoyer, B. (2013). *The social work skills workbook* (7th ed.). Belmont, CA: Wadsworth.
- Dolgoff, R., Harrington, D., & Loewenberg, F. M. (2012). *Ethical decisions for social work practice*. Belmont, CA: Brooks/Cole.
- DuBois, B., & Miley, K. (2010). *Social work: An empowering profession* (7th ed.). Boston, MA: Allyn & Bacon.
- Dulmus, C. N., & Sowers, K. M. (Eds.). (2012). *Social work fields of practice: Historical trends, professional issues, and future opportunities*. Hoboken, NJ: John Wiley and Sons.
- Farley, O. W., Smith, L., & Boyle, S. (2011). *Introduction to social work* (12th ed.). Boston, MA: Allyn & Bacon.
- Johnson, H. (Ed.). (2005). *The social services: An introduction* (6th ed.). Itasca, IL: Peacock.
- Morales, A., & Sheafor, B. (2009). *Social work: A profession of many faces* (12th ed.). Boston, MA: Allyn & Bacon.

- National Association of Social Workers (2013). *Encyclopedia of social work* (20th ed.). Washington, DC: Author.
- Poppo, P., & Leighninger, L. (2010). *Social work, social welfare, and American society* (8th ed.). Boston, MA: Allyn & Bacon.
- Seagle, E. A., Gerdes, K. E., & Steiner, S. (2013). *An introduction to the profession of social work: Becoming a change agent*. Belmont, CA: Brooks/Cole.
- Suppes, M., & Wells, C. (2013). *The social work experience: An introduction to the profession* (6th ed.). Boston, MA: Allyn & Bacon.
- Zastrow, C. (2008). *Introduction to social work and social welfare: Empowering people* (9th ed.). Belmont, CA: Wadsworth.



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 A243	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Cultural Diversity and Community Service Learning Cultural Diversity <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div></div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
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15. Course Description (<i>suggested length 20 to 50 words</i>) 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.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) Engl A111			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) None														
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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: 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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.	Discrimination/oppression assignment (linked to the service activities)
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.	Analysis/ critical thinking assignment (linked to service activities)
243.3 Integrate knowledge from different social science disciplines.	Analysis and integration assignment (linked to service activities)
243.4 Demonstrate an enhanced sense of civic responsibility.	Civic responsibility assignment (linked to service activities)
243.5 (1b & 2c) ¹ Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Bias/Values assignment (linked to the service activities)

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

Andersen, M., & Collins, P. (2013). *Race, class, and gender: An anthology* (8th ed.). Belmont, CA: Thomson Wadsworth.

Ross, R. (2009). *Returning to the teachings: Exploring aboriginal justice*. Toronto, Ontario: Penguin Global.

VIII. Bibliography

Canda, E. R., & Furman, L. D. (2010). *Spiritual diversity in social work practice: The heart of helping* (2nd ed.). New York, NY: Oxford University Press.

Conley, D. (2003). *Wealth and poverty in America: A reader*. Malden, MA: Blackwell.

Demo, D., Allen, K., & Fine, M. (Eds.). (2000). *Handbook of family diversity*. New York, NY: Oxford University Press.

**Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus & Giroux.

**Freire, P. (1971). *Education for critical consciousness*. New York, NY: Continuum.

Ginsberg, L. (Ed.). (2011). *Social work in rural communities* (5th ed.). Alexandria, VA: Council on Social Work Education.

Hays, P. (2001). *Addressing cultural complexities in practice: A framework for clinicians and counselors*. Washington, DC: American Psychological Association.

Jolles, C. (2002). *Faith, food, and family in a Yup'ik whaling community*. Seattle, WA: University of Washington Press.

Kivel, P. (2002). *Uprooting racism: How white people can work for racial justice* (Rev.). Gariola, BC: New Society.

- Lohmann, N., & Lohmann, R. A. (Eds.). (2005). *Rural social work practice*. New York, NY: Columbia University Press.
- McDermott, M. (2006). *Working-class white: The making and unmaking of race relations*. Berkeley, CA: University of California Press.
- Mendoza-Denton, N. (2008). *Homegirls: Language and cultural practice among Latina youth gangs*. Malden, MA: Blackwell.
- **Napoleon, H. (1991). *Yuuyaraq: The way of the human being*. Fairbanks, AK: University of Alaska Fairbanks, Center for Cross-Cultural Studies.
- Ore, T. (2010). *The social construction of difference and inequality: Race, class, gender and sexuality*. New York, NY: McGraw Hill.
- Scales, T. L., Streeter, C. L., & Cooper, H. S. (2014). *Rural social work: Building and sustaining community capacity* (2nd ed.). Hoboken, NJ: John Wiley and Sons.
- Shipler, D. K. (2005). *The working poor: Invisible in America*. New York, NY: Vintage Books.
- **Smith, C., & Ward, G. K. (Eds.). (2001). *Indigenous cultures in an interconnected world*. Seattle, WA: University of Washington Press.
- **Considered classic texts.



