Undergraduate Academic Board
Agenda

February 27, 2015
2:00-5:00
ADM 204

I. Roll

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

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

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

III. Approval of Meeting Summary (pg. 3-5)

IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

V. Chair's Report

A. UAB Chair- Francisco Miranda

B. GERC

VII. Program/Course Action Request- Second Readings

Chg	SWK A495A	Social Work Practicum I (3 cr)(3+15)(pg. 7-13)
Chg	SWK A495B	Social Work Practicum II (3 cr)(3+15)(pg. 8-21)
Chg		Bachelor of Social Work Program (pg. 22-39)
Chg	ATC A147	Pilot Controller Techniques (3 cr)(3+0)(pg. 40-44)
Add	ATP A251	Flight Dispatcher Overview (3 cr)(3+0)(pg. 45-49)
Add	ATP A351	Flight Dispatcher Operations (3 cr)(3+0)(pg. 50-54)
Chg	ATC A440	Facility Operation and Administration (3 cr)(3+0)(pg. 55-60)

VIII. Program/Course Action Request- First Readings

Chg	ADT A102	Introduction to Automotive Technology (3 cr)(2+2)(pg. 61-65)
Chg	BA A231	Fundamentals of Supervision (3 cr)(3+0)(pg. 66-69)
Chg	ENVI A211	Environmental Science: Systems and Processes (GER)(3 cr)(3+0)(pg. 70-74)
Chg	ENVI A211L	Environmental Science: Systems and Processes Lab (GER)(3 cr)(3+0)(pg. 75-79)

Chg	ENVI A212	Living on Earth: Introduction to Environmental Studies (GER)(3 cr)(3+0)(pg. 80-84)
Add	ENVI A498	Directed Research (2-6 cr)(1+3-15)(pg. 85-87)
Add	ENVI A499	Senior Thesis (3 cr)(0+9)(pg. 88-90)
Add	COHI A201	Specimen Collection for Non-laboratory Personnel (3 cr)(2+3)(pg. 91-94)
Chg	MEDT A101	Phlebotomy and Specimen Processing (5 cr)(2+6)(pg. 95-100)
Chg	MEDT A1295A	Phlebotomy and Specimen Processing (3 cr)(0+9)(pg. 101-104)
Chg		Occupational Endorsement Certificate, Phlebotomist (pg. 105-109)
Chg		Associate of Applied Science, Medical Laboratory Technology (pg. 110-116)
Chg		Bachelor of Science, Medical Laboratory Science (pg. 117-124)
Chg		University Honors Program (pg. 125-142)

VII. Old Business

VIII. New Business

a. First Reading of the Purge List: Academic Courses (pg. 143-146)
b. First Reading of the Purge List: GER Courses (pg. 147)

X. Informational Items and Adjournment:

Undergraduate Academic Board Summary

February 20, 2015
2:00-5:00
ADM 204

I. Roll

(x) Alberta Harder (FS)
(x) Utpal Dutta (FS)
(x) Francisco Miranda (Chair)
(x) Barbara Harville (CAS)
( ) Vacant (CAS)
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() Jared Griffin (Kod)
(x) Christina Stuive (ADV)

Ex-Officio Members
() Susan Kalina
(x) Lora Volden
(x) 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

Per the Faculty Senate E-Board and the Provost's Office, a notification will be coming regarding time conflicts no longer being allowed.

V. Chair's Report

A. UAB Chair- Francisco Miranda

B. GERC

MATH A420, SWK A106, HUMS A 106, SWK A406 and SWK A431 were approved for second reading.

VII. Program/Course Action Request- Second Readings

Chg MATH A420 Historical Mathematics (GER)(3 cr)(3+0)(pg. 8-10)
Approved for second reading

Chg ATA A331 Human Factors in Aviation (3 cr)(3+0)(pg. 11-15)
Approved for second reading

Chg ATA A425 Civil Aviation Security (3 cr)(3+0)(pg. 16-20)
Approved for second reading

VIII. Program/Course Action Request- First Readings

Chg BA A306 Real Estate Principles (3 cr)(3+0)(pg. 21-25)
Waive first, approve for second

Chg BA A315 Property Management and Marketing (3 cr)(3+0)(pg. 26-29)
Waive first, approve for second

Chg BA A320 Real Estate Finance (3 cr)(3+0)(pg. 30-34)
Waive first, approve for second

Chg Minor, Real Estate (pg. 35-38)
Waive first, approve for second

Chg SWK A106 Introduction to Social Welfare (Cross Listed with HUMS A106)(GER)(3 cr)(3+0)(pg. 39-45)
Waive first, approve for second

Dlt HUMS A106 Introduction to Social Welfare (Cross Listed with SWK A106)(GER)(3 cr)(3+0)(pg. 46)
Waive first, approve for second

Chg SWK A206 Introduction to Social Work (3 cr)(3+0)(pg. 47-52)
Waive first, approve for second

Chg SWK A243 Cultural Diversity and Community Service Learning (GER)(3 cr)(3+0)(pg. 53-59)
Waive first, approve for second

Chg SWK A330 Social Work Practice with Individuals (4 cr)(3+2)(pg. 60-66)
Waive first, approve for second

