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. 1-2)

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

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina (pg. 7)
   i. “New Program” Proposal Process Clarification:

   1) Consult with the Office of Academic Affairs before starting the process. To set up an appointment, email ayoaa@uaa.alaska.edu.

   2) Submit a pre-prospectus, which goes through the department chair and dean/director to the Provost. The dean/director should email the signed pre prospectus to the Provost and copy ayoaa@uaa.alaska.edu.

   3) Once the pre-prospectus is approved by the Provost, submit the curriculum and assessment documents through the regular governance processes and work with OAA on the full prospectus. The full prospectus goes up through the Board of Regents and/or the Northwest Commission on Colleges and Universities.

   This information is posted on the Governance site, under the sub-button Curriculum Docs at http://www.uaa.alaska.edu/governance/coordination/index.cfm <Pre-prospectus>

B. University Registrar Lora Volden

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

B. GERC
### VII. Program/Course Action Request- Second Readings

<table>
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### VIII. Program/Course Action Request- First Readings

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### VII. Old Business

### IX. New Business

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

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

II. Approval of the Agenda (pg. 1-3)
Amendment: Removing the GER Catalog Revision.
Approved

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

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.
   Waive first and approved for second
   Motion passes
   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)
Approved for second reading
VIII. Program/Course Action Request- First Readings

Chg Associate of Applied Science in Dental Hygiene (pg. 13-23)
Waive first, approve for second

Chg Bachelor of Science in Dental Hygiene (pg. 24-30)
Waive first, approve for second

Add Bachelor of Science, Health Sciences Pre-Professional Track, Speech-Language Pathology (pg. 31-53)
Waive first, approve for second

Chg ATA A331 Human Factors in Aviation (3 cr)(3+0)(pg. 54-58)
Accepted for first reading

Chg ATA A425 Civil Aviation Security (3 cr)(3+0)(pg. 59-63)
Accepted for first reading

Chg ATC A147 Pilot Controller Techniques (3 cr)(3+0)(pg. 64-68)
Accepted for first reading

Chg ATC A440 Facility Operation and Administration (3 cr)(3+0)(pg. 69-74)
Accepted for first reading

Add ATP A251 Flight Dispatcher Overview (3 cr)(3+0)(pg. 75-80)
Accepted for first reading

Add ATP A351 Flight Dispatcher Operations (3 cr)(3+0)(pg. 81-85)
Accepted for first reading

Postponed to the UAB meeting scheduled for Friday, February 20, 2015

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)
Waive first, approve for second

Add ENGL A474 Sociolinguistics (3 cr)(3+0)(pg. 112-116)
Waive first, approve for second

Dlt ENGL A475 Modern Grammar (3 cr)(3+0)(pg. 117)
Waive first, approve for second

Add ENGL A483 Composition, Literacy, and the Teaching of Writing (stacked with ENGL A683)(3 cr)(3+0)(pg. 118-132)
Waive first, approve for second

Chg ENGL A487 Professional Editing (3 cr)(3+0)(pg. 133-137)
Waive first, approve for second

Chg Minor, English (pg. 138-142)
Waive first, approve for second
Chg Bachelor of Arts, English (pg. 143-151)
Waive first, approve for second

Chg MATH A121 College Algebra for Managerial and Social Sciences (GER)(3 cr)(3+0)
(pg. 152-155)
Waive first, approve for second

Chg MATH A151 College Algebra for Calculus (GER)(4 cr)(4+0)(pg. 156-160)
Waive first, approve for second

Chg MATH A152 Trigonometry (GER)(3 cr)(3+0)(pg. 161-164)
Waive first, approve for second

Chg MATH A155 Precalculus (GER)(6 cr)(6+0)(pg. 165-169)
Waive first, approve for second

Chg MATH A211 Mathematics for Elementary School Teachers (3 cr)(3+0)(pg. 170-174)
Waive first, approve for second

Chg MATH A221 Applied Calculus for Managerial and Social Sciences (GER)(3 cr)(3+0)
(pg. 175-178)
Waive first, approve for second

Chg MATH A251 Calculus I (GER)(4 cr)(4+0)(pg. 179-182)
Waive first, approve for second

Chg MATH A252 Calculus II (GER)(4 cr)(4+0)(pg. 183-186)
Waive first, approve for second

Chg MATH A253 Calculus III (GER)(4 cr)(4+0)(pg. 187-190)
Waive first, approve for second

Chg MATH A265 Fundamentals of Mathematics (3 cr)(3+0)(pg. 191-194)
Waive first, approve for second

Chg MATH A302 Ordinary Differential Equations (3 cr)(3+0)(pg. 195-198)
Waive first, approve for second

Chg MATH A303 Introduction to Abstract Algebra (3 cr)(3+0)(pg. 199-201)
Waive first, approve for second

Chg MATH A305 Introduction to Geometrics (3 cr)(3+0)(pg. 202-204)
Waive first, approve for second

Chg MATH A306 Discrete Methods (3 cr)(3+0)(pg. 205-207)
Waive first, approve for second

Chg MATH A314 Linear Algebra (3 cr)(3+0)(pg. 208-210)
Waive first, approve for second

Chg MATH A324 Introduction to Real Analysis (3 cr)(3+0)(pg. 211-213)
Waive first, approve for second
Chg  MATH A410  Introduction to Complex Analysis (3 cr)(3+0)(pg. 214-217)
Waive first, approve for second

Chg  MATH A420  Historical Mathematics (GER)(3 cr)(3+0)(pg. 218-220)
Accepted for first reading

Chg  MATH A422  Partial Differential Equations (3 cr)(3+0)(pg. 221-224)
Waive first, approve for second

Chg  Bachelor of Arts, Mathematics (pg. 225-232)
Waive first, approve for second

Chg  Bachelor of Science, Mathematics (pg. 233-239)
Waive first, approve for second

All SWK courses are postponed to the UAB meeting on Friday, February 20, 2015

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

VII.  Old Business

IX.  New Business

X.  Informational Items and Adjournment:
UAA New Program or Major Change to a Program
Pre-Prospectus

Please respond to the following questions in a word document and attach it to an email that goes through the following workflow for approval: faculty initiator, chair or department head, dean or campus director, provost. When emailing the pre-prospectus to the provost, please copy ayoaa@uaa.alaska.edu.

The questions will be repeated on the full prospectus that will go to the UA Statewide Academic Council (SAC) and the Northwest Commission on Colleges and Universities (NWCCU). For the purposes of the pre-prospectus, it is understood that there will be less detail and depth.

1. **Program Overview**: Describe the program and how it aligns with and fits into the current offerings at UAA and within the UA System. Include a brief history of the development of the program. If outside groups were consulted, e.g. advisory boards or other institutions, include that information. If the program will be in partnership with other units inside or outside the UA system, indicate this and describe how the roles and responsibilities will be assigned and coordinated.

2. **Mission and Strategic Alignment**: Address how the program aligns with the following:

   a. UAA 2017 Strategic Plan (http://www.uaa.alaska.edu/strategicplan/index.cfm)
   b. UA Academic Master Plan (http://www.alaska.edu/files/shapingalaskasfuture/AMP_021711.pdf)
   c. UA Shaping Alaska’s Future (http://www.alaska.edu/files/shapingalaskasfuture/SAF-FINAL.pdf)

3. **Student Demand and State Needs**: Using evidence, describe the demand for and state needs met by the proposed program. (For the pre-proposal, please indicate sources for any data you have yet to collect, e.g. student or community surveys.)

4. **Student Opportunities and Student Success**: Describe how this program will serve students, including a description of the intended student population. Consider intellectual, personal, and professional growth, as well as immediate and future career opportunities. Include high impact practices, such as opportunities for research and community engagement for admitted students. Also include plans to support student success relative to the program.

5. **Resource Implications**: Describe how the program will be funded. If there are new resources needed, where will these come from? Is the funding already secured? If grants or contracts are expected to support the program, indicate the amount anticipated and the expiration date. Please include all relevant items, e.g. faculty, staff, student success programming, faculty development, space and renovations, technology, equipment, materials, etc.
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

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<th>1b. Division</th>
<th>1c. Department</th>
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<td>AMSC Division of Math Science</td>
<td>Mathematics &amp; Statistics</td>
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<th>3. Course Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<th>List any programs or college requirements that require this course.</th>
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15. Course Description (suggested length 20 to 50 words)

- Presents the historical development of mathematical concepts in algebra, geometry, number theory, analytical geometry, calculus, probability, and statistics.

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

- MATH A253 with a minimum grade of C and MATH A265 with a minimum grade of C

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

16c. Automatic Restriction(s)

- Completion of GER Tier 1 (basic college-level skills) courses and junior or senior standing.

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

- Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

- Increased clarity of title and description, updated course prerequisites

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8
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: Presents the historical development of mathematical concepts in algebra, geometry, number theory, analytical geometry, calculus, probability, and statistics. Presents factors which influenced the growth of mathematical knowledge across cultures and times.
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 and Assessment Measures

<table>
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<th>Graded Assessment Measures</th>
<th>Integrative Capstone Goals</th>
</tr>
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<tbody>
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<td>Upon completion of this course, the student will be able to:</td>
<td>Examinations, paper, oral presentation</td>
<td>Critical thinking, effective communication</td>
</tr>
<tr>
<td>Demonstrate the attainment of 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prove theorems and perform calculations using historical methods.</td>
<td>Examinations, assignments</td>
<td>Quantitative perspectives, critical thinking</td>
</tr>
<tr>
<td>Write and revise papers and give oral presentations which demonstrate knowledge of mathematics in its historical context, and explain mathematical concepts with proper notations and clarity.</td>
<td>Paper, oral presentation</td>
<td>Quantitative perspectives, critical thinking, effective communication</td>
</tr>
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</table>

IV. 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.

V. Topical Course Outline

A. Early number systems
B. Babylonian and Egyptian mathematics
C. Pythagorean mathematics
D. Greek mathematics
E. Non-western (Chinese, Arabic, Hindu, etc.)
F. Development of algebra
G. Development of analytic geometry
H. Development of number theory
I. Development of probability theory
J. Development of calculus

VI. Suggested Texts


VII. Bibliography

### Course Action Request

**University of Alaska Anchorage**

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

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<td>Add</td>
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| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| 16b. Co-requisite(s) (concurrent enrollment required) |
| ATA A233 with a minimum grade of C | None |

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**University of Alaska Anchorage**

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

DIVISION: AAVI                      DATE: 2/16/2015
DEPARTMENT: ATA

COURSE NUMBER: ATA A331            CREDITS: 3
COURSE TITLE: Human Factors in Aviation

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. Suggested Text:

VIII. Bibliography


*Denotes classical text

IX. Instructional Goals
Prepare the students to identify and understand the role human factors play in the aviation industry. Address the effects these human issues on aviator’s performances and counters to those issues.

X. Student Learning Outcomes

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<tr>
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<th>Assessment Procedures</th>
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<td>Explain and discuss human factors involvement in safety issues.</td>
<td>Written assignments, performance tests.</td>
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<td>Discuss accidents and how the human factors affected the outcome</td>
<td>Identify sources of human error and accurately analyze cause and effect relationships.</td>
<td>Written assignments, performance tests.</td>
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<td>Evaluate types of motivation and how managerial policy and leadership can affect safety.</td>
<td>Written assignments, performance tests.</td>
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<td>Introduce the basics of CRM and its implications on human factors.</td>
<td>Summarize the communication process and its implications to safety.</td>
<td>Written assignments, performance tests.</td>
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<td>Identify and explain the cause and effect relationships of attitudes in the work environment and how to effect the necessary behavioral modification.</td>
<td>Written assignments performance tests.</td>
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Aviation Technology

2. Course Prefix  
ATA

3. Course Number  
A425

4. Previous Course Prefix & Number  

5a. Credits/CEUs  
3 credits

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

6. Complete Course Title  
Civil Aviation Security

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

☐ Prefix  
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Automatic Restrictions
☐ Other CCG and Catalog (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
semester/year

From: Fall/2015  
To: 9999

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

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

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

15. Course Description (suggested length 20 to 50 words)  
Analyzes applicable civil aviation transportation security regulations and policy; assesses security risks and formulates potential intervention, prevention, or enhancement plans using current and developing technology.