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 A330	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 4.0	5b. Contact Hours (Lecture + Lab) (3+2)													
6. Complete Course Title Social Work Practice with Individuals Practice with Individuals <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between;"><input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major</div></div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div> <input checked="" type="checkbox"/> Other Update CCG (please specify)			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2014 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																	
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3.																	
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/19/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/19/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) SWK A206 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with revised accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME)</div><div>Dean/Director of School/College _____ Date _____</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>Department Chair _____ Date _____</div><div>Undergraduate/Graduate Academic Board Chair _____ Date _____</div></div> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</div></div> <div style="display: flex; justify-content: space-between;"><div>College/School Curriculum Committee Chair _____ Date _____</div><div>Provost or Designee _____ Date _____</div></div>																	

**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: 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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).	Role assignment Boundary assignment Exam Recorded interview
330.2 (1a) ¹ 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.	Recorded interview
330.3 (1b) Practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations with individuals.	Recorded interview
330.4 (2a) Utilize their understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse individuals.	Diversity assignment(s) Recorded interview
330.5 (2b) Engage diversity and difference in practice by presenting themselves as learners and engaging clients as experts of their own experiences.	Diversity assignment(s) Recorded interviews

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
330.6.(2c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems.	Self-awareness and self-regulation assignment Recorded interviews
330.7 (2d) Examine the specific health, behavioral health, and social service needs of Alaskans.	Context assignment Recorded interviews
330.8 (4c) Apply the evidence-based practice (EBP) process to utilize research findings to inform and improve practice and service delivery with individuals.	EBP with individuals assignment Exam Recorded interviews
330.9 (6a-b) Engage individual clients in the planned change process.	Recorded interviews Exam
330.10 (7a-d) Assess clients' needs in the planned change process.	Planned change assignment Recorded interviews
330.11 (8a-e) Intervene with clients in the planned change process.	Planned change assignment Recorded interviews
330.12 (9a-c) Evaluate practice with individuals in the planned change process.	Planned change assignment Recorded interviews

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

- Cournoyer, B. A. (2013). *The social work skills workbook* (7th ed.). Belmont, CA: Thompson/Brooks/Cole.
- Sheafor, B. W., & Horejsi, C. R. (2012). *Techniques and guidelines for social work practice* (9th ed.). New York, NY: Allyn & Bacon.

VII. Bibliography

- Birkenamier, J., Berg-Weger, M., & Dewees, M. P. (2011). *The practice of generalist social work: New directions in social work* (2nd ed.). New York, NY: Routledge.
- Compton, B. R., Galaway, B., & Cournoyer, B. R. (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks-Cole.
- Gambrill, E. (2008). *Social work practice: A critical thinker's guide* (2nd ed.). New York, NY: Oxford University Press.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larson, J. (2012). *Direct social work practice* (9th ed.). Pacific Grove, CA: Brooks/Cole.
- Holosko, M. J., Dulmus, C. N., & Sower, K. M. (2013). *Social work practice with individuals and families: Evidence-informed assessments and interventions*. Hoboken, NJ: John Wiley & Sons.

- Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2012). *Generalist social work practice: An empowering approach* (7th ed.). Boston, MA: Pearson.
- Murphy, B. C., & Dillon, C. (2011). *Interviewing in action in a multicultural world* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Ragg, D. M. (2001). *Building effective helping skills: The foundation of generalist practice*. Boston, MA: Allyn & Bacon.
- Roberts, A. R., & Yeager, K. R. (2006). *Foundations of evidence-based social work practice*. New York, NY: Oxford University Press.
- Rubin, A., & Bellamy, J. (2012). *A practitioner's guide to using research for evidence-based practice*. Hoboken, NJ: John Wiley & Sons.
- Saleebey, D. (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Allyn & Bacon.
- Walsh, J. (2013). *Theories for direct social work practice* (2nd ed.). Belmont, CA: Wadsworth Cengage Learning.



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 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 <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
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15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) SWK A430 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A495b														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
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19. Justification for Action Update CCG for compliance with accreditation requirements.																	
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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: 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
331.1 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.	Organizational and community roles assignment
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.	Organizational and community ethical decision-making assignment
331.3 (1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice with organizations and communities.	Organizational and community reflection and values clarification assignment
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.	Diversity assignment
331.5 (2d) Address the specific needs of Alaskan organizations and communities.	Alaskan context assignment
331.6 (3a-b) Identify advocacy practices that advance human rights and social, economic, and environmental justice (HR&SEEJ) in organizations and	HR&SEEJ assignment

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

communities.	
Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
331.7 (4c) Use research findings to inform and improve practice with organizations and communities.	Evidence based practice assignment
331.8 (5a) Assess how social welfare and economic policies impact the delivery of and access to social services.	Case studies
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.	Theoretical frameworks assignment
331.10 (6a-b) Engage organizations and communities in the planned change process.	Planned change assignment
331.11 (7a-d) Assess organizations' and communities' needs in the planned change process.	Planned change assignment
331.12 (8a-e) Intervene with organizations and communities in the planned change process.	Planned change assignment
331.13 (9a-c) Evaluate practice with organizations and communities in the planned change process.	Planned change assignment

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

Brueggeman, W. G. (2014). *The practice of macro social work* (4th ed.). Belmont, CA: Brooks/Cole.