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

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

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

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

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course

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

Initiator (faculty only)  
Raymond Weber

Initiator (TYPE NAME)  
☐ Approved  
☐ Disapproved

Dean/Director of School/College  
Date

Undergraduate/Graduate Academic  
Date

Board Chair  
Date

Provost or Designee  
Date
COURSE CONTENT GUIDE (CCG)
UNIVERSITY OF ALASKA ANCHORAGE
COMMUNITY AND TECHNICAL COLLEGE

DIVISION: AAVI                     DATE: 2/16/2015
DEPARTMENT: ATA

COURSE NUMBER: ATA A425            CREDITS: 3
COURSE TITLE: Civil Aviation Security

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. Suggested Text:


VIII. Bibliography

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

X. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Applicable Instructional Goals</th>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss pertinent aviation security issues, including the 9-11 attacks.</td>
<td>Analyze the history and purpose of aviation security and its implication to the government and private sector.</td>
<td>Written assignments, performance tests.</td>
</tr>
<tr>
<td>Evaluate common government, industry, airport and airline organizations that combat terrorism.</td>
<td></td>
<td>Written assignments, performance tests.</td>
</tr>
<tr>
<td>Examine the effectiveness of current anti-terror techniques in the industry and address the weaknesses of them.</td>
<td>Critique aviation security issues.</td>
<td>Written assignments, performance tests, case studies.</td>
</tr>
<tr>
<td>Appraise and assess different types of security measures and equipment that best apply to a particular situation.</td>
<td></td>
<td>Written assignments, performance tests, case studies.</td>
</tr>
</tbody>
</table>
## Course Action Request
### University of Alaska Anchorage
#### Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A306</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Estate Principles</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Preparatory/Development</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
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</thead>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Other Update CCG (please specify)

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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<table>
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<tr>
<th>11. Implementation Date</th>
<th>Semester/year</th>
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<td>From: Fall/2015</td>
<td>To: 1/1/2019</td>
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</table>

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

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date: 01/13/2015</td>
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</tbody>
</table>

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

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

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

| 16a. Course Prerequisite(s) (list prefix and number or test code and score) | 16b. Co-requisite(s) (concurrent enrollment required) |
| (ECON A201, BA A241, and (MATH A107 or MATH A108 or MATH A172 or MATH A200 or MATH A272)) with a minimum grade of C. | N/A |

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<th>16c. Automatic Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>College</td>
<td>College of Business and Public Policy majors must be admitted to upper-division standing</td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
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</table>

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

18. Mark if course is a selected topic course

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
<th>Update course description, prerequisites, suggested text, and student learning outcomes.</th>
</tr>
</thead>
</table>

21
<table>
<thead>
<tr>
<th>Position</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terry Fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated
   February 16, 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:

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework, quizzes, and exams</td>
</tr>
</tbody>
</table>
2. Evaluate a real estate sales contract and deed of trust  
   Homework, quizzes, and exams

3. Value mortgages and notes, and analyze the markets in which they are traded  
   Homework, quizzes, and exams

4. Describe sources and financing of a real estate transaction  
   Homework, quizzes, and exams

5. Determine the appraised value of a property  
   Homework, quizzes, and exams

6. Fulfill education requirements for licensure in the state of Alaska.  
   State exam - optional

VII. Suggested Text

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

*American Land Title Association.* [http://www.alta.org](http://www.alta.org)
*Apartments.com.* [http://www.apt.com](http://www.apt.com)
*Appraisal Institute.* [http://www.appraisalinstitute.org](http://www.appraisalinstitute.org)
*CACI International.* [http://www.caci.com](http://www.caci.com)
*Certified Commercial Investment Member Institute.* [http://www.ccim.com](http://www.ccim.com)
*Federal Housing Association home loans.* [http://www.fha-home-loans.com](http://www.fha-home-loans.com)
*Federal Reserve Bank service.* [http://www.frbservices.org](http://www.frbservices.org)
*HousingZone.com.* [http://www.housingzone.com](http://www.housingzone.com)
*Institute of Real Estate Management.* [http://www.irem.org](http://www.irem.org)
*International Real Estate Digest.* [http://www.ired.com](http://www.ired.com)
*Joint Center for Housing Studies.* [http://www.jchs.harvard.edu](http://www.jchs.harvard.edu)
*Mortgage Bankers Association.* [http://www.mbaa.org](http://www.mbaa.org)
*Real Estate Research Corporation.* [http://www.rerc.com](http://www.rerc.com)
*Real Estate Research Institute.* [http://www.reri.org](http://www.reri.org)
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
(3+0)

6. Complete Course Title
Property Management and Marketing

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

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

If a change, mark appropriate boxes:
☐ Prefix  ☐ Course Number  ☐ Contact Hours  ☐ Repeat Status
☐ Credits  ☐ Title  ☐ Grading Basis  ☐ Cross-Listed/Stacked
☒ Course Description  ☐ Course Prerequisites  ☐ Co-requisites
☐ Test Score Prerequisites  ☐ Registration Restrictions  ☐ General Education Requirement
☐ Automatic Restrictions  ☐ College  ☐ Major  ☐ Level
☒ Other Update CCG (please specify)

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

10. Grading Basis
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date

From: Fall/2015  To: /9999

12. ☐ Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>Minor, Real Estate</td>
<td>12/1/2014</td>
<td>Ed Forrest</td>
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<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13b. Coordination Email  Date: 01/13/2015

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

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

14. General Education Requirement

Mark appropriate box:
☐ Oral Communication
☐ Written Communication
☐ Quantitative Skills
☐ Humanities
☐ Fine Arts
☐ Social Sciences
☐ Natural Sciences
☐ Integrative Capstone

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

Surveys residential, retail, office, and industrial property management; management contracts and lease agreements; landlord-tenant laws and federal fair housing laws; asset operating budgets and cash flow statements; and property leasing and marketing.

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

ECON A201, BA 241, and (MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272) with a minimum grade of C.

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

N/A

16c. Automatic Restriction(s)

☐ College  ☐ Major  ☐ Class  ☐ Level

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

College of Business and Public Policy majors must be admitted to upper-division standing

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

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Update course description, prerequisites, and suggested text.

Initiator (faculty only)  Date
☐ Approved  ☐ Disapproved

Terry Fields  Initiator (TYPE NAME)

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

☐ Approved  ☐ Disapproved  Undergraduate/Graduate Academic  Date

☐ Approved  ☐ Disapproved  Board Chair  Date

☐ Approved  ☐ Disapproved  Provost or Designee  Date
I. Date Initiated
   February 16, 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:

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the management of residential properties</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>2. Evaluate the management of shopping centers and office buildings</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>3. Develop an understanding of property leases and landlord-tenant laws</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>4. Develop an understanding of property maintenance and human resource management</td>
<td>Homework or exam</td>
</tr>
<tr>
<td>5. Design a marketing, advertising, and sales campaign</td>
<td>Project</td>
</tr>
<tr>
<td>6. Evaluate the performance of a property manager</td>
<td>Project or exam</td>
</tr>
</tbody>
</table>
VII. Suggested Text
Kyle, R.C., Spodek, M.S., and Baird, F.M. (2013) *Property management* (9th ed.). La Crosse, WI: DF Institute, Inc. d/b/a Kaplan Real Estate Education

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

*American Land Title Association*. http://www.alta.org
*Apartments.com*. http://www.apts.com
*Appraisal Institute*. http://www.appraisalinstitute.org
*CACI International*. http://www.caci.com
*Certified Commercial Investment Member Institute*. http://www.ccim.com
*Directory of Major Malls*. http://www.shoppingcenters.com
*Federal Housing Association home loans*. http://www.fha-home-loans.com
*Federal Reserve Bank service*. http://www.frbservices.org
*HousingZone.com*. http://www.housingzone.com
*Institute of Real Estate Management*. http://www.irem.org
*International Real Estate Digest*. http://www.ired.com
*Joint Center for Housing Studies*. http://www.jchs.harvard.edu
*Mortgage Bankers Association*. http://www.mbaa.org
*Real Estate Research Corporation*. http://www.rerc.com
*Real Estate Research Institute*. http://www.reri.org
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>A320</td>
<td>N/A</td>
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<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tbody>
<tr>
<td>Real Estate Finance</td>
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</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
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<tbody>
<tr>
<td>☒ Academic</td>
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<tr>
<td>☐ Preparatory/Development</td>
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<tr>
<td>☐ Non-credit</td>
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<tr>
<td>☐ CEU</td>
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<tr>
<td>☐ Professional Development</td>
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<th>Change</th>
<th>Delete</th>
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<tbody>
<tr>
<td>☐ Prefix</td>
<td>☐ Course Number</td>
<td>☐ Contact Hours</td>
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</tr>
<tr>
<td>☐ Credits</td>
<td>☐ Title</td>
<td>☐ Repeat Status</td>
<td></td>
</tr>
<tr>
<td>☐ Grading Basis</td>
<td>☐ Cross-Listed/Stacked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Course Description</td>
<td>☐ Course Prerequisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Test Score Prerequisites</td>
<td>☐ Co-requisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Automatic Restrictions</td>
<td>☐ Registration Restrictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other Update CCG (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☒ Prefix</td>
<td>☐ Course Number</td>
<td>☐ Contact Hours</td>
<td></td>
</tr>
<tr>
<td>☐ Credits</td>
<td>☐ Title</td>
<td>☐ Repeat Status</td>
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</tr>
<tr>
<td>☐ Grading Basis</td>
<td>☐ Cross-Listed/Stacked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Course Description</td>
<td>☐ Course Prerequisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Test Score Prerequisites</td>
<td>☐ Co-requisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Automatic Restrictions</td>
<td>☐ Registration Restrictions</td>
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</tr>
<tr>
<td>☒ Other Update CCG (please specify)</td>
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<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<table>
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<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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<td>☒ A-F</td>
<td>☐ P/NP</td>
<td>☐ NG</td>
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<th>semester/year</th>
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<td>From: Fall/2015</td>
<td>To: /9999</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>Stacked with</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Cross-Listed Coordination Signature</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**13b. Coordination Email:**

Date: 01/13/2015

submitted to Faculty Listserv: (ual-faculty@lists.ualaska.edu)

**13c. Coordination with Library Liaison:**

Date: 01/13/2015

**14. General Education Requirement**

Mark appropriate box:

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

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

Surveys all aspects of real estate finance. Topics covered are interest rates, mortgages, federal housing policies, secondary mortgage markets, leverage and property valuation, taxation, and real estate in a portfolio context.

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

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

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

N/A

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

- College
- Major
- Class
- Level

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

College of Businesss and Public Policy majors must be admitted to upper-division standing

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

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

**19. Justification for Action**

Update course prerequisites and suggested text.
<table>
<thead>
<tr>
<th>Role</th>
<th>Decision</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terry Fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated
   February 16, 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

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
</tr>
<tr>
<td>1. Present an overview of interest rate determination</td>
</tr>
<tr>
<td>2. Discuss different mortgage instruments</td>
</tr>
<tr>
<td>3. Describe secondary mortgage securities and their markets</td>
</tr>
<tr>
<td>4. Explain federal housing policies</td>
</tr>
<tr>
<td>5. Explain leverage and property valuation</td>
</tr>
<tr>
<td>6. Examine real estate taxation</td>
</tr>
<tr>
<td>7. Describe real estate investment in a portfolio context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
</tbody>
</table>

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


VIII. Bibliography

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

*American Land Title Association*. http://www.alta.org
*Apartments.com*. http://www.apt.com
*Appraisal Institute*. http://www.appraisalinstitute.org
*CACI International*. http://www.caci.com
*Certified Commercial Investment Member Institute*. http://www.ccim.com
*Directory of Major Malls*. http://www.shoppingcenters.com
*Federal Housing Association home loans*. http://www.fha-home-loans.com
*Federal Reserve Bank service*. http://www.frbservices.org
*HousingZone.com*. http://www.housingzone.com
*Institute of Real Estate Management*. http://www.irem.org
*International Real Estate Digest*. http://www.ired.com
*Joint Center for Housing Studies*. http://www.jchs.harvard.edu
*Mortgage Bankers Association*. http://www.mbaa.org
*Real Estate Research Corporation*. http://www.rerc.com
*Real Estate Research Institute*. http://www.reri.org
To: Chair, Undergraduate Academic Board, Faculty Senate

From: Term Assistant Professor Terry Fields, CBPP

Subject: Minor, Real Estate

Date: December 6, 2014

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

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

Modification:

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

Justification:

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

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

2. Complete Program Title/PREFIX  
Real Estate

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

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

PREFIX  
☐ Add  ☐ Change  ☐ Inactivate

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

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

6b. Coordination Email submitted to Faculty Listserv (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:  
☐ Cover Memo  ☑ Catalog Copy in Word using the track changes function

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

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

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

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BA A306</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA A320</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BA A432</td>
<td>Real Estate Law</td>
<td>3</td>
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<tr>
<td></td>
<td>Complete 3 credits from the following:</td>
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<tr>
<td>BA A315</td>
<td>Property Management and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BA A215</td>
<td>Introduction to Property Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA A131</td>
<td>Personal Finance</td>
<td>3</td>
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<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A241</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BA/JUST A242</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BA A306</td>
<td>Real Estate Principles</td>
<td>3</td>
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<tr>
<td>BA A320</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BA A432</td>
<td>Real Estate Law</td>
<td>3</td>
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<td><strong>Complete 6-3 credits from the following:</strong></td>
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<td>BA A315</td>
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<tr>
<td>BA A215</td>
<td>Introduction to Property Management</td>
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<tr>
<td>BA A395</td>
<td>Property Management Internship</td>
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<tr>
<td>BA A426</td>
<td>Financial Institutions</td>
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<tr>
<td>BA A431</td>
<td>Real Estate Appraisal</td>
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<tr>
<td>BA A432</td>
<td>Real Estate Law</td>
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</tbody>
</table>

Total Credits: 21

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

1a. School or College  
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

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

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

9. Repeat Status No  # of Repeats  Max Credits

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

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

12. ☐ Cross Listed with  
Stacked with

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

14. General Education Requirement

Mark appropriate box:

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

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

Analyzes social inequality and American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social, and economic—explicit and implicit in social welfare provisioning. Develops understanding of social welfare problems and solutions.

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

SOC A101 with minimum grade of C

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

None

16c. Other Restrictions

☐ College  ☐ Major  ☐ Class  ☐ Level

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

None

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Update CCG for compliance with revised accreditation requirements and remove cross listed status with HUMS A106.

Initiator (faculty only)  
Initiator Signed Initials:  Date:

Kathi Trawver

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

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

13d. Impacted Program/Course  
Date of Coordination  Chair/Coordinator Contacted

1. Bachelor of Social Work  
11/19/14  Kathi Trawver

2. Human Services  
9/23/13 & 11/19/14  Laura Kelly

3.  

14. General Education Requirement

Mark appropriate box:

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

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

Analyzes social inequality and American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social, and economic—explicit and implicit in social welfare provisioning. Develops understanding of social welfare problems and solutions.

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

SOC A101 with minimum grade of C

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

None

16c. Other Restrictions

☐ College  ☐ Major  ☐ Class  ☐ Level

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

None

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Update CCG for compliance with revised accreditation requirements and remove cross listed status with HUMS A106.

Initiator (faculty only)  
Initiator Signed Initials:  Date:

Kathi Trawver

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

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

14. General Education Requirement

Mark appropriate box:

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

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

Analyzes social inequality and American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social, and economic—explicit and implicit in social welfare provisioning. Develops understanding of social welfare problems and solutions.

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

SOC A101 with minimum grade of C

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

None

16c. Other Restrictions

☐ College  ☐ Major  ☐ Class  ☐ Level

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

None

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Update CCG for compliance with revised accreditation requirements and remove cross listed status with HUMS A106.
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes, Social Science GER Outcomes, and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>106.1 Describe the development of society’s response to providing for common human needs to the establishment of today’s social welfare institution in the United States.</td>
</tr>
<tr>
<td>106.2 (5a)1 Explain the impact of historical social welfare and economic policies on the present day provision of social services to those in need.</td>
</tr>
<tr>
<td>106.3 Examine past and present social welfare policies that address economic deprivation, discrimination, and oppression and how they impact vulnerable populations.</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>GER Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>106.4 Describe how the major human and societal institutions (e.g., economic, political, educational, religious, and family) have influenced the development of social welfare in the United States.</td>
<td>Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political and/or cultural dynamics.</td>
<td>Exams</td>
</tr>
<tr>
<td>106.5 Examine historical themes, theories, and change (e.g., ethical, political, economic, and cultural) as they relate to social policy and the provision of social welfare services</td>
<td>Describe and contrast key scientific theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research.</td>
<td>Historical comparative essay</td>
</tr>
<tr>
<td>106.6 Analyze how social change has resulted in the need for the establishment of formalized social welfare responses.</td>
<td>Demonstrate the ability to thinking critically about how society works and how our social realities are created by diverse social processes and cultural practices.</td>
<td>Historical comparative essay</td>
</tr>
<tr>
<td>106.7 Describe the past and current role of social science research in the development of an evidence-based social welfare system.</td>
<td>Explain and use basic social science methods and summarize the assumption behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.</td>
<td>Critical literature analysis</td>
</tr>
<tr>
<td>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.</td>
<td>Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political and/or cultural dynamics.</td>
<td>Exam</td>
</tr>
</tbody>
</table>
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. Gradual evolution of the American social welfare institution
   1. Beginnings: European inheritance
   2. Elizabethan poor laws
   3. Colonial era
   4. Early Republic
   5. The Civil War
   6. Industrialization
   7. 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. Democrats return
   16. Quest for realignment-George W. Bush
   17. The return to Progressive Liberalism
   18. The Great Recession
K. Manifestations of reluctance
   1. Social reforms
   2. The structure of the American social welfare state

VI. Suggested Texts

VII. Bibliography
Selected Social Welfare and Social Work History Internet links may be accessed at: 
http://socialwork.ualaska.edu/history.htm

*Considered a classic text.
# Course Action Request

## University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>ADHS Div of Human Svs Health Sci</td>
<td>HUMS</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>HUMS</td>
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<tbody>
<tr>
<td>Introduction to Social Welfare</td>
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<table>
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<tr>
<th>7. Type of Course</th>
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<tr>
<td>☑ Academic</td>
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<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
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<tr>
<td>☐ Professional Development</td>
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<table>
<thead>
<tr>
<th>8. Type of Action:</th>
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</thead>
<tbody>
<tr>
<td>☑ Add</td>
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<td>☐ Change</td>
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<th># of Repeats</th>
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<table>
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<tr>
<th>10. Grading Basis</th>
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<tr>
<td>☑ A-F</td>
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<td>☐ P/NP</td>
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<table>
<thead>
<tr>
<th>11. Implementation Date (semester/year)</th>
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<tbody>
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<td>SWK A106</td>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
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<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Associate of Human Services</td>
<td>452</td>
<td>12-10-14</td>
<td>Kathi Trawver</td>
</tr>
<tr>
<td>2. Bachelor of Human Services</td>
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<td>12-10-14</td>
<td></td>
</tr>
<tr>
<td>3. Bachelor of Social Work/Social Work Minor</td>
<td>518</td>
<td>12-10-14</td>
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<table>
<thead>
<tr>
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<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<table>
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<th>13b. Coordination Email</th>
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<td>☐ Natural Sciences</td>
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<tr>
<td>☐ Integrative Capstone</td>
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<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tbody>
<tr>
<td>Analyzes inequality and the American social welfare state. Traces historical evolution of government and non-government response to the provision of basic needs, opportunities and rights for vulnerable populations. Investigates dilemmas-ethical, political, cultural, and economic-explicit and implicit, in achieving social justice.</td>
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<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
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<td>☐ Major</td>
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<td>☐ Level</td>
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<th>17. Mark if course has fees</th>
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<th>18. Mark if course is a selected topic course</th>
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<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Course is no longer being offered through Human Services Department.</td>
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<table>
<thead>
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<th>Initiator (faculty only)</th>
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<tbody>
<tr>
<td>Jo Ann Bartley</td>
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<table>
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<tr>
<th>Board Chairperson</th>
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<tr>
<th>Provost or Designee</th>
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<td>Date</td>
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[Course Action Request Form]

[Course Description]

[General Education Requirement]

[Impacted Courses or Programs Table]
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
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<th>3. Course Number</th>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tr>
<td>SWK</td>
<td>A206</td>
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<th>6. Complete Course Title</th>
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<tr>
<td>Introduction to Social Work</td>
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<td>Intro to Social Work</td>
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<td>To: Fall/9999</td>
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<td>Stacked with</td>
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</table>

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

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<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tr>
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<td>11/19/14</td>
<td>Kathi Trawver</td>
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<td>3.</td>
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Initiator Name (typed): Kathi Trawver
Initiator Signed Initials: _______  Date: __________

<table>
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<tr>
<th>13b. Coordination Email</th>
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<tbody>
<tr>
<td>Date: 11/19/14</td>
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submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

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

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

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<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<td>☐ Level</td>
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<th>16d. Registration Restriction(s) (non-codable)</th>
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17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CCG for compliance with revised accreditation requirements.

Initiator (faculty only)  Date  ☐ Approved  ☐ Disapproved
Kathi Trawver  Dean/Director of School/College  Date

Initiator (TYPE NAME)  Date  ☐ Approved  ☐ Disapproved
Department Chair  Undergraduate/Graduate Academic  Date

☐ Approved  ☐ Disapproved
Board Chair  Provost or Designee  Date
I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A206
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Introduction to Social Work
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Introduces the profession of social work and its fields of practice, roles, professional values and ethics, and guiding theories and perspectives. The profession’s commitment to engaging diversity, serving at-risk populations, and advancing human rights and social/economic justice, especially within Alaska, is highlighted.

L. Course Prerequisites: N/A
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Provide students with clear descriptions of the purposes and functions of generalist social work practice.
   2. Introduce professional roles for generalist social work practice including advocate, broker, case manager/care coordinator, counselor, group worker, and teacher/trainer.
   3. Present theoretical, practice frameworks, and perspectives of generalist social work practice including the planned change (PCP) and evidence-based (EBP) practice process.
   4. Familiarize students with the National Association of Social Workers (NASW) Code of Ethics, professional values, and standards for social work practice.
   5. Emphasize the importance of difference/diversity in social work practice.
   6. Describe compelling social issues facing Alaskans and their impact on social
work practice and services.
7. Assist students in identifying specific programs and services available to client systems in meeting their health and social welfare needs.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>206.1 Describe generalist social work practice and its standards, professional roles (including advocate, broker, case manager/care coordinator, counselor, group worker, and teacher/trainer) and areas of practice.</td>
</tr>
<tr>
<td>206.2 Describe generalist social work practice and its history, standards, professional roles, and areas of practice.</td>
</tr>
<tr>
<td>206.3 Recognize major theories, perspectives (e.g., empowerment, strengths, and diversity-sensitive), and frameworks (i.e., planned-change (PCP) and evidence-based practice (EBP) processes) utilized in generalist social work practice.</td>
</tr>
<tr>
<td>206.4 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.</td>
</tr>
<tr>
<td>206.5 (1b) Engage in reflection and self-regulation of personal beliefs and values to maintain professionalism in practice.</td>
</tr>
<tr>
<td>206.6 (2a) Recognize the importance of difference and diversity in shaping life experiences in social work practice at micro and macro levels.</td>
</tr>
<tr>
<td>206.7 (2d) Identify compelling social issues facing Alaskans and their impact on social work practice and services.</td>
</tr>
</tbody>
</table>
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

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

VIII. Bibliography


<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>SWK</td>
<td>A243</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Cultural Diversity and Community Service Learning
Cultural Diversity
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:
☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Course Prerequisites
☐ Test Score Prerequisites
☐ Co-requisites
☐ Other Restrictions
☒ Cross-Listed/Stacked
☐ Registration Restrictions
☐ General Education Requirement
☐ Other (please specify)

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

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

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

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bachelor of Social Work</td>
<td>11/19/14</td>
<td>Kathi Trawver</td>
</tr>
<tr>
<td>2. Early Childhood Education Major</td>
<td>11/19/14</td>
<td>Hilary Seitz</td>
</tr>
<tr>
<td>3. Bachelor of Science Health Sciences</td>
<td>11/19/14</td>
<td>Rhonda Johnson</td>
</tr>
</tbody>
</table>

Initiator Name (typical): Kathi Trawver
Initiator Signed Initials: __________
Date: __________

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

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

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

15. Course Description (suggested length 20 to 50 words)
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) (list prefix and number or test code and score)
Engl A111 with a minimum grade of C

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Update CCG for compliance with revised accreditation requirements.

Initiator (faculty only) Date
Kathi Trawver
Initiator (TYPE NAME)

☑ Approved
☐ Disapproved

Dean/Director of School/College Date

Undergraduate/Graduate Academic Board Chair Date

Provost or Designee Date
I. **Date of Initiation:** November 2014

II. **Curriculum Action Request**
   A. **School:** College of Health
   B. **Course Subject:** SWK
   C. **Course Number:** 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 theoretical, conceptual, and analytic frameworks from the social sciences, and limitations of social science evidence related to human diversity.
      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:

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<th>Assessment Measures</th>
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<tr>
<td>243.1 Critically examine the extent to which a culture’s structures and values may discriminate, oppress, marginalize, alienate, or create or enhance privilege and power; distinguish between empirical and non-empirical claims regarding how the examples are defined as discriminatory and/or oppressive.</td>
<td>Describe the discipline she or he has studied and discuss the key principles or themes that unify it; and SS GER 4: Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.</td>
<td>Diversity and discrimination/oppression assignment (linked to the service activities)</td>
</tr>
<tr>
<td>243.2 Utilize theory and conceptual frameworks to guide examination of the complexities of the service learning social issue to better understanding interpersonal, group, cultural, political, and economic dynamics for practice.</td>
<td>Describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists’ thinking and research.</td>
<td>Analysis/critical thinking and theory assignment (linked to service activities)</td>
</tr>
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<td>Student Learning Outcomes</td>
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<td>Assessment Measures</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td><strong>243.3</strong> Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.</td>
<td>Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.</td>
<td>Analysis and integration assignment (linked to service activities)</td>
</tr>
<tr>
<td><strong>243.4</strong> Contrast the theoretical, conceptual, and analytic frameworks from the social sciences, and limitations of social science evidence related to human diversity.</td>
<td>Explain and use basic social science methods and summarize the assumption behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.</td>
<td>Human diversity theory and research assignment (linked to service activities)</td>
</tr>
<tr>
<td><strong>243.5</strong> Investigate the complexity of human diversity to better understand interpersonal, group, political and/or cultural dynamics to gain a sense of civic responsibility.</td>
<td>Investigate the complexity of human institutions and/or behavior to better understand interpersonal, group, political and/or cultural dynamics.</td>
<td>Human diversity dynamics and civic responsibility assignment (linked to service activities)</td>
</tr>
<tr>
<td><strong>243.6</strong> (1b &amp; 2c) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>N/A</td>
<td>Bias/Values assignment (linked to the service activities)</td>
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1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
### Student Learning Outcomes, GER Social Science Outcomes, and Assessment Measures

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<td>243.7 (2a) Communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.</td>
<td>Adopt critical perspectives to better understand the forces of globalization and diversity.</td>
<td>Diversity and life experience assignment (linked to service activities)</td>
</tr>
<tr>
<td>243.8 (2b) Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td>N/A</td>
<td>Engaging diversity assignment (linked to service activities)</td>
</tr>
<tr>
<td>243.9 (2d) Respond to the unique needs and experiences of Alaskans with special emphasis on Alaska Natives.</td>
<td>N/A</td>
<td>Responsiveness assignment (linked to service activities)</td>
</tr>
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</table>

### 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. Theories and knowledge-base related to 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  

VI. Program Assessment  
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 2. Engage Diversity and Difference in Practice will be measured in SWK A243.  

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 2. Engage Diversity and Difference in Practice. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the Master Rubric.  

VII. Suggested Texts  

VIII. Bibliography  

58


**Considered classic texts.**
# Course Action Request

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

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<td>SWK</td>
<td>A330</td>
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<td>(3+2)</td>
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## 6. Complete Course Title

**Social Work Practice with Individuals**  
Practice with Individuals  
(abbreviated title for transcript: 30 character)

<table>
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<tr>
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<th>8. Type of Action:</th>
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<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<tr>
<td>Academic</td>
<td>Add or Change</td>
<td></td>
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## 13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

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Initiator Name (typed): Kathi Trawver  
Initiator Signed Initials: _________  
Date: __________________

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

Develops generalist social work practice knowledge and skills for implementing the planned change process with individuals. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska. Course includes both lecture and a relationship-building/interviewing skills lab.

## 17. Mark if course has fees

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

## 19. Justification for Action

Update CCG for compliance with revised accreditation requirements.

Initiator (faculty only)  
Kathi Trawver  
Initiator Signed Initials: _________  
Date: __________________

Initiator (TYPE NAME)  
Kathi Trawver  
Initiator Signed Initials: _________  
Date: __________________

Approved  
Disapproved
I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A330
D. Number of Credits: 4.0 Credits
E. Contact Hours: 3+2
F. Course Program: Bachelor of Social Work
G. Course Title: Social Work Practice with Individuals
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Develops generalist social work practice knowledge and skills for implementing the planned change process with individuals. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska. Course includes both lecture and a relationship-building/interviewing skills lab.