VIII. Bibliography

Burghardt, S. (2011). *Macro practice in social work for the 21st century*. Thousand Oaks, CA: Sage.

Furman, R., & Gibelman, M. (2013). *Navigating human service organizations* (3rd ed.). Chicago, IL: Lyceum Books.

Gamble, D. N., & Weil, M. (2010). *Community practice skills*. New York, NY: Columbia.

Hardcastle, D. A., & Powers, P. R. (2004). *Community Practice: Theories and skills for social workers* (2nd ed.). New York, NY: Oxford University Press.

Johnson, J. L., & Grant, G., Jr. (2005). *Community practice*. Boston, MA: Pearson/Allyn & Bacon.

Long, D. D., Tice, C. J., & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Thompson Brooks/Cole.

Meenghan, T. M., Gibbons, W. E., & McNutt, J. G. (2005). *Generalist practice in larger settings*. Chicago, IL: Lyceum Books.

O'Connor, M. K., & Netting, F. E. (2009). *Organization practice: A guide to understanding human service organizations* (2nd ed.). Hoboken, NJ: Wiley & Sons.

Weil, M., Gamble, D. N., & MacGuire, E. (2010). *Community practice skills workbook: Local to global perspectives*. New York, NY: Columbia.

Weil, M. (2013). *The handbook of community practice* (2nd ed.). Thousand Oaks, CA: Sage.



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

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department BSWK													
2. Course Prefix SWK	3. Course Number A342	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Human Behavior in the Social Environment Human Behavior in Soc Envir <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;"><small>Cross-Listed Coordination Signature</small></div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1. Bachelor of Social Work</td><td>11/19/14</td><td>Kathi Trawver</td></tr><tr><td>2. Early Childhood Education Major</td><td>11/19/14</td><td>Hilary Seitz</td></tr><tr><td>3. Social Welfare Minor</td><td>11/19/14</td><td>Kathi Trawver</td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Social Work	11/19/14	Kathi Trawver	2. Early Childhood Education Major	11/19/14	Hilary Seitz	3. Social Welfare Minor	11/19/14	Kathi Trawver
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelor of Social Work	11/19/14	Kathi Trawver															
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Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/19/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/19/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) [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) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"><div><div style="width: 45%;">Initiator (faculty only) <u>Kathi Trawver</u> Initiator (TYPE NAME)</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____</div></div><div><div style="width: 45%;">Department Chair Date _____</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair Date _____</div></div><div><div style="width: 45%;">College/School Curriculum Committee Chair Date _____</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date _____</div></div></div>																	

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

- I. Date of Initiation:** 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures*
342.1 Apply theories and perspectives to guide practice with individuals, families, groups, organizations, and communities.	Application of theory, perspectives, and research findings to practice assignment
342.2 Analyze the reciprocal and interrelated nature of cultural, social, political, and economic forces on human behavior in the social environment.	Influence of social systems on development/functioning assignment
342.3 Understand the dynamics and consequences of socially structured oppression and privilege on human development and functioning.	Impact of discrimination and oppression on development/functioning assignment
342.4 (2a) ¹ 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.	Influence of diversity on development/functioning assignment
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.	Self-reflection assignment
342.6 (2d) Integrate and apply theoretical perspectives to understand the unique experiences of individuals, families, groups, organizations and communities in Alaska.	Applicability of theories in understanding and practicing within Alaskan context assignment
342.7 (4c) Use and translate research findings to inform and improve practice, policy, and service delivery.	Application of theory, perspectives, and research findings to practice assignment
342.8 (6a) Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	Application of theory, perspectives, and research findings to practice assignment

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

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.	Ecomap
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.	Application of theory, perspectives, and research findings to practice assignment

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

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

Hutchison, E. D. (2013). *Essentials of human behavior: Integrating the life course, person, and environment*. Thousand Oaks, CA: Sage.

VIII. Bibliography

- Ashford, J. B., & LeCroy, C. W. (2013). *Human behavior in the social environment: A multidimensional perspective* (5th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Kirsten, K. K. (2011). *Human behavior in the macro social environment* (3rd ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Lesser, J. G., & Pope, D. S. (2010). *Human behavior in the social environment: Theory and practice* (2nd ed.). Boston, MA: Allyn & Bacon.
- McClanahan, A. J. (2000). *Growing up Native in Alaska. Finding the path to identity: Twenty-seven Alaska Natives talk about what their cultures and traditions mean to them today*. Anchorage, AK: CIRI Foundation.
- Napoleon, H. (1996). *Yuuyaraq: The way of the human being*. Fairbanks, AK: Alaska Native Knowledge Network.
- Orren, D., & Smith, R. (2012). *Human behavior and the social environment: Social systems theory* (7th ed.). Upper Saddle River, NJ: Pearson.

- Roderick, L. (Ed.). (2008). *Do Alaska Native people get free medical care? And other frequently asked questions about Alaska Native issues and cultures*. Anchorage, AK: University of Alaska.
- Rogers, A. (2010). *Human behavior in the social environment: New directions in social work* (2nd ed.). New York, NY: Routledge.
- Schrivver, J. M. (2011). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (5th ed.). Boston, MA: Allyn & Bacon.
- Thyer, B. A., Dulmus, C. N., & Sowers, K. A. (2012). *Human behavior in the social environment: Theories for social work practice*. Hoboken, NJ: Wiley and Sons.
- van Womer, K., & Besthorn, F. H. (2011). *Human behavior in the social environment, macro level: Groups, communities, and organizations* (2nd ed.). New York, NY: Oxford University Press.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). *Understanding human behavior and the social environment* (9th ed.). Belmont, CA: Thomson Learning.



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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input checked="" type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Social Work		11/19/14		Kathi Trawver	
2. Minor in Social Welfare Studies		11/19/14		Kathi Trawver	
3.					
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/19/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/19/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) SWK A106 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Tier 1 GERs complete		
17. <input type="checkbox"/> Mark if course has fees None			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update CCG for compliance with accreditation requirements.					
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Approved</div><div><input type="checkbox"/> Disapproved</div></div>					
Initiator (faculty only) <u>Kathi Trawver</u> Initiator (TYPE NAME)		Date _____		Dean/Director of School/College Date _____	
<input type="checkbox"/> Approved		Date _____		<input type="checkbox"/> Approved Undergraduate/Graduate Academic Date _____	
<input type="checkbox"/> Disapproved Department Chair		Date _____		<input type="checkbox"/> Disapproved Board Chair	
<input type="checkbox"/> Approved		Date _____		<input type="checkbox"/> Approved	
<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair		Date _____		<input type="checkbox"/> 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.

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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
406.1 Differentiate the generalist social work roles of advocate and policy analyst.	Policy brief Reaction papers
406.2 (1a) ¹ 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.

social, economic, and environmental justice.	Reaction papers
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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

Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th ed.). New York, NY: Allyn & Bacon.

VIII. Bibliography

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- Haynes, K., & Mickelson, J. (2010). *Affecting change: Social workers in the political arena* (7th ed.). New York, NY: Longman.
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- Jansson, B. (2013). *Becoming an effective policy advocate: From policy practice to social justice* (7th ed.). Pacific Grove, CA: Brooks/Cole.
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- Popple, P., & Leighninger, L. (2013). *The policy based profession: An introduction to social welfare policy for social workers* (5th ed.). Needham Heights, MA: Allyn & Bacon.
- Rocha, C., Poe, B., & Veliska, T. (2010). Political activities of social workers: Addressing perceived barriers to political participation. *Social Work*, 55(4), 317-325.
- Segal, E. (2010). *Social welfare policy and social programs: A values perspective* (2nd ed.). Belmont, CA: Wadsworth.
- Smith, A. (2008). Neoliberalism, welfare policy, and feminist theories of social justice. *Feminist Theory* 9, 131-142.
- Thomas, C. (Ed.). (2009). *Alaska politics and public policy: The dynamics of beliefs, institutions, processes, personalities, and power*. Fairbanks, AK: University of Alaska Press.
- Von-Wormer, K. (2009). Restorative justice as social justice for victims of gendered violence: A standpoint feminist perspective. *Social Work* 54(2), 107-116.
- Warren, S. (2007). Migration, race and education: Evidence-based policy or institutional racism? *Race Ethnicity and Education*, 10(4), 367-385.



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 A424	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 Research Social Work Research <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. 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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Social Work	11/19/14	Kathi Trawver	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelor of Social Work	11/19/14	Kathi Trawver															
2.																	
3.																	
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/19/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/19/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) Introduces 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) (<i>list prefix and number or test code and score</i>) SWK A206 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Approved</div> <div><input type="checkbox"/> Disapproved</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Disapproved</div> <div><input type="checkbox"/> Approved</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Disapproved</div> <div><input type="checkbox"/> Approved</div> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Approved</div> <div><input type="checkbox"/> Disapproved</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Disapproved</div> <div><input type="checkbox"/> Approved</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Disapproved</div> <div><input type="checkbox"/> Approved</div> </div> </div> </div> <div style="display: flex; justify-content: space-between; font-size: small; margin-top: 10px;"> <div>Department Chair _____ Date _____</div> <div>Undergraduate/Graduate Academic Board Chair _____ Date _____</div> </div> <div style="display: flex; justify-content: space-between; font-size: small; margin-top: 10px;"> <div>College/School Curriculum Committee Chair _____ Date _____</div> <div>Provost or Designee _____ Date _____</div> </div>																	