L. Course Prerequisites: SWK A206 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: N/A
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
1. Describe the generalist social work practice model and common roles (e.g., advocate, counselor, broker, case manager/care coordinator, teacher/trainer, and discharge planner), functions, and professional boundaries when working with individuals.
2. Guide students in developing a professional identity and assuming professional responsibilities.
3. Introduce students to social work practice theories and perspectives guiding services and interventions with individuals.
4. Describe the planned change and evidence-based practice processes with individuals.
5. Reinforce the use of the National Association of Social Workers (NASW) Code of Ethics and additional codes of ethics as appropriate to
the context, laws, and regulations to guide ethical decision-making with individuals.

6. Discuss the impact of power, privilege, and intersecting dimensions of difference such as race, gender, and sexual orientation on practice with individuals.

7. Help students develop reflection and self-regulation based on feedback from peers and the instructor regarding the strengths and limitations of their practice skills.

8. Identify the specific health, behavioral health, and social service needs of Alaskans.

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

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

IV. Course Level Justification
This is the second of six required courses in the practice sequence. This course builds and expands upon content introduced in SWK A206 Introduction to Social Work.

V. Topical Course Outline
A. Professional generalist social work roles with individuals
   1. Advocate
   2. Broker
   3. Case manager/care coordinator
   4. Counselor
   5. Teacher/trainer
   6. Discharge planner
B. Professional boundaries and behaviors
C. Use of supervision and consultation in social work practice
D. Practice principles, perspectives, theories, and models for social work practice with individuals including, but not limited to the following:
   1. Practice principles
      a. Do no harm
      b. Client self-determination
      c. Empowerment
   2. Perspectives
      a. Generalist
b. Ecosystems
c. Strengths
d. Diversity
e. Feminist

3. Theory
a. Behavioral
b. Cognitive-behavioral
c. Person-centered
d. Psychodynamic theories

4. Models
a. Crisis intervention
b. Solution-focused
c. Stages of change
d. Motivational enhancement
e. Task-centered models

E. Relationship building and interpersonal communication skills
1. Create an effective helping relationship
2. Therapeutic or working alliance
3. Enhance client motivation
4. Verbal and non-verbal communication

F. The evidence-based practice process with individuals

G. The planned change process with individuals
1. Engage with individual clients
   a. Applying knowledge of human behavior in the social environment (HBSE)
   b. Use empathy, self-regulation, and interpersonal skills to engage diverse clients
2. Assess client needs
   a. Collect, organize, critically analyze, and interpret information
   b. Apply knowledge of HBSE, person-in-environment (PIE), and other multidisciplinary theoretical frameworks
   c. Develop mutually agreed-upon intervention goals and objectives
   d. Select appropriate intervention strategies
3. Intervene with clients
   a. Implement interventions to achieve practice goals
   b. Apply knowledge of HBSE, PIE, and other multidisciplinary frameworks
   c. Use of inter-professional collaboration as appropriate
   d. Negotiate, mediate, and advocate on behalf of clients
   e. Facilitate effective transitions and endings
4. Evaluate practice outcomes with individuals
   a. Select and utilize appropriate evaluation strategies
   b. Critically analyze, monitor, and evaluate interventions
   c. Apply evaluation findings to improve practice effectiveness

H. Ethical generalist social work practice with individuals
1. National Association of Social Workers Code of Ethics
2. Additional codes of ethics as appropriate to the context
3. Laws and regulations relevant to practice with individuals
4. Ethical decision-making models with individuals

I. Diversity
   1. Cultural humility
   2. Cultural sensitivity
   3. Culturally competent practice

J. Apply planned change with vulnerable groups
K. Client context
L. Explore health, behavioral health, and other social issues facing individuals in Alaska and innovations in services and interventions

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 6, Engaging with Clients, will be measured in SWK A330.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 6, Engaging with Clients. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VI. Suggested Texts

VII. Bibliography


**Course Action Request**

University of Alaska Anchorage

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

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6. **Complete Course Title**

Social Work Practice with Organizations and Communities

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
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<td>Social Work Practice with Organizations and Communities</td>
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<td>[ ] A-F</td>
<td>From: Fall/2015</td>
<td>[ ] Stacked with</td>
<td><img src="www.uaa.alaska.edu/governance" alt="List any programs or college requirements that require this course." /></td>
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7. **Type of Course**

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

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

9. **Repeat Status No:** No

10. **Grading Basis:** [ ] A-F

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

12. **Cross Listed with:**

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

- Bachelor of Social Work 11/19/14  Kathi Trawver
- 2.
- 3.

13b. **Coordination Email Date:** 11/19/14

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

14. **General Education Requirement**

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

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

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):**

- [ ] SWK A430 with minimum grade of C

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

- [ ] SWK A495b (concurrent enrollment required)

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

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

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

- [ ] N/A (non-codable)

17. **Mark if course has fees:**

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

19. **Justification for Action**

Update CCG for compliance with accreditation requirements.

**Initiator Name (typed):** Kathi Trawver

Initiator Signed Initials: [ ] Date: [ ]

**Initiator (faculty only):** Kathi Trawver

Initiator (TYPE NAME): [ ] Approved [ ] Disapproved

Dean/Director of School/College Date

Approved [ ] Disapproved

Undergraduate/Graduate Academic Board Chair Date

Approved [ ] Disapproved

Provost or Designee Date
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health  
B. Course Subject: SWK  
C. Course Number: A331  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+0  
F. Course Program: Bachelor of Social Work  
G. Course Title: Social Work Practice with Organizations and Communities  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Develops generalist social work practice knowledge and skills in implementing the planned change process with organizations and communities. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaska.  
L. Course Prerequisites: SWK A430 with minimum grade of C  
M. Test Scores: N/A  
N. Course Co-requisites: SWK A495B  
O. Other Restrictions: N/A  
P. Registration Restrictions: N/A  
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:  
1. Prepare-students for generalist practice roles associated with organizational and community practice (e.g., advocate, community organizer, educator/trainer, and evaluator)  
2. Apply the use of the planned change and evidence-based practice processes with organizations and communities.  
3. Introduce students to social work practice theories, perspectives, and models guiding services and interventions with organizations and communities.  
4. Guide students in developing a professional identity and assuming professional responsibilities with organizations and communities.  
5. Impress upon students the necessity of adhering to the National Association of Social Workers (NASW) Code of Ethics as a sound guide
to ethical decision-making as well as laws and regulations involved in social work practice with organizations and communities.

6. Discuss the impact of power, privilege, and intersecting dimensions of difference such as race, class, gender, and sexual orientation on practice with organizations and communities.

7. Help students develop reflection and self-correction skills based on feedback from peers and the instructor regarding the strengths and limitations of the students’ practice skills.

8. Identify social service strengths, needs, and challenges of Alaskan organizations and communities.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>331.1 Identify generalist social work roles (e.g., advocate, community organizer, educator/trainer, evaluator) and professional boundaries applicable to professional practice with organizations and communities.</td>
</tr>
<tr>
<td>331.2 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context when working with organizations and communities.</td>
</tr>
<tr>
<td>331.3 (1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice with organizations and communities.</td>
</tr>
<tr>
<td>331.4 (2a-c) Respond to diversity and inequality in practice with organizations and communities that advances human rights and social, economic and environmental justice.</td>
</tr>
<tr>
<td>331.5 (2d) Address the specific needs of Alaskan organizations and communities.</td>
</tr>
<tr>
<td>331.6 (3a-b) Identify advocacy practices that advance human rights and social, economic, and environmental justice (HR&amp;SEEJ) in organizations and</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
### Student Learning Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>331.7 (4c) Use research findings to inform and improve practice with organizations and communities.</td>
<td>Evidence based practice assignment</td>
</tr>
<tr>
<td>331.8 (5a) Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>Case studies</td>
</tr>
<tr>
<td>331.9 (6a, 7b, 8b) Apply key social work theories and perspectives, including planned change and the evidence-based practice process, to organizational and community practice.</td>
<td>Theoretical frameworks assignment</td>
</tr>
<tr>
<td>331.10 (6a-b) Engage organizations and communities in the planned change process.</td>
<td>Planned change assignment</td>
</tr>
<tr>
<td>331.11 (7a-d) Assess organizations’ and communities’ needs in the planned change process.</td>
<td>Planned change assignment</td>
</tr>
<tr>
<td>331.12 (8a-e) Intervene with organizations and communities in the planned change process.</td>
<td>Planned change assignment</td>
</tr>
<tr>
<td>331.13 (9a-c) Evaluate practice with organizations and communities in the planned change process.</td>
<td>Planned change assignment</td>
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</table>

### IV. Course Level Justification

This is the sixth of six required courses in the practice sequence building upon prior coursework. The course builds upon prior coursework with the application and integration of concepts, methods, and vocabulary of social work practice.

### V. Topical Course Outline

A. Macro practice: An introduction
   1. Historical roots of macro practice
   2. Challenges of macro social work
   3. Spectrum of macro social work
   4. Professional values and ethical issues in macro practice
   5. NASW and other codes, laws, and regulations as they relate to practice with communities and organizations
   6. Ethical decision-making process
   7. Interdisciplinary collaboration in macro practice
   8. Diverse client groups in macro practice

B. Professional generalist social work roles (e.g., advocate, community organizer, educator/trainer, and evaluator) with communities and organizations
   1. Advocate for human rights, and social, economic, and environmental justice
2. Engage in practices that advance social, economic, and environmental justice

C. Understand problems and populations
   1. Understand community and organizational problems
   2. Understand populations
   3. Evaluate the impact of social welfare and economic policies on social work practice with organizations and communities

D. Macro planned change process
   1. Prepare for macro-level interventions
   2. Engagement
   3. Assessment
   4. Planning
   5. Tactical evaluation and selection of interventions and services
   6. Implement interventions and services
   7. Monitor and evaluate social work services

E. Organizational change
   1. Understand organizations
   2. Analyze social service organizations
   3. Organizational change theories, models, and perspectives (e.g., contingency theory, levels of organizational change)
   4. Organization contexts (e.g., rural, Alaska, international)

F. Community change
   1. Understand communities
   2. Community social service systems
   3. Theories, models, perspectives, and methods of community organization practice (e.g., coalition model, social networks)
   4. Community organizing with diverse populations and contexts (e.g., rural, Alaska, international)
   5. Organize for power and empowerment

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 9. Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities will be measured in SWK A331.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 9. Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.
VII. Suggested Text

VIII. Bibliography
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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</thead>
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<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<td>[ ] Credits</td>
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<td>To: Fall/9999</td>
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<tbody>
<tr>
<td>Mark appropriate box:</td>
<td>Initiator Name (typed): Kathi Trawver</td>
</tr>
<tr>
<td>[ ] Prefix</td>
<td>Initiator Signed Initials: _________ Date:________________</td>
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<td>[ ] Natural Sciences</td>
<td></td>
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<tr>
<td>[ ] Integrative Capstone</td>
<td></td>
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</table>

| 15. Course Description (suggested length 20 to 50 words) |
| Uses a multidimensional framework to assess the biological, psychological, social, cultural, and spiritual dimensions of human behavior across the lifespan. Applies theories and perspectives to understand the behavior of individuals, families, groups, organizations, and communities and to guide practice with client systems. |

| 16a. Course Prerequisite(s) (list prefix and number or test code and score) |
| [PSY A150 and (BIOL A102 or BIOL A111 or BIOL A112 or BIOL A108 or LSIS A102 or LSIS 201)] with minimum grade of C |

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

| 16c. Other Restriction(s) | 16d. Registration Restriction(s) (non-codable) |
| [ ] College | [ ] Oral Communication |
| [ ] Major | [ ] Written Communication |
| [ ] Class | [ ] Quantitative Skills |
| [ ] Level | [ ] Humanities |

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<td>[ ] Mark if course has fees</td>
<td>[ ] Mark if course is a selected topic course</td>
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| 19. Justification for Action |
| Update CCG for compliance with accreditation requirements. |

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<th>Initiator (faculty only)</th>
<th>Initiator Signed Initials: _________ Date:________________</th>
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<tr>
<td>Kathi Trawver</td>
<td>Kathi Trawver</td>
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<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
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73
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
   J. Implementation Date: Fall 2015
   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 A108 or LSIS A102 or LSIS 201)] with minimum grade of C
   M. Test Scores N/A
   N. Course Co-requisites N/A
   O. Other Restrictions: N/A
   P. Registration Restrictions: N/A
   Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
   A. The instructor will:
      1. Create a safe learning environment for students to engage in self-reflection and difficult dialogue on a range of challenging social issues.
      2. Identify biological, psychological, social, cultural, and spiritual processes of human growth and development across the lifespan.
      3. Identify theories and perspectives within the biological, psychological, social, cultural, and spiritual dimensions that are central to understanding human behavior when working with individuals, families, groups, organizations, and communities.
      4. Highlight the reciprocal and interrelated nature of cultural, social, political, and economic forces on human behavior in the social environment.
      5. Introduce social work perspectives and social science theories to understand
the cultural uniqueness, status, history, needs, problems, strengths, and resources of the people of Alaska.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>342.1</strong> Apply theories and perspectives to guide practice with individuals, families, groups, organizations, and communities.</td>
<td>Application of theory, perspectives, and research findings to practice assignment</td>
</tr>
</tbody>
</table>

| **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) 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.
### Course Level Justification

BSW students take this course during their junior year, building on prior liberal arts course work.

### 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

VII. Bibliography


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<th>5a. Credits/CEUs</th>
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<tr>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
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<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 11/19/14</th>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>Mark appropriate box:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td></td>
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<tr>
<td>Written Communication</td>
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<tr>
<td>Quantitative Skills</td>
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<tr>
<td>Humanities</td>
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<td>Fine Arts</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Natural Sciences</td>
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<tr>
<td>Integrative Capstone</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares students to assess, analyze, formulate, and advocate for empirically-supported 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A106 with minimum grade of C</td>
</tr>
</tbody>
</table>

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

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

<table>
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<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
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<tbody>
<tr>
<td>Admission to the BSW program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees None</th>
</tr>
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<tr>
<td>None</td>
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</table>

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<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update CCG for compliance with accreditation requirements.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathi Trawver</td>
<td></td>
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<table>
<thead>
<tr>
<th>Disapproved</th>
<th>Department Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
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<table>
<thead>
<tr>
<th>Disapproved</th>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Undergraduate/Graduate Academic Board Chair</th>
<th>Date</th>
<th></th>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Provost or Designee</th>
<th>Date</th>
<th></th>
</tr>
</thead>
</table>
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 analyze, formulate, and advocate for empirically-supported 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. Assist students to integrate social science evidence and prior social science course content as it applies to social policy practice.
   2. 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 communication strategies for conducting policy advocacy that promotes social and economic justice.
6. Facilitate students’ critical analysis of ethical issues, use of quantitative data and 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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Social Science GER Outcomes</th>
<th>GER Capstone Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>406.1 Integrate social science evidence and prior social science course content as it applies to effective social policy practice.</td>
<td>N/A</td>
<td>N/A</td>
<td>Integrative policy brief</td>
</tr>
<tr>
<td>406.2 Differentiate the generalist social work roles of advocate and policy analyst.</td>
<td>N/A</td>
<td>N/A</td>
<td>Integrative policy brief</td>
</tr>
</tbody>
</table>
| 406.3 (1a) Apply strategies of ethical reasoning to make ethical policy decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context to arrive at principled policy analysis, formulation, and advocacy. | N/A | N/A | Integrative policy brief
Policy in Alaska assignment
Policy debates |

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Social Science GER Outcomes</th>
<th>GER Capstone Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>406.4 1c) Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.</td>
<td>N/A</td>
<td>Effective Communication</td>
<td>Integrative policy brief Policy in Alaska assignment Policy debates</td>
</tr>
<tr>
<td>406.5 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.</td>
<td>Describe the discipline she or he has studied and discuss the key principles or themes that unify it.</td>
<td>Information Literacy</td>
<td>Integrative policy brief Policy in Alaska assignment Internet assignment</td>
</tr>
<tr>
<td>406.6 3a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td>N/A</td>
<td>N/A</td>
<td>Integrative policy brief Policy in Alaska assignment</td>
</tr>
<tr>
<td>406.7 Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, and/or cultural dynamics.</td>
<td>Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, and/or cultural dynamics.</td>
<td>N/A</td>
<td>Issues of diversity and human behavior in social policy practice assignment</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Social Science GER Outcomes</td>
<td>GER Capstone Outcomes</td>
<td>Assessment Measures</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>406.8 (3b) Effectively communicate to engage in policy practices that advance social, economic, and environmental justice.</td>
<td>N/A</td>
<td>Effective Communication</td>
<td>Integrative policy brief, Policy in Alaska assignment, Policy debates</td>
</tr>
<tr>
<td>406.9 (4c) Use and translate theory and research findings to inform and improve policy and service delivery.</td>
<td>Describe and contrast key scientific theories and theoretical approaches in a discipline [social policy] and the ways in which these theories structure social scientists’ thinking and research; and Describe the wide range of social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based policy.</td>
<td>Quantitative Perspective</td>
<td>Integrative policy brief, Policy in Alaska assignment, Policy debates</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Social Science GER Outcomes</td>
<td>GER Capstone Outcomes</td>
<td>Assessment Measures</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>406.10 (5a) Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>Explain and use basic social science methods and summarize the assumption behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.</td>
<td>N/A</td>
<td>Integrative policy brief Policy in Alaska assignment</td>
</tr>
<tr>
<td>406.11 (5b) Critically analyze and promote policies that advance human rights, social, economic, and environmental justice.</td>
<td>Demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices.</td>
<td>Critical Thinking</td>
<td>Integrative policy brief Policy in Alaska assignment Reaction papers</td>
</tr>
</tbody>
</table>

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 social policy practice, including analyzing and advocating for policy innovation and change.

V. **Topical Course Outline**

A. Integrating social science knowledge into social policy practice
B. 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
C. Impact of diversity and human behavior in social policy practice
D. 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
E. Information literacy in developing empirically-supported social policy
F. Policy formulation process
G. Ethics of policy practice
H. Policy advocacy
I. 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
J. Selected analysis of social welfare policies, including but not limited to:
   1. Poverty policy
   2. Health care policy
   3. Family policy
   4. Criminal Justice policy
   5. Geriatric policy
   6. Native American and Alaska Native policy

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 3. Advancing Human Rights & Social, Economic, and Environmental Justice and Generalist Competency 5. Engaging in Policy Practice will be measured in SWK A406.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity for every student to demonstrate proficiency in Generalist Competency 3. Advancing Human Rights & Social, Economic, and
Environmental Justice and Generalist Competency 5. Engaging in Policy Practice.
The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (i.e. written paper, video tape, etc.) that is collected and will be used to assess the achievement of the aforementioned competencies. The artifacts for all students must be provided to the School of Social Work program assessment coordinator along with the Master Rubric rankings for each student on the competencies being measured. See the BSW Program Assessment Plan for a copy of the Master Rubric.

VII. Suggested Text

VIII. Bibliography


## Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>SWK</td>
<td>A424</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
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</tbody>
</table>

**6. Complete Course Title**

Social Work Research

Social Work Research

Abbreviated Title for Transcript (30 character)

**7. Type of Course**

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

**8. Type of Action:**

- Add
- Change
- Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Grade Basis
- Course Description
- Cross-Listed/Stacked
- Title
- Course Prerequisites
- Other Restrictions
- Contact Hours
- Repeat Status
- Test Score Prerequisites
- General Education Requirement
- College/Level
- Other Update CCG (please specify)

**9. Repeat Status No**

- # of Repeats
- Max Credits

**10. Grading Basis**

- A-F
- P/NP
- NG

**11. Implementation Date**

- From: Fall/2015
- To: Fall/9999

**12. Cross Listed with**

- Stacked with

Cross-Listed Coordination Signature

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Bachelor of Social Work</td>
<td>11/19/14</td>
<td>Kathi Trawver</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</table>

Initiator Name (typed): Kathi Trawver

Initiator Signed Initials: __________________________ Date: __________

**13b. Coordination Email**

Date: 11/19/14

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

**13c. Coordination with Library Liaison**

Date: 11/19/14

**14. General Education Requirement**

Mark appropriate box:

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

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

Introduces quantitative and qualitative research methods. Provides a foundation for evaluating and utilizing research findings to employ the evidence-based practice process, evaluate social work practice outcomes, and to improve social work services and service delivery.

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

SWK A206 with minimum grade of C

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

N/A

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

<table>
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</table>

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

N/A

**17. Mark if course has fees**

- Yes

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

- Yes

**19. Justification for Action**

Update CCG for compliance with accreditation requirements.

Initiator (faculty only)

Kathi Trawver

Initiator Signed Initials: __________________________ Date: __________

**20. Approval**

- Approved
- Disapproved

Dean/Director of School/College

Date: __________

**21. Approval**

- Approved
- Disapproved

Undergraduate/Graduate Academic Board Chair

Date: __________

**22. Approval**

- Approved

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: A424  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+0  
F. Course Program: Bachelor of Social Work  
G. Course Title: Social Work Research  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Introduces quantitative and qualitative research methods. Provides a foundation for evaluating and utilizing research findings to employ the evidence-based practice process, evaluate social work practice outcomes, and to improve social work services and service delivery.  
L. Course Prerequisites: SWK A206 with minimum grade of C  
M. Test Scores: N/A  
N. Course Co-requisites: N/A  
O. Other Restrictions: N/A  
P. Registration Restrictions: N/A  
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:  
1. Instill an appreciation of the role of research in social work practice with emphasis on using empirically supported knowledge to engage in the evidence-based practice process.  
2. Explain the fundamentals of quantitative research methods, including problem formulation, research design, sampling, measurement, data collection, and data analysis.  
3. Explain the fundamentals of qualitative social science research methods, including problem formulation, research design, sampling, rigor, transparency, trustworthiness, data collection, and data analysis.  
4. Explore the strengths, limitations, and challenges of quantitative, qualitative, and mixed methods in social science research.  
5. Create an awareness of ethical issues in social work research with vulnerable populations, and present the National Association of Social Workers (NASW) Code of Ethics and additional ethical guidelines, laws and regulations for
evaluating, utilizing and engaging in research, especially within the context of Alaska.

6. Draw attention to bias and insensitivity related to gender and culture in research, especially within the context of Alaska, and the implications for the design, implementation, reporting, and utilization of research.

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

<table>
<thead>
<tr>
<th>Proposed Student Learning Outcomes and Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>424.1 Demonstrate the role of research consumer for informing social work practice.</td>
</tr>
<tr>
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</tr>
<tr>
<td>424.2 (1a) Make ethical decisions by applying the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.</td>
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<tr>
<td>424.3 (2a &amp; 2d) Evaluate the impact of diversity, discrimination, and privilege in the design and conduct of research, especially within the context of Alaska.</td>
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<tr>
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<tr>
<td>424.4 (4a) Use practice experience and theory to inform scientific inquiry and research.</td>
</tr>
<tr>
<td>424.5 (4b) Engage in critical analysis of quantitative and qualitative research methods and findings.</td>
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<tr>
<td>424.6 (4c) Use and translate research findings to inform and improve practice, policy, and service delivery.</td>
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<tr>
<td>424.7 (9a) Use appropriate methods for evaluation of outcomes.</td>
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</tbody>
</table>

IV. Course Level Justification
This course builds on content presented in SWK A206 Introduction to Social Work. Students are required to critically analyze existing research and develop skills in research formulation and implementation.

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
V. **Topical Course Outline**

A. Research in generalist social work practice

B. Evidence-based practice (EBP)
   1. Overview of the EBP process
   2. Review the literature
   3. Computerized searches
   4. Critique relevant literature
   5. Evaluate selected interventions and/or services

C. Ethical conduct of research
   1. History of research on human subjects
   2. NASW Code of Ethics & research
   3. Guidelines for research on human subjects
   4. Conduct research with at-risk populations, especially in Alaska

D. Cultural sensitivity in social work research with a focus on research with Alaska Native communities
   1. Develop cultural sensitivity
   2. Recruit and retaining minority and oppressed populations
   3. Culturally competent measurement
   4. Alaska Federation of Natives guidelines for research
   5. Principles for the conduct of research in the Arctic

E. Problem/issue formulation
   1. Problem formation
   2. Literature review (contextualizing the question)
   3. Develop and refine the research question
   4. Match knowledge sought and what quantitative & qualitative designs can provide

F. Quantitative research designs
   1. Experimental research
   2. Quasi-experimental research
   3. Meta-analysis/systematic reviews
   4. Single subject design
   5. Survey research

G. Qualitative research designs
   1. Ethnography
   2. Case study
   3. Phenomenology
   4. Grounded theory
   5. Narrative

H. Issues in the research process
   1. Hypotheses
   2. Conceptually and operationally defining variables
   3. Levels of measurement
   4. Measurement reliability and validity
   5. Instruments and indexes
   6. Internal and external validity
   7. Rigor, credibility, reflexivity
I. Sampling
   1. Probability sampling
   2. Non-probability sampling

J. Data collection
   1. Administer surveys
   2. Conduct interviews
   3. Fieldwork
   4. Secondary data
   5. Feasibility issues

K. Data analysis
   1. Quantitative analysis
      a. Descriptive statistics
      b. Inferential statistics
   2. Qualitative analysis
   3. Dissemination: findings, discussion, and limitations

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 4. Engaging in Practice-informed Research and Research-informed Practice will be measured in SWK A424.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 4. Engaging in Practice-informed Research and Research-informed Practice. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment
Written Research/Literature Review: Students in this course are required to identify an intervention or service that has strong empirical support (a.k.a., best practice, empirically-supported, evidence based practice) for its effectiveness. The evidence, as found in a professional social work journal, will be summarized and critically analyzed for its alignment with the planned change process and use in practice with a selected vulnerable client group (APA required).

VIII. Suggested Texts
XI. Bibliography


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours</th>
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<td>Trauma and Crisis Intervention in Social Work Practice</td>
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<td>Trauma and Crisis Intervention</td>
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<tr>
<td>A-F</td>
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<th>13a. Impacted Courses or Programs: List any programs or college requirements that require this course.</th>
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<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<th>13b. Coordination Email</th>
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<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
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<th>13c. Coordination with Library Liaison</th>
<th>Date: 11/19/14</th>
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<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>Mark appropriate box:</td>
<td>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.</td>
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<td>Social Sciences</td>
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<tr>
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<tr>
<td>SWK A430 with minimum grade of C</td>
<td>SWK A495A</td>
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<th>16c. Other Restriction(s)</th>
<th>16d. Registration Restriction(s) (non-codable)</th>
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<td>College</td>
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<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
<th>20. Mark if course has fees</th>
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<td>Course added for compliance with revised accreditation requirements.</td>
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<tbody>
<tr>
<td>Kathi Trawver</td>
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<tr>
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<tr>
<td>Department Chair</td>
<td>Board Chair</td>
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<td>Provost or Designee</td>
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<tr>
<td>Date</td>
<td>Date</td>
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</table>
I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health
B. Course Subject: SWK
C. Course Number: A429
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+0
F. Course Program: Bachelor of Social Work
G. Course Title: Trauma and Crisis Intervention in Social Work Practice
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: No
K. Course Description: Presents the historical and theoretical basis of trauma and crisis intervention within the context of generalist social work practice. Prepares students to utilize empirically-supported approaches to engage, assess, intervene, and evaluate services with individuals, families, and communities experiencing trauma and crisis. Special vulnerabilities and ethical concerns for at-risk populations are examined.
L. Course Prerequisites: SWK A430 with minimum grade of C
M. Test Scores: N/A
N. Course Co-requisites: SWK A495A
O. Other Restrictions: N/A
P. Registration Restrictions: N/A
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Present an overview of trauma and crisis theories.
   2. Relate the history of trauma and crisis intervention and its use in current professional social work practice.
   3. Describe the ethical, legal, and other professional issues and responsibilities of trauma and crisis intervention.
   4. Present current models of trauma and crisis assessment and intervention within social work practice, utilizing the frameworks of the planned change and evidence-based practice processes.
   5. Address issues of diversity and difference when providing trauma and crisis intervention services within the context of professional social work practice.
   6. Incorporate trauma and crisis intervention content relevant to Alaska.
B. Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>429.1 Critique the history of trauma and crisis interventions as they relate to current generalist social work practice.</td>
</tr>
<tr>
<td>429.2 Compare and apply trauma and crisis theories and their relationship to models/perspectives of social work practice.</td>
</tr>
<tr>
<td>429.3 (1a) Make ethical decisions by applying the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.</td>
</tr>
<tr>
<td>429.4 (1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
</tr>
<tr>
<td>429.5 (1c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
</tr>
<tr>
<td>429.6 (2a) Assess the importance of diversity and difference on trauma and crisis experiences, responses, and adaptations at the micro and macro levels.</td>
</tr>
<tr>
<td>429.7 (2d) Analyze trauma and crisis as it occurs within the Alaskan context and propose appropriate responses.</td>
</tr>
<tr>
<td>429.8 (4c) Use and translate research findings to inform and improve trauma and crisis intervention practice and service delivery.</td>
</tr>
<tr>
<td>429.9 (6a-b) Formulate relevant strategies for engaging with clients and constituents to effectively respond to trauma, crises, and disaster.</td>
</tr>
<tr>
<td>429.10 (7a-d) Assess clients who are experiencing trauma and crisis.</td>
</tr>
</tbody>
</table>

Notes in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
### Student Learning Outcomes and Assessment Measures

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

### IV. Course Level Justification

This course is the fifth of six required practice courses in the BSW program. It builds on prior social work prerequisite coursework and focuses on developing social work knowledge and skills for practice with individuals, families, and communities experiencing crises and trauma.