**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: | 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:

Proposed Student Learning Outcomes and Measures	
Student Learning Outcomes	Assessment Measures
424.1 Demonstrate the role of research consumer for informing social work practice.	Evidence-based practice process assignment Analysis of published research assignment
424.2 (1a) ¹ 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.	Exam Ethics assignment
424.3 (2a & 2d) Evaluate the impact of diversity, discrimination, and privilege in the design and conduct of research, especially within the context of Alaska.	Exam Evidence-based practice process assignment
424.4 (4a) Use practice experience and theory to inform scientific inquiry and research.	Evidence-based practice process assignment
424.5 (4b) Engage in critical analysis of quantitative and qualitative research methods and findings.	Exam Evidence-based practice process assignment
424.6 (4c) Use and translate research findings to inform and improve practice, policy, and service delivery.	Exam Evidence-based practice assignment
424.7 (9a) Use appropriate methods for evaluation of outcomes.	Exam Evidence-based practice assignment

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

- American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Rubin, A., & Babbie, E. (2013). *Research Methods for Social Work* (7th ed.). Belmont, CA: Brooks/Cole.

XI. Bibliography

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- Dudley, J. R. (2005). *Research methods for social work: Becoming consumers and producers of research*. Boston, MA: Allyn & Bacon.
- Echo-Hawk, H. (2011). Indigenous communities and evidence building. *Journal of Psychoactive Drugs*, 43(4), 269-275.
- Galvan, J. L. (2012). *Writing literature reviews* (5th ed.). Glendale, CA: Pyrczak.
- Montcalm, D., & Royse, D. (2002). *Data analysis for social workers*. Boston, MA: Allyn & Bacon.
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- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Los Angeles, CA: Pyrczak.
- Padgett, D. K. (2008). *Qualitative methods in social work research* (2nd ed.). New York, NY: Sage.
- Pyrczak, F., & Bruce, R. R. (2007). *Writing empirical research reports* (6th ed.). Los Angeles, CA: Pyrczak.
- Rubin, A. (2007). *Statistics for evidence-based practice and evaluation*. Belmont, CA: Thompson.
- Szuchman, L. T., & Thomlison, B. (2008). *Writing with style: APA style for social work* (3rd ed.). Belmont, CA: Brooks/Cole –Thomson Learning.
- Weinbach, R. W., & Grinnell, R. M., Jr. (2006) *Statistics for social workers* (7th ed.). Boston, MA: Allyn & Bacon.
- Westerfelt, A., & Deitz, T. J. (2005). *Planning and conducting agency-based research* (3rd ed.). Boston, MA: Allyn & Bacon.
- Yegidis, B. L., & Wienbach, R. W. (2006). *Research methods for social workers* (5th ed.). Boston, MA: Allyn & Bacon.



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 Trauma and Crisis Intervention <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right;">Cross-Listed Coordination Signature _____</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>																	
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Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelor of Social Work	11/19/14	Kathi Trawver															
2.																	
3.																	
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/19/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/19/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) SWK A430 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A495A														
16c. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Course added for compliance with revised accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"><div><div style="width: 45%;">Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div><div style="width: 45%; text-align: right;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>																	

**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: 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
429.1 Critique the history of trauma and crisis interventions as they relate to current generalist social work practice.	Trauma and crisis intervention history assignment
429.2 Compare and apply trauma and crisis theories and their relationship to models/perspectives of social work practice.	Theory and models assignment
429.3 (1a) ¹ 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.	Ethics assignment
429.4 (1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Reflection assignment
429.5 (1c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Ethics assignment
429.6 (2a) Assess the importance of diversity and difference on trauma and crisis experiences, responses, and adaptations at the micro and macro levels.	Diversity and populations at risk assignment
429.7 (2d) Analyze trauma and crisis as it occurs within the Alaskan context and propose appropriate responses.	Alaskan context assignment
429.8 (4c) Use and translate research findings to inform and improve trauma and crisis intervention practice and service delivery.	Evidence-based practice assignment
429.9 (6a-b) Formulate relevant strategies for engaging with clients and constituents to effectively respond to trauma, crises, and disaster.	Trauma and crisis intervention assignment
429.10 (7a-d) Assess clients who are experiencing trauma and crisis.	Assessment of suicide, mental health, safety, and substance abuse assignment

¹ Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
429.11 (8a-e) Intervene with clients experiencing trauma and crisis.	Intervention assignments
429.12 (9a-c) Evaluate trauma and crisis-related interventions and service outcomes to improve practice effectiveness.	Evaluation of intervention and services assignment

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

Kanel, K. (2012). *A guide to crisis intervention* (4th ed.). Belmont, CA: Brooks/Cole.
 Roberts, A. R. (Ed.). (2005). *Crisis intervention handbook: Assessment, treatment, and research* (3rd ed.). New York, NY: Oxford University Press.

IX. Bibliography

- Greenstone, J. L., & Leviton, S. C. (2002). *Elements of crisis intervention: Crises and how to respond to them* (2nd ed.). Belmont, CA: Brooks/Cole.
- James, R., & Gilliland B. (2013). *Crisis intervention strategies*. Belmont, CA: Brooks/Cole.
- Myer, R. A. (2001). *Assessment for crisis intervention, a triage assessment model*. Belmont, CA: Brooks/Cole, Cengage Learning.
- National Child Traumatic Stress Network. Information available at www.nctsnet.org
- Ripley, A. (2008). *The unthinkable: Who survives when disaster strikes - and why*. New York, NY: Crown.
- Wang, J., & Hutchins, H. (2010). Crisis management in higher education: What have we learned from Virginia Tech? *Advances in Developing Human Resources*. 12(5), 552-572.
- Weber, J. (2011). *Individual and family stress and crisis*. Thousand Oaks, CA: Sage.



Course Action Request

University of Alaska Anchorage

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

1a. School or College CH College of Health		1b. Division ASWK Division of Social Work		1c. Department BSWK													
2. Course Prefix SWK	3. Course Number A430	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 Families and Groups Families and Groups <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. 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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Social Work	11/19/14	Kathi Trawver	2.			3.		
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13b. Coordination Email Date: <u>11/19/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/19/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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) (<i>list prefix and number or test code and score</i>) SWK A330 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the BSW program at the University of Alaska Anchorage														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with revised accreditation requirements																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																	

**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: 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Measures
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.	Generalist roles assignment
430.2 (1a) ¹ 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.	Case studies
430.3 (1b) Practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations with families and groups.	Case studies
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.	Case studies
430.5 (2d) Evaluate the specific health, behavioral health, and social service needs of Alaskan families and groups.	Case studies

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
- J. Planned change 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

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to family social work* (4th ed.). Belmont, CA: Brooks/Cole.

Toseland, R. W., & Rivas, R. F. (2005). *An introduction to group work practice* (5th ed.). Boston, MA: Allyn & Bacon.

IX. Bibliography

Corcoran, J. (2000). *Evidence-based social work practice with families: A lifespan approach*. New York, NY: Springer.

Corey, G. (2011). *Theory and practice of group counseling* (8th ed.). Belmont, CA: Cengage.

Corey, M. S., Corey, C., & Corey, G. (2013). *Groups: Processes and practices* (9th ed.). Belmont, CA: Cengage.

Furman, R., Rowan, D., & Bender, K. (2009). *An experiential approach to group work*. Chicago, IL: Lyceum.

Garvin, C. D., Gutierrez, L. M., Galinsky, M. J. (2004). *Handbook of social work with groups*. New York, NY: Guilford Press.

Gitterman, A., & Salmon, R. (Eds.). (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge.

Glassman, U. (2009). *Group work: A humanistic and skills building approach* (2nd ed.). Thousand Oaks, CA: Sage.

Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2000). *Family treatment: Evidence-based practice with populations at risk*. (4th ed.). Independence, KY: Cengage.

Kondrad, S. C. (2013). *Child and family practice: A relational perspective*. Chicago, IL: Lyceum.

McGoderick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York, NY: Norton.

Motherwell, L., & Shay, J. J. (2005). *Complex dilemmas in group therapy: Pathways to resolution*. New York, NY: Routledge.

Shulman, L. (2011). *Dynamics and skills of group counseling*. Belmont, CA: Brooks/Cole.

Toseland, R. W., & Rivas, R. F. (2012). *An introduction to group work practice* (7th ed.). Boston, MA: Allyn & Bacon.

Van Hook, M. P. (2013). *Social work practice with families: A resiliency-based*

approach. Chicago, IL: Lyceum.

Walsh, F. (2011). *Strengthening family resilience* (2nd ed.). New York, NY: Guilford Press.

Yalom, I. D., & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.



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 A431	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 IV: Integrative Capstone Integrative Capstone <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
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			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
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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.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. 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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Social Work	11/19/14	Kathi Trawver	2.			3.		
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15. Course Description (<i>suggested length 20 to 50 words</i>) 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 21 st century Alaska.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A430 and SWK A495A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A495B														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>)														
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Content integrated into existing BSW practice courses.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																	



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 A481	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Case Management in Social Work Practice Case Management <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A330 with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A482														
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
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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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
481.1 Differentiate generalist social work roles applicable to case management/care coordination (e.g., broker, care coordinator, advocate, discharge planner, educator).	Roles in case management/care coordination assignment
481.2 (1a) ¹ 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.	Ethics in case management/care coordination assignment
481.3 (1b) Practice reflection and self-regulation to manage personal values and maintain professionalism in case management/care coordination practice.	Professional boundaries and professionalism assignment
481.4 (2a) 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.	Intersectionality of difference in case management/care coordination assignment
481.5 (2d) Propose case management/care coordination services, resources, and	Alaskan context assignment

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

Frankel, A. J., & Gelman, S. R. (2012). *Case management: An introduction to concepts and skills* (3rd ed.). Chicago, IL: Lyceum Books.

Longhofer, J., Kubek, P. M., & Floersch, J. (2010). *On being and having a case manager: A relational approach to recovery in mental health*. New York, NY: Columbia University Press.