### V. Topical Course Outline

**A. Major components and assumptions of crisis and trauma theory**

1. Definitions of trauma and crisis
2. Theories of trauma and crisis
   a. Crisis theory
   b. Systems theory
   c. Adaptation theory
   d. Interpersonal theory
   e. Applied crisis theory
   f. Developmental theory
   g. Attachment theory

**B. History of crisis intervention**

1. Lindemann and the Coconut Grove fire
2. Caplan’s model
3. Posttraumatic stress

**C. Models of crisis assessment, intervention, stabilization, and follow-up**

1. Robert’s model of crisis intervention
2. Equilibrium model
3. Cognitive model
4. Psychosocial transition model
5. Intervention models
6. Mental health first aid
7. Trauma informed care

**D. Psychosocial stressors**

1. Trauma
2. Suicidal ideation
3. Sexual assault
4. Domestic violence
5. Community violence
6. Substance use and misuse
7. Mental health crises
8. Grief and loss
9. Accidents
10. Natural disasters
E. Posttraumatic stress syndromes
F. Ethical and legal responsibilities
   1. Confidentiality
   2. Mandatory reporting
      a. Minors
      b. Vulnerable adults
   3. Duty to warn
   4. Duty to protect
   5. Legal interventions
      a. Involuntary civil commitment
      b. Domestic violence protective order
G. Diversity and difference in trauma and crisis
H. Alaskan context
   1. Historical trauma
   2. Culturally effective helping
   3. Multicultural perspectives on crisis intervention
   4. Natural disasters and climate change
I. Vicarious trauma and compassion fatigue

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 1. Demonstrating Ethical and Professional Behavior will be measured in SWK A429.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 1. Demonstrating Ethical and Professional Behavior. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment
Students in this course are required to complete empirically supported assessments of suicide, mental health, safety, and substance abuse utilizing a real or hypothetical case.

VIII. Suggested Texts
IX. Bibliography


National Child Traumatic Stress Network. Information available at www.nctsnet.org


### Course Action Request

#### University of Alaska Anchorage

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>SWK</td>
<td>A430</td>
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#### 6. Complete Course Title

- **Social Work Practice with Families and Groups**
- Abbreviated Title for Transcript (30 character)

- **Families and Groups**

#### 7. Type of Course

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

#### 8. Type of Action:

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

If a change, mark appropriate boxes:

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

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#### 10. Grading Basis

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

#### 11. Implementation Date

- From: Fall/2015
- To: Fall/9999

#### 12. Cross Listed with

- [ ] Stacked with

- Cross-Listed Coordination Signature

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

List any programs or college requirements that require this course.

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

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<tr>
<td>1. Bachelor of Social Work</td>
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<td>Kathi Trawver</td>
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Initiator Name (typed): Kathi Trawver

Initiator Signed Initials: __________________ Date: __________

#### 13b. Coordination Email

- Date: 11/19/14
- Submitted to Faculty Listserv: [uas-faculty@lists.uua.alaska.edu](mailto:uas-faculty@lists.uua.alaska.edu)

#### 13c. Coordination with Library Liaison

- Date: 11/19/14

#### 14. General Education Requirement

Mark appropriate box:

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

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

Develops generalist social work practice knowledge and skills in implementing the planned change process with families and groups. Extends the use of evidence-based practice that is guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaskan families and groups.

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

- (list prefix and number or test code and score)

- SWK A330 with minimum grade of C

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

- (concurrent enrollment required)

- N/A

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

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

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

- (non-codable)

- Admission to the BSW program

#### 17. Mark if course has fees

- [ ]

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

- [ ]

#### 19. Justification for Action

Update CCG for compliance with revised accreditation requirements

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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: 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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>430.1 Identify generalist social work roles (e.g., advocate, counselor, broker, teacher/trainer, and group worker) and professional boundaries applicable to professional practice with families and groups.</td>
</tr>
<tr>
<td>430.2 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when working with families and groups.</td>
</tr>
<tr>
<td>430.3 (1b) Practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations with families and groups.</td>
</tr>
<tr>
<td>430.4 (2a-c) Respond to diversity and inequality in practice with families and groups to advance human rights and social, economic, and environmental justice.</td>
</tr>
<tr>
<td>430.5 (2d) Evaluate the specific health, behavioral health, and social service needs of Alaskan families and groups.</td>
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</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
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<th>Course Code</th>
<th>Description</th>
<th>Methodology</th>
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<tr>
<td>430.6 (4c)</td>
<td>Employ the evidence-based practice (EBP) process to inform and improve practice and service delivery to families and groups.</td>
<td>Case studies</td>
</tr>
<tr>
<td>430.7 (6a, 7b, 8b)</td>
<td>Apply knowledge of human behavior and the social environment and practice context to social work practice with families and groups.</td>
<td>Case studies</td>
</tr>
<tr>
<td>430.8 (6 a-b)</td>
<td>Engage families and groups in the planned change process.</td>
<td>Case studies</td>
</tr>
<tr>
<td>430.9 (7a-d)</td>
<td>Assess families’ and groups’ needs in the planned change process.</td>
<td>Case studies, Genogram</td>
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<tr>
<td>430.10 (8a-e)</td>
<td>Intervene with families and groups in the planned change process.</td>
<td>Case studies</td>
</tr>
<tr>
<td>430.11 (9a-c)</td>
<td>Evaluate practice with families and groups in the planned change process.</td>
<td>Case studies</td>
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</tbody>
</table>

### IV. Course Level Justification
This course is the third of six required practice courses in the BSW program building on prior liberal arts, prerequisites, and introductory social work course content.

### V. Topical Course Outline
A. Professional generalist social work roles
   1. Social work roles with families (e.g., advocate, broker, case manager/care coordinator, counselor, teacher/trainer)
   2. Social work roles with groups (e.g., advocate, counselor, teacher/trainer, group worker)
B. Ethical social work practice with families and groups
   1. NASW Code of Ethics
   2. Ethical decision-making
   3. Additional codes of ethics as appropriate to context
   4. Laws and regulations relevant to practice with families and groups
   5. Professional boundaries and behaviors
C. Engage diversity in practice with families and groups
D. Advance human rights and social, economic, and environmental justice in practice with families and groups.
E. Practice theories, perspectives, and models for social work practice with families including, but not limited to:
   1. Systems
   2. Cognitive-behavioral
   3. Psychodynamic theories
F. Implement the evidence-based practice process with families
G. Practice theories, perspectives, and models for social work practice with groups including, but not limited to:
   1. Systems
   2. Cognitive-behavioral
   3. Psychodynamic
   4. Learning
H. Understand group dynamics and development
I. Types of groups (e.g., support, treatment, psycho-educational, socialization, task)
J. Implement the evidence-based practice process with families and groups
   1. Engage with families and groups
      a. Applying knowledge of human behavior in the social environment (HBSE)
      b. Use of empathy, self-regulation, and interpersonal skills to engage diverse families and groups
   2. Assess families and groups needs
      a. Collecting, organizing, critically analyzing and interpreting information
      b. Applying knowledge of HBSE, person-in-environment (PIE), and other multidisciplinary theoretical frameworks
      c. Developing mutually agreed-upon intervention goals and objectives
      d. Selecting appropriate intervention strategies
   3. Intervene with families and groups
      a. Implement interventions to achieve practice goals
      b. Apply knowledge of HBSE, PIE, and other multidisciplinary frameworks
      c. Using inter-professional collaboration as appropriate
      d. Negotiate, mediate, and advocate on behalf of clients
      e. Facilitate effective transitions and endings
   4. Evaluate practice outcomes with families and groups
      a. Select and use appropriate evaluation strategies
      b. Critically analyze, monitor, and evaluate interventions
      c. Apply evaluation findings to improve practice effectiveness
K. Context
   1. Explore the health, behavioral health, and other social issues facing families and groups in Alaska
   2. Innovations in services and interventions in Alaska

V. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program assessment only Generalist Competency 9. Intervening with Clients and Generalist Competency 10. Evaluate Practice with Clients will be measured in SWK A430.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 9. Intervening with Clients and Generalist
Competency 10. Evaluate Practice with Clients. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment
Students in this course are required to complete a genogram for use in assessing a real or hypothetical family case.

VIII. Suggested Texts

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>ASWK Division of Social Work</td>
<td>BSWK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
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<td>SWK</td>
<td>A431</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
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</table>

6. **Complete Course Title**

Social Work Practice IV: Integrative Capstone

Abbreviated Title for Transcript (30 character)

7. **Type of Course**

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

8. **Type of Action:**

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

9. **Repeat Status No**

- # of Repeats
- Max Credits

10. **Grading Basis**

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

11. **Implementation Date**

- From: Fall/2015
- To: Fall/9999

12. **Cross Listed with**

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

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

<table>
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<tr>
<th>Impacted Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Social Work</td>
<td>11/19/14</td>
<td>Kathi Trawver</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Kathi Trawver  
**Initiator Signed Initials:** __________  
**Date:** __________

13b. **Coordination Email**

- Date: 11/19/14
- submitted to Faculty Listserv: (uaa-faculty@lists.ualaska.edu)

13c. **Coordination with Library Liaison**

- Date: 11/19/14

14. **General Education Requirement**

Mark appropriate box:

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

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

Recaps and expands upon the material in Social Work Practice I-III as well as other Social Work major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, evidence-based practice, ethics, and diversity in 21st century Alaska.

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

- SWK A430 and SWK A495A

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

- SWK A495B

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

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

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

17. **Mark if course has fees**

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

19. **Justification for Action**

Content integrated into existing BSW practice courses.

__Kathi Trawver__

Initiator (faculty only)  
Initiator Signed Initials: __________  
Date: __________

__Approved__  
__Disapproved__  
Dean/Director of School/College  
Date

__Approved__  
__Disapproved__  
Undergraduate/Graduate Academic  
Date

__Approved__  
__Disapproved__  
Board Chair  
Date

__Approved__  
__Disapproved__  
Provost or Designee  
Date
## Course Action Request

**University of Alaska Anchorage**

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

### 1. School or College
   - CH College of Health

### 2. Course Prefix
   - SWK

### 3. Course Number
   - A481

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

### 5. Credits/CEUs
   - 3.0

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

### 7. Complete Course Title
   - Case Management in Social Work Practice

### 8. Abbreviated Title for Transcript (30 character)
   - Case Management

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

### 10. Type of Action
   - □ Add
   - □ Change
   - □ Delete

### 11. Repeat Status No
   - □ of Repeats
   - □ Max Credits

### 12. Grading Basis
   - □ A-F
   - □ P/NP
   - □ NG

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

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

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

### 16. Course Prerequisite(s)
   - SWK A330 with minimum grade of C

### 17. Co-requisite(s)
   - SWK A482

### 18. Registration Restriction(s)
   - N/A

### 19. Justification for Action
   - Update CCG for compliance with accreditation requirements.

---

**Initiator Name (typed): Kathi Trawver**

**Initiator Signed Initials:**

**Date:**

---

**Initiator (faculty only) Date**

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

**Department Chair Date**

**Board Chair Date**

**Provost or Designee Date**

---

**Approval Progress:**

- Approved
- Disapproved

---

108
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation: November 2014

II. Curriculum Action Request
A. School: College of Health  
B. Course Subject: SWK  
C. Course Number: A481  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+0  
F. Course Program: Bachelor of Social Work  
G. Course Title: Case Management in Social Work Practice  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Knowledge and skill development in delivering professional social work case management, care coordination, and discharge planning services to individuals and families. Emphasis is on the planned change and evidence-based practice processes. Develops professional skills guided by social work values and ethics, cultural contexts, and the needs of Alaska.

L. Course Prerequisites: SWK A330 with minimum grade of C  
M. Test Scores: N/A  
N. Course Co-requisites: SWK A482  
O. Other Restrictions: N/A  
P. Registration Restrictions: N/A  
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
1. Present the functions of the generalist social work practice role of case manager (aka: care coordinator, care manager, discharge planner).
2. Present the importance of using professional written and oral communication skills in the documentation and provision of social work case management.
3. Illustrate the ways in which social workers use case management skills to assist vulnerable client populations.
4. Demonstrate the application of the National Association of Social Work (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to case management services.
5. Instill in students a philosophical and value-based commitment to client participation, self-determination, and empowerment within a model of social work case management.

6. Reinforce the use of the social work planned change and evidence-based practice processes to inform case management interventions and services.