IX. Bibliography

Banks, S. (2005). The ethical practitioner in formation: Issues of courage, competence and commitment. *Social Work Education*, 24(7), 737-753.

Boland-Prom, K., & Anderson, S. (2005). Teaching ethical decision making using dual relationship principles as a case example. *Journal of Social Work Education*, 41(3), 495- 510.

Gossett, M., & Weinman, M. (2007). Evidence-based practice and social work: An illustration of the steps involved. *Health & Social Work*, 32(2), 147-150.

LeCroy, C. W. (1999). *Case studies in social work practice* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

National Association of Social Workers. (2013). *NASW standards for social work case management*. Washington, DC: Author.

Osmo, R., & Landau, R. (2006). The role of ethical theories in decision making by social workers. *Social Work Education*, 25(8), 863-876.

Rivas, R. F., & Hull, G. H. (2003). *Case studies in generalist practice* (3rd ed.). Belmont, CA: Thomson Brooks/Cole.

Saleebey, D. (2008). *The strengths perspective in social work practice* (5th ed.). Boston, MA: Pearson Allyn and Bacon.

Sheafor, B. W., & Horejsi, C. W. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston, MA: Allyn and Bacon.

- Summers, N. (2011). *Fundamentals of case management: Skills for the human services*. (4th ed.). Belmont, CA: Brooks/Cole.
- Woodside, M. R., & McClam, T. (2013). *Generalist case management workbook* (4th ed.). Belmont, CA: Brooks/Cole.
- Woodside, M. R., & McClam, T. (2013). *Generalist case management: A method of human service delivery* (4th ed.). Belmont, CA: Brooks/Cole.



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 A482	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Writing for Social Work Practice Writing for SWK Practice <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
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14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.																	
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16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) N/A														
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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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
482.1 (1a) ¹ 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.	Written ethics assignment
482.2 (1b) Use reflection and self-correction to manage personal values and maintain professionalism their oral and written communication skills.	Peer review assignments
482.3 (1c) Demonstrate professionalism in oral, written, and electronic communication.	Documentation assignment
482.4 Write accurate, unbiased, professional social work documents (e.g., client-centered progress notes, service plans, referrals, intervention summaries, business communications, proposals, grants).	Documentation assignment

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

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

Weisman, D., & Zornado, J. L. (2013). *Professional writing for social work practice*. New York, NY: Springer.

VIII. Bibliography

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.
- Fogarty, M. (2008). *Grammar Girl's quick and dirty tips for better writing*. New York, NY: Holt Paperbacks.
- Galvan, J. (2012). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th ed.). Los Angeles, CA: Pyrczak.
- Green, W., & Simon, B. L. (Eds.) (2012). *The Columbia guide to social work writing*. New York, NY: Columbia University Press.
- Healy, K., & Mulholland, J. (2007). *Writing skills for social workers*. Thousand Oaks, CA: Sage.
- 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.
- Kagel, J. D., & Kopels, S. (2008). *Social work records* (3rd ed.). Long Grove, IL: Waveland Press.
- National Association of Social Workers. (1999). *Code of ethics*. Retrieved from <http://www.naswdc.org/pubs/code/default.asp>.
- Purdue Online Writing Lab (OWL). (2008). Retrieved from <http://owl.english.purdue.edu>.
- Reamer, F. (2005). Update on confidentiality issues in practice with children: Ethics risk management. *Children & Schools*, 27(2), 117-120.
- Sidell, N. L. (2011). *Social work documentation: A guide to strengthening your case recording*. Washington, DC: NASW Press.
- Szuchman, L. T., & Thomlison, B. (2010). *Writing with style: APA style for social work* (4th ed.). Belmont, CA: Cengage Learning.
- Truss, L. (2003). *Eats shoots and leaves: The zero tolerance approach to punctuation*. New York: Gotham Books.
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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 A495A	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+15)	
6. Complete Course Title Social Work Practicum I Practicum I <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> General Education Requirement <input checked="" type="checkbox"/> Other Update CCG (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall/2015 To: Fall/9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. Bachelor of Social Work		11/19/14		Kathi Trawver	
2.					
3.					
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>11/19/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>11/19/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) NA			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A429		
16c. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the BSW program with concurrent enrollment in a BSW practice course.		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Update CCG for compliance with revised accreditation requirements.					
Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____			<input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Disapproved Board Chair		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> 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: 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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).	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
495B.2 (1a-d) ¹ Generalist Competency 1: Demonstrate ethical and professional behavior.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic, and environmental	Student-generated tasks and indicators in learning contract End-of-semester self-assessment

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

justice.	End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.5 (4a-c) Generalist Competency 4: Engage in practice-informed research and research-informed practice.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.6 (5a-b) Generalist Competency 5: Engage in policy practice.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.7 (6a-b) Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.8 (7a-d) Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.9 (8a-e) Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.10 (9a-c) Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations and communities.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric

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

UAA School of Social Work. (2014). *University of Alaska Anchorage BSW field education manual*. Anchorage, AK: Author.

VIII. Bibliography

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- Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students*. Boston, MA: Allyn & Bacon.
- Rothman, J. C. (2013). *From the front lines: Student cases in social work ethics* (4th ed.). Boston, MA: Pearson.
- Royse, D., Dhooper, S. S., & Rompf, E. L. (2011). *Field instruction: A guide for social work students* (6th ed.). Boston, MA: Pearson.
- Saleebey, D. (Ed.). (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson.
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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 A495B	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+15)													
6. Complete Course Title Social Work Practicum II Practicum II <small>Abbreviated Title for Transcript (30 character)</small>																	
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development																	
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input checked="" type="checkbox"/> Other Update CCG (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Co-requisites <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Fall/2015 To: Fall/9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. 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>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Bachelor of Social Work	11/19/14	Kathi Trawver	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Bachelor of Social Work	11/19/14	Kathi Trawver															
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3.																	
Initiator Name (typed): <u>Kathi Trawver</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>11/19/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>11/19/14</u>														
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone																	
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) SWK A495A with minimum grade of C			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) SWK A331														
16c. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Admission to the BSW program with concurrent enrollment in a BSW practice course.														
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course														
19. Justification for Action Update CCG for compliance with accreditation requirements.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Kathi Trawver</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																	

**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 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:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Assessment Measures
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).	Individualized tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
495B.2 (1a-d) ¹ Generalist Competency 1: Demonstrate ethical and professional behavior.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic, and environmental justice.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor

¹ Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.

	<p>evaluation</p> <p>Integration reflection assignments</p> <p>Portfolio</p> <p>Practice behavior rubric</p>
495B.5 (4a-c) Generalist Competency 4: Engage in practice-informed research and research-informed practice.	<p>Student-generated tasks and indicators in Learning Contract</p> <p>End-of-semester self-assessment</p> <p>End-of-semester field instructor evaluation</p> <p>Integration reflection assignments</p> <p>Portfolio</p> <p>Practice behavior rubric</p>
495B.6 (5a-b) Generalist Competency 5: Engage in policy practice.	<p>Student-generated tasks and indicators in Learning Contract</p> <p>End-of-semester self-assessment</p> <p>End-of-semester field instructor evaluation</p> <p>Integration reflection assignments</p> <p>Portfolio</p> <p>Practice behavior rubric</p>
495B.7 (6a-b) Generalist Competency 6: Engage with individuals, families, groups, organizations, and communities.	<p>Student-generated tasks and indicators in Learning Contract</p> <p>End-of-semester self-assessment</p> <p>End-of-semester field instructor evaluation</p> <p>Integration reflection assignments</p> <p>Portfolio</p> <p>Practice behavior rubric</p>
495B.8 (7a-d) Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.	<p>Student-generated tasks and indicators in Learning Contract</p> <p>End-of-semester self-assessment</p> <p>End-of-semester field instructor evaluation</p> <p>Integration reflection assignments</p> <p>Portfolio</p> <p>Practice behavior rubric</p>
495B.9 (8a-e) Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.	<p>Student-generated tasks and indicators in Learning Contract</p> <p>End-of-semester self-assessment</p> <p>End-of-semester field instructor evaluation</p> <p>Integration reflection assignments</p> <p>Portfolio</p> <p>Practice behavior rubric</p>
495B.10 (9a-c) Generalist Competency 9: Evaluate practice with individuals,	<p>Student-generated tasks and indicators in Learning Contract</p>

families, groups, organizations and communities.	End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
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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
 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

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

UAA School of Social Work. (2014). *University of Alaska Anchorage BSW field education manual*. Anchorage, AK: Author.

IX. Bibliography

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11/21/14

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.

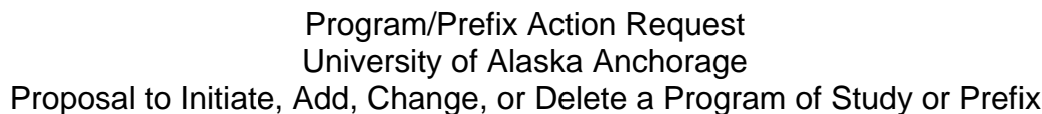
The revised standards have moved to a competency-based curriculum format, requiring social work programs to demonstrate graduates are competent in defined competency areas (e.g., ethical and professional behavior, practice-informed research, policy practice, social justice and human rights) with accompanying 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.

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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)	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)		
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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.

SWK A106	Introduction to Social Welfare	3
SWK A206	Introduction to Social Work	3
SWK A243	Cultural Diversity and Community Service Learning	3
SWK A342	Human Behavior in the Social Environment	3
SWK A406	Social Welfare: Policies and Issues	3
Upper division Social Work electives		3

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	or		
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	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):

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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.

SWK A106	Introduction to Social Welfare	3
SWK A206	Introduction to Social Work	3
SWK A243	Cultural Diversity and Community Service Learning	3
SWK A342	Human Behavior in the Social Environment	3
SWK A406	Social Welfare: Policies and Issues	3
Upper division Social Work electives		3

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