7. Coach students in the use of cultural humility in practice with a strengths-based perspective.

8. Prepare students to identify, anticipate, and eliminate common barriers that impact service delivery to clients.

9. Provide opportunities for students to discover the various community, social, health, education, and mental health resources available to a case manager and how to access them, particularly in Alaska.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>481.1 Differentiate generalist social work roles applicable to case management/care coordination (e.g., broker, care coordinator, advocate, discharge planner, educator).</td>
<td>Roles in case management/care coordination assignment</td>
</tr>
<tr>
<td>481.2 (1a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context when providing case management/care coordination services.</td>
<td>Ethics in case management/care coordination assignment</td>
</tr>
<tr>
<td>481.3 (1b) Practice reflection and self-regulation to manage personal values and maintain professionalism in case management/care coordination practice.</td>
<td>Professional boundaries and professionalism assignment</td>
</tr>
<tr>
<td>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.</td>
<td>Intersectionality of difference in case management/care coordination assignment</td>
</tr>
<tr>
<td>481.5 (2d) Propose case management/care coordination services, resources, and</td>
<td>Alaskan context assignment</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>Interventions to effectively serve special populations, including the unique needs of Alaskans.</th>
<th>Planned change and evidence-based practice processes in case management/care coordination assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>481.6 (4c) Evaluate and apply research findings to inform and improve case management services to clients.</td>
<td>Planned change and evidence-based practice processes in case management/care coordination assignment</td>
</tr>
<tr>
<td>481.7 (5a) Assess how social welfare and social and economic policies impact the delivery case management/care coordination services.</td>
<td>Case management/care coordination policy assignment</td>
</tr>
<tr>
<td>481.8 (6a-b) Engage clients and constituencies in professional social work case management/care coordination services.</td>
<td>Planned change and evidence-based practice processes in case management/care coordination assignment</td>
</tr>
<tr>
<td>481.9 (7a-d) Assess the strengths and needs of clients and constituencies utilizing professional social work case management/care coordination services.</td>
<td>Planned change and evidence-based practice processes in case management/care coordination assignment Social history</td>
</tr>
<tr>
<td>481.10 (8a-e) Utilize professional social work case management/care coordination to intervene with clients and constituencies.</td>
<td>Planned change and evidence-based practice processes in case management/care coordination assignment</td>
</tr>
<tr>
<td>481.11 (9a-c) Evaluate the outcomes of professional social work case management/care coordination services.</td>
<td>Planned change and evidence-based practice processes in case management/care coordination assignment</td>
</tr>
</tbody>
</table>

### IV. Course Level Justification

This course is the fourth of six required practice courses in the BSW program. Students will critically analyze professional literature related to case management and apply course content to develop and analyze treatment plans. Course content from this course will be used in related writing assignments found in SWK A482.

### V. Topical Course Outline

A. Case management history
B. Case management theory-base and models
   1. Theories and perspectives
      a. Systems theory
      b. Empowerment and strengths
   2. Models
      a. Supportive
      b. Generalist
      c. Psychosocial rehabilitation
      d. Family
e. Peer support services

C. Case manager roles, including:
   1. Broker
   2. Care coordinator
   3. Advocate
   4. Discharge planner
   5. Educator

D. Planned change process in case management
   1. Preparation
   2. Intake and engagement
   3. Data collection and assessment
   4. Planning and contracting
   5. Intervention and monitoring
   6. Evaluation and termination

E. Professionalism and boundaries

F. Evidence-based practice in case management

G. Interdisciplinary teamwork

H. Ethical case management practice
   1. NASW of Ethics
   2. Laws and regulations
   3. Ethical decision-making
   4. Confidentiality
   5. Technology

I. Context
   1. Diverse populations
   2. Funding and policy priorities
   3. Managed care
   4. Alaskan context

J. Community resources
   1. Identifying
   2. Referring
   3. Utilizing
   4. Developing

K. Care coordination in fields of practice, including:
   1. Healthcare
   2. Behavioral health
   3. Child welfare
   4. Juvenile and/or criminal justice
   5. Gerontology
   6. Disability services
   7. Housing and homelessness

VI. Program Assessment
The UAA BSW program utilizes a master rubric to assess competency achievement as part of its annual program assessment and evaluation process. While other competencies may be addressed in this course, for the purposes of program
assessment only Generalist Competency 7. Assessment of Clients will be measured in SWK A481.

The instructor of this course is responsible for developing an assignment, exercise, simulation, or some other opportunity that allows every student to demonstrate proficiency in Generalist Competency 7. Assessment of Clients. The assignment, exercise, simulation, or other opportunity must produce a tangible artifact (e.g., written paper, recorded interview) that is collected for use in assessing the demonstration of the aforementioned competency. The student artifacts and master rubric rankings must be provided to the School of Social Work program assessment coordinator. See the BSW Program Assessment Plan for a copy of the master rubric.

VII. Signature Assignment

Social History: Students in this course are required to complete a bio-psychosocial-spiritual history based on an actual or hypothetical case.

Professional Boundaries: Students in this course are required to complete an assignment examining professional boundaries in providing case management services.

VIII. Suggested Texts


IX. Bibliography


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  

Abbreviated Title for Transcript (30 character)  

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

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

If a change, mark appropriate boxes:  

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

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

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

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

12.  
☐ Cross Listed with  
☐ Stacked with  

Cross-Listed Coordination Signature  

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

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<td>Kathi Trawver</td>
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Initiator Name (typed): Kathi Trawver  
Initiator Signed Initials: _________  Date:________________

13b. Coordination Email  
Date: 11/19/14  

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

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

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

15. Course Description (suggested length 20 to 50 words)  
Applies professional writing skills to the documents of the social work profession. Emphasizes critical thinking and analysis in effective professional writing as required for generalist social work practice.  

16a. Course Prerequisite(s) (list prefix and number or test code and score)  
[SWK A330 and(ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214)] with minimum grade of C  

16b. Co-requisite(s) (concurrent enrollment required)  
SWK A481  

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

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

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Course added for compliance with accreditation requirements.  

Initiator (faculty only)  
Kathi Trawver  
Initiator (TYPE NAME)  

☐ Approved  
☐ Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic  
Board Chair  
Date  

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: A482  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+0  
F. Course Program: Bachelor of Social Work  
G. Course Title: Writing for Social Work Practice  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Applies professional writing skills to the documents of the social work profession. Emphasizes critical thinking and analysis in effective professional writing as required for generalist social work practice.

L. Course Prerequisites: [SWK A330 and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214)] with minimum grade of C

M. Test Scores: N/A  
N. Course Co-requisites: SWK A481  
O. Other Restrictions: N/A  
P. Registration Restrictions: N/A  
Q. Course Fees: No

III. Instructional Goals and Student Learning Outcomes
A. The instructor will:
   1. Identify writing as a core component of competent, ethical social service practice.  
   2. Review professional writing skills, including organization, sentence structure, grammar, punctuation, and American Psychological Association (APA) format.  
   3. Orient students to purposes, audiences, common formats, and media for multiple forms of documentation and other written communication used in the social services.  
   4. Review key writing skills as necessary.  
   5. Guide students in using technology ethically and appropriately to facilitate practice outcomes.
6. Assist students in developing habits of reflection and self-correction regarding their strengths and limitations to improve their professional communication skills.

7. Assist students in developing accurate, unbiased, professional social work documents (e.g., client-centered progress notes, service plans, referrals, intervention summaries, business communications, proposals, grants).

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
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<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>482.1 (1a) Apply standards from the National Association of Social Workers (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics to all types of professional written and oral products.</td>
</tr>
<tr>
<td>482.2 (1b) Use reflection and self-correction to manage personal values and maintain professionalism their oral and written communication skills.</td>
</tr>
<tr>
<td>482.3 (1c) Demonstrate professionalism in oral, written, and electronic communication.</td>
</tr>
<tr>
<td>482.4 Write accurate, unbiased, professional social work documents (e.g., client-centered progress notes, service plans, referrals, intervention summaries, business communications, proposals, grants).</td>
</tr>
</tbody>
</table>

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

VIII. Bibliography
Horton, E. G., & Diaz, N. (2011). Learning to write and writing to learn social work concepts: Application of writing across the curriculum strategies and
techniques to a course for undergraduate social work students. *Journal of Teaching in Social Work, 31*(1), 53-64.


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

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<td>(Lecture + Lab) (0+9)</td>
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<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Social Work Practicum I</td>
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<tr>
<td>Practicum I</td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 character)</td>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<th>9a.</th>
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<td>Credits</td>
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<td>Title</td>
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<td>Course Prerequisites</td>
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12. | Cross Listed with | Stacked with |

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120
University of Alaska Anchorage
College of Health
Course Content Guide

I. Date of Initiation

November 2014

II. Curriculum Action Request

A. School: College of Health
B. Course Subject: SWK
C. Course Number: A495A
D. Number of Credits: 3.0 Credits
E. Contact Hours: 3+15
F. Course Program: Bachelor of Social Work
G. Course Title: Social Work Practicum I
H. Grading Basis: A-F
I. Implementation Date: Fall 2015
J. Cross-listed/Stacked: N/A
K. Course Description: Student applies social work knowledge, skills, values, and ethics within an organization and/or community context. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university.

L. Course Prerequisites: N/A
M. Test Scores: N/A
N. Course Co-requisites: SWK A482
O. Other Restrictions: N/A
P. Registration Restrictions: Admission to the BSW program with concurrent enrollment in a BSW practice course.
Q. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes

A. The instructor will:

1. Guide the students’ learning in the practicum by reviewing and approving the students’ learning contracts, providing feedback on written assignments, monitoring the experiences of the students in each practicum setting to ensure conformance with BSW field education/practicum policies, goals, and objectives, and assisting any party in managing difficulties should they arise.

2. Create an environment in practicum seminar conducive to critical analysis, reflection, and respectful exchange of ideas.

3. Teach students how to apply professional social work skills, values, ethics, language, demeanor, and behavior in developing and demonstrating their own professional identities.
4. Stimulate integration of BSW competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the students, the practicum agencies, and the university.
6. Encourage generalization of learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidence-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

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

<table>
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<th>Student Learning Outcomes and Assessment Measures</th>
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<td><strong>Student Learning Outcomes</strong></td>
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| 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) 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.
<table>
<thead>
<tr>
<th>495B.5 (4a-c) Generalist Competency 4:</th>
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<tr>
<td>Engage with individuals, families, groups, organizations, and communities.</td>
<td>Assess individuals, families, groups, organizations, and communities.</td>
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<td>Student-generated tasks and indicators in learning contract</td>
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<th>495B.10 (9a-c) Generalist Competency 9:</th>
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<td>Intervene with individuals, families, groups, organizations, and communities.</td>
<td>Evaluate practice with individuals, families, groups, organizations and communities.</td>
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IV. Course Level Justification
This is the first of two practicum courses for seniors who have been fully admitted into the social work major and practicum sequence. The practicum coursework offers the opportunity to critically analyze and apply competencies and practice behaviors learned in all previous prerequisite and social work classes to real world practice.

V. Topical Course Outline
A. Beginning the field placement/practicum
   1. Roles of the seminar instructor, faculty liaison, and field instructor
   2. Development of seminar structure and process
   3. Orientation to the agency
   4. Development of the learning contract
   5. Assignments and methods of documentation
B. Generalist Competency 1: Demonstrating ethical and professional behavior
   1. Making ethical decisions by applying standards of the National Association of Social Workers (NASW), relevant laws/regulations, models for decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
   2. Using reflection and self-regulation to manage personal values and maintain professionalism in practice situations
   3. Demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication
   4. Using technology ethically and appropriately to facilitate practice outcomes
   5. Using supervision and consultation to guide professional judgment and behavior
C. Generalist Competency 2: Engaging diversity and difference in practice
   1. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
   2. Presenting as a learner and engaging clients and constituencies as experts of their own experiences
   3. Applying self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituencies
   4. Integrating contextual knowledge into the practice of social work services in Alaska.
D. Generalist Competency 3: Advancing human rights and social and economic justice
   1. Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
   2. Engaging in practices that advance social, economic, and environmental justice
E. Generalist Competency 4: Engaging in research-informed practice and practice-informed research
   1. Using practice experience and theory to inform scientific inquiry and research
2. Engaging in critical analysis of quantitative and qualitative research methods and research findings

3. Using and translating research findings to inform and improve practice, policy, and service delivery

F. Generalist Competency 5: Engaging in policy practice
   1. Assessing how social welfare and economic policies impact the delivery of and access to social services
   2. Critically analyzing and promoting policies that advance human rights and social, economic and environmental justice

G. Generalist Competency 6: Engaging with individuals, families, groups, organizations, and communities
   1. Applying knowledge of human behavior and the social environment and practice context to engage with clients and constituencies
   2. Using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

H. Generalist Competency 7: Assessing individuals, families, groups, organizations, and communities
   1. Collecting, organizing, critically analyzing and interpreting information from clients and constituencies
   2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from clients and constituencies
   3. Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
   4. Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

I. Generalist Competency 8: Intervention with individuals, families, groups, organizations, and communities
   1. Implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
   2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
   3. Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes
   4. Negotiating, mediating, and advocating with and on behalf of clients and constituencies
   5. Facilitating effective transitions and endings that advance mutually agreed-on goals

J. Generalist Competency 9: Evaluating practice with individuals, families, groups, organizations, and communities
   1. Selecting and using appropriate methods for evaluation of outcomes
   2. Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
3. Applying evaluation findings to improve practice effectiveness at the micro and macro levels

NOTE: This is the first of a two-course practicum/field education sequence. The student should find minimal changes in course structure in the second semester other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of generalist social work practice behaviors.

VI. Signature Assignment
The signature assignment in this course is a portfolio that students will build on and complete during the following semester course (SWK A495B). Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors. The portfolio assignment will include, but not be limited to, the following:
   a) Artifacts that document the demonstration of a given practice behavior; and
   b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Required Text

VIII. Bibliography


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

<table>
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<th>1b. Division</th>
<th>1c. Department</th>
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128
University of Alaska Anchorage  
College of Health  
Course Content Guide

I. Date of Initiation  
November 2014

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B. Course Subject: SWK  
C. Course Number: A495B  
D. Number of Credits: 3.0 Credits  
E. Contact Hours: 3+15  
F. Course Program: Bachelor of Social Work  
G. Course Title: Social Work Practicum II  
H. Grading Basis: A-F  
I. Implementation Date: Fall 2015  
J. Cross-listed/Stacked: N/A  
K. Course Description: Student applies social work knowledge, skills, values, and ethics within an organization and/or community context. Emphasis is on continued integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university.

L. Course Prerequisites: SWK A495A with minimum grade of C  
M. Test Scores: N/A  
N. Course Co-requisites: SWK A331  
O. Other Restrictions: N/A  
P. Registration Restrictions: Admission to the BSW program with concurrent enrollment in a BSW practice course.

Q. Course Fees: Yes

III. Instructional Goals and Student Learning Outcomes  
A. The instructor will:  
   1. Guide the students’ learning in the practicum by reviewing and approving the students’ learning contracts, providing feedback on written assignments, monitoring the experiences of the students in each practicum setting to ensure conformance with BSW field education/practicum policies, goals, and objectives, and assisting any party in managing difficulties should they arise.  
   2. Create an environment in practicum seminar conducive to critical analysis, reflection, and respectful exchange of ideas.  
   3. Teach students how to apply professionalsocial work skills, values, ethics, language, demeanor, and behavior in developing and demonstrating their own professional identities.
4. Stimulate integration of BSW competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the students, the practicum agencies, and the university.
6. Encourage generalization of learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidence-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>495B.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).</td>
</tr>
<tr>
<td>495B.2 (1a-d) Generalist Competency 1: Demonstrate ethical and professional behavior.</td>
</tr>
<tr>
<td>495B.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.</td>
</tr>
</tbody>
</table>

1 Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>Code</th>
<th>Generalist Competency</th>
<th>Description</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>495B.7</td>
<td>6 (a-b) Generalist Competency 6. Engage with individuals, families, groups, organizations, and communities.</td>
<td>Evaluation Integration reflection assignments Portfolio Practice behavior rubric</td>
<td>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</td>
</tr>
<tr>
<td>495B.8</td>
<td>7 (a-d) Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.</td>
<td>Evaluation Integration reflection assignments Portfolio Practice behavior rubric</td>
<td>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</td>
</tr>
<tr>
<td>495B.9</td>
<td>8 (a-e) Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.</td>
<td>Evaluation Integration reflection assignments Portfolio Practice behavior rubric</td>
<td>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</td>
</tr>
<tr>
<td>495B.10</td>
<td>9 (a-c) Generalist Competency 9: Evaluate practice with individuals,</td>
<td>Evaluation Integration reflection assignments Portfolio Practice behavior rubric</td>
<td>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</td>
</tr>
<tr>
<td>families, groups, organizations and communities.</td>
<td>End-of-semester self-assessment</td>
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<td>End-of-semester field instructor evaluation</td>
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<td>Integration reflection assignments</td>
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<td>Portfolio</td>
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<tr>
<td></td>
<td>Practice behavior rubric</td>
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</tbody>
</table>

### 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
IX. Bibliography


MEMO

To: Curriculum Reviewers

From: Kathi Trawver, BSW Program Coordinator
School of Social Work

Re: Curriculum revisions for the Bachelor of Social Work Program

Attached are curriculum materials developed by the faculty of the School of Social Work in response to revisions to the standards of the Council on Social Work Education Commission on Accreditation Educational Policies. Social Work faculty are engaged in a five year strategic process to revise, implement, assess, and report on program outcomes in a self-study due to the Commission in June, 2017.

The revised standards have moved to a competency-based curriculum format, requiring social work programs to demonstrate graduates are competent in defined competency areas (e.g., ethical and professional behavior, practice-informed research, policy practice, social justice and human rights) with accompanying prescribed practice behaviors. Each program is required to create a curriculum map that shows where in the curriculum each competency and specific practice behavior is being taught. We have revised our curriculum such that each required course includes student learning outcomes (SLOs) related to competencies and practice behaviors. Please note that the Course Content Guides (CCGs) include a note in the SLO section to reference the specific course, SLO, competency and practice behavior being addressed in the course. For example, in SWK A406 Social Welfare Policies and Issues, the sixth student learning outcome is cited as: “406.6 (3b) Engage in policy practices that advance social, economic, and environmental justice.” For the purposes of our curriculum map, the notation 406.6 (3b) indicates the sixth student learning outcome in 406 addresses competency #3 Advance Human Rights and Social, Economic, and Environmental Justice, practice behavior b. “engage in practices that advance social, economic, and environmental justice.” Using this format serves us in two ways: 1) it provides a structure to map our courses onto the accreditation competencies and practice behaviors to demonstrate compliance with the standards, and 2) it informs instructors on how each course addresses content areas required in the curriculum for accreditation. We request that you permit us to utilize this notation system to guarantee compliance with curriculum requirements for the program.

You will also note “signature assignments” in several of our CCGs. We use this term to designate specific assignments that: a) are critical to our curriculum; and b) have been placed by the faculty-of-the-whole in a specific course. We believe that designating these...
assignments as signature and placing them in specific courses, eradicates critical assignments being omitted or repeated.

The BSW Assessment Plan includes a rubric for aggregating student performance in BSW courses to meet competencies and practice behaviors required in the curriculum. Please see the BSW Assessment Plan for further details.

A great deal of work has gone into preparing this curriculum package. We respectfully submit them for your review and appreciate the work that you’re doing on our behalf. Thank you.
### Program/Prefix Action Request
#### University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<tbody>
<tr>
<td>CH College of Health</td>
<td>SWK</td>
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<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
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<tbody>
<tr>
<td>Bachelor of Social Work Program</td>
<td></td>
</tr>
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</table>

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<tr>
<th>3. Type of Program</th>
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<tr>
<td>Undergraduate:</td>
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<tr>
<td>Graduate:</td>
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<tr>
<td>Bachelor of Social Work</td>
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This program is a Gainful Employment Program:  Yes or No

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<th>4. Type of Action: PROGRAM</th>
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<td>Change</td>
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<tr>
<td>Delete</td>
<td>Inactivate</td>
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<th>5. Implementation Date (semester/year)</th>
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<tr>
<td>From: Fall/2015</td>
<td>To: Fall/999</td>
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<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
<th>Department, School, or College: UAA COH School of Social Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator Name (typed): Kathi Trawver</td>
<td>Initiator Signed Initials: ____________________________</td>
<td>Date: ____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</th>
<th>Date: 11/19/14</th>
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</table>

<table>
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<tr>
<th>6c. Coordination with Library Liaison</th>
<th>Date: 11/19/14</th>
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</table>

<table>
<thead>
<tr>
<th>7. Title and Program Description - Please attach the following:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>☑ Cover Memo</td>
<td>☑ Catalog Copy in Word using the track changes function</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Update program for compliance with accreditation requirements.</td>
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</tr>
</tbody>
</table>

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Initiator (faculty only)
Kathi Trawver
Date

Initiator (TYPE NAME)

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

<table>
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<tr>
<th>Approved</th>
<th>Disapproved</th>
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Undergraduate/Graduate Academic Board Chair
Date

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<tr>
<th>Approved</th>
<th>Disapproved</th>
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Provost or Designee
Date
Program Student Learning Outcomes

Students graduating with a Bachelor of Social Work will be able to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.

Bachelor of Social Work

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.

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, economic, and environmental injustice in our state.

**Admission Requirements**

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

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 social work programs accredited through the Council on Social Work Education (CSWE) may be transferred to UAA and applied toward the Bachelor of Social Work. Approval from the UAA School of Social Work is required for acceptance of social work transfer credits.

**Requirements for Full Admission to the 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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK A106</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK A206</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK A243</td>
<td>Cultural Diversity and Community Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>SWK A330</td>
<td>Social Work Practice with Individuals</td>
<td>4</td>
</tr>
<tr>
<td>SWK A331</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
</tbody>
</table>
Students must submit the following application materials to the School of Social Work by the last Friday in October prior to intended entry into fieldwork:

1. The School of Social Work Application for Admission to the BSW degree and practicum for fall enrollment;
2. Admissions statement;
3. Social Work faculty advisor’s approval to apply; and A 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 20 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 I 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 all outstanding courses with a grade of C or better prior to the fall semester in which they plan to enter practicum or their admission will be denied. Students who cannot obtain a course grade of C or better in two (2) attempts will be denied admission.

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 a minimum standard 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.

The BSW program does not grant Social Work course credit for life experience or previous work experience.

**Academic Progress Requirements**

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.

**Course Content Currency Requirement**

All upper division SWK courses must be completed within seven (7) years prior to graduation.

**Graduation Requirements**

- Satisfy the [General University Requirements for Baccalaureate Degrees](#).
- Complete the [General Education Requirements for Baccalaureate Degrees](#).
- Complete the Major Requirements below. It is recommended that students take one or two 3-credit electives each semester to bring total credits to 120.

**Major Requirements**

**Liberal Arts Foundation Courses**

- **ANTH A200** Natives of Alaska 3
  - or **ANTH A202** Cultural Anthropology
- **BA A151** Introduction to Business 3
  - or **ECON A201** Principles of Macroeconomics
  - or **ECON A202** Principles of Microeconomics
- **BIOL A102** *Introductory Biology 3-4
  - or **BIOL A111** *Human Anatomy and Physiology I

---

*Note: The asterisk (*) indicates courses that may be taken as an elective.*
or **BIOL A112**  *Human Anatomy and Physiology II*  
or **BIOL 108**  *Principles and Methods in Biology*

**ENGL A120**  Critical Thinking  3

or **PHIL A101**  Introduction to Logic  
or **PHIL A201**  Introduction to Philosophy  
or **PHIL A301**  Ethics  
or **PHIL A421**  Philosophy of the Sciences  

**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.*

**Core Courses (Must complete 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 Groups and Families  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

*Must be completed with a grade of C or better prior to entering practicum.

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

**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 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  3

5. One course in applied statistics, with a grade of C or better.

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 UAA 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.
Program Student Learning Outcomes

Students graduating with a Bachelor of Social Work will be able to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.
- Demonstrate professional use of self and apply critical thinking skills to professional generalist social work practice.
- Display use of professional standards, values, and ethics.
- Be sensitive to the needs of diverse and at-risk populations, and practice without discrimination.
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change to advance social and economic justice.
- Demonstrate knowledge of the history of the social work profession, its current structures, and issues.
- Apply the knowledge and skills of generalist social work practice planned change process with individuals, families, groups, organizations, and communities.
- Apply empirically based theoretical frameworks and knowledge of the bio-psycho-social-spiritual variables that affect development, behavior, and interactions.
- Analyze, formulate, and influence social policies.
- Evaluate research studies and apply research findings to practice.
- Use communication skills effectively with consumer populations, colleagues, organizations, and communities.
- Effectively use supervision and consultation.
- Function within the structure of organizations and service delivery systems, and seek necessary organizational change.

Bachelor of Social Work

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.

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, enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska.

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, economic, and environmental injustice in our state.

**Admission Requirements**

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

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 social work programs accredited through the Council on Social Work Education (CSWE) may be transferred to UAA and applied toward the Bachelor of Social Work. Approval from the UAA School of Social Work is required for acceptance of social work transfer credits.

Requirements for Full Admission to the 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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK/HUMS A106</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWK A206</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK A243</td>
<td>Cultural Diversity and Community Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>SWK A330</td>
<td>Social Work Practice with Individual</td>
<td>4</td>
</tr>
<tr>
<td>SWK A331</td>
<td>Social Work Practice with Individual Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWK A342</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A424</td>
<td>Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SWK A481</td>
<td>Case Management in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A482</td>
<td>Writing for Social Work Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

   **Total Credits 28**

   4. Cumulative grade point average (GPA) of 2.50 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 fieldwork:

1. The School of Social Work Application for Admission to the BSW degree and practicum for fall enrollment.
2. Admissions statement.
3. Social Work faculty advisor’s approval to apply; and
4. A Student Practicum Interest sheet.
5. A Change of Major Form indicating change of status from pre-major to full major.
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 and community members 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 20 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 professional skills as demonstrated in SWK A330;
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 all 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 their admission will be denied. Students who cannot obtain a course grade of C or better in two (2) attempts will be denied admission.

The UAA School of Social Work BSW degree program only accepts eligible to receive Alaska state licensure will be admitted to the BSW degree program. 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 a minimum standard 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.

The BSW program does not grant Social Work course credit for life experience or previous work experience.

Academic Progress Requirements

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.
Course Content Currency Requirement

All upper division SWK courses must be completed within seven (7) years prior to graduation.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below. It is recommended that students take one or two 3-credit electives each semester to bring total credits to 120.

Major Requirements

Liberal Arts Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A200</td>
<td>Natives of Alaska</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH A202</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>BA A151</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>or ECON A201</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>or ECON A202</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>BIOL A102</td>
<td>*Introductory Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>or BIOL A111</td>
<td>*Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>or BIOL A112</td>
<td>*Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>or BIOL 108</td>
<td>*Principles and Methods in Biology</td>
<td></td>
</tr>
<tr>
<td>or BIOL A115</td>
<td>Fundamentals of Biology I</td>
<td></td>
</tr>
<tr>
<td>or BIOL A116</td>
<td>Fundamentals of Biology II</td>
<td></td>
</tr>
<tr>
<td>ENGL A120</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL A101</td>
<td>Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td>or PHIL A201</td>
<td>Introduction to Philosophy</td>
<td></td>
</tr>
<tr>
<td>or PHIL A301</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>or PHIL A421</td>
<td>Philosophy of the Sciences</td>
<td></td>
</tr>
</tbody>
</table>
A total of 120 credits is required for the degree, of which 42 must be upper division.

**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 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 A363 Great Books in Social Work (3)
   - SWK A498 Advanced Community-Based Research (3)
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 UAA 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.