Chg SWK A331 Social Work Practice with Organizations and Communities (3 cr)(3+0)(pg. 67-72)
Waive first, approve for second

Chg SWK A342 Human Behavior in the Social Environment (3 cr)(3+0)(pg. 73-78)
Waive first, approve for second

Chg SWK A406 Social Welfare: Policies and Issues (GER)(3 cr)(3+0)(pg. 79-87)
Waive first, approve for second

Chg SWK A424 Social Work Research (3 cr)(3+0)(pg. 88-93)
Waive first, approve for second

Add SWK A429 Trauma and Crisis Intervention in Social Work Practice (3 cr)(3+0)(pg. 94-99)
Waive first, approve for second

` Chg SWK A430 Social Work Practice with Families and Groups (3 cr)(3+0)(pg. 100-106)
Waive first, approve for second

Dlt SWK A431 Social Work Practice IV: Integrative Capstone (GER)(3 cr)(3+0)(pg. 107)
Waive first, approve for second

Chg SWK A481 Case Management in Social Work Practice (3 cr)(3+0)(pg. 108-114)
Waive first, approve for second

Add SWK A482 Writing for Social Work Practice (3 cr)(3+0)(pg. 115-119)
Waive first, approve for second

Chg SWK A495A Social Work Practicum I (3 cr)(3+15)(pg. 120-127)
Accepted for first reading

Chg SWK A495B Social Work Practicum II (3 cr)(3+15)(pg. 128-135)
Accepted for first reading

Chg Bachelor of Social Work Program (pg. 136-151)
Accepted for first reading

VII. Old Business

IX. New Business

X. Informational Items and Adjournment:

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ASWK Division of Social Work	BSWK

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
SWK	A495A	N/A	3.0	(3+18)

6. Complete Course Title
Social Work Practicum I
Practicum I
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

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

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Bachelor of Social Work	11/19/14	Kathi Trawver
2.		
3.		

Initiator Name (typed): Kathi Trawver Initiator Signed Initials: _____ Date:_____

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

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

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

15. Course Description *(suggested length 20 to 50 words)*
Student applies social work knowledge, skills, values, and ethics within an organization and/or community context. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university.

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

16b. Co-requisite(s) *(concurrent enrollment required)*
SWK A429

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

16d. Registration Restriction(s) *(non-codable)*
Admission to the BSW program with concurrent enrollment in a BSW practice course.

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
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

☐ 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:	A495A
D. Number of Credits:	3.0 Credits
E. Contact Hours:	3 +18
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 student's learning in the practicum by reviewing and approving the student's learning contract, providing feedback on written assignments, monitoring the experiences of the student 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 in developing and demonstrating their own professional identity.

4. Stimulate integration of BSW competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the student, the practicum agency, and the university.
6. Encourage generalization of learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidence-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	**Assessment Measures**
495B.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).	Individualized tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
495B.2 (1a-d)[1] Generalist Competency 1: Demonstrate ethical and professional behavior.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic, and environmental justice.	Student-generated tasks and indicators in learning contract End-of-semester self-assessment End-of-semester field instructor

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

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

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

IV. Course Level Justification

This is the first of two practicum courses for seniors who have been fully admitted into the social work major and practicum sequence. The practicum coursework offers the opportunity to critically analyze and apply competencies and practice behaviors learned in all previous prerequisite and social work classes to real world practice.

V. Topical Course Outline

A. Beginning the field placement/practicum
   1. Roles of the seminar instructor, faculty liaison, and field instructor
   2. Development of seminar structure and process
   3. Orientation to the agency
   4. Development of the learning contract
   5. Assignments and methods of documentation

B. Generalist Competency 1: Demonstrating ethical and professional behavior
   1. Making ethical decisions by applying standards of the National Association of Social Workers (NASW), relevant laws/regulations, models for decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
   2. Using reflection and self-regulation to manage personal values and maintain professionalism in practice situations
   3. Demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication
   4. Using technology ethically and appropriately to facilitate practice outcomes
   5. Using supervision and consultation to guide professional judgment and behavior

C. Generalist Competency 2: Engaging diversity and difference in practice
   1. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
   2. Presenting as a learner and engaging clients and constituencies as experts of their own experiences
   3. Applying self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituencies
   4. Integrating contextual knowledge into the practice of social work services in Alaska.

D. Generalist Competency 3: Advancing human rights and social and economic justice

1. Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
2. Engaging in practices that advance social, economic, and environmental justice

E. Generalist Competency 4: Engaging in research-informed practice and practice-informed research
   1. Using practice experience and theory to inform scientific inquiry and research
   2. Engaging in critical analysis of quantitative and qualitative research methods and research findings
   3. Using and translating research findings to inform and improve practice, policy, and service delivery

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

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

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

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

5. Facilitating effective transitions and endings that advance mutually agreed-on goals

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

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

VI. Signature Assignment

The signature assignment in this course is a portfolio that students will build on and complete during the following semester course (SWK A495B). Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors. The portfolio assignment will include, but not be limited to, the following:

a) Artifacts that document the demonstration of a given practice behavior; and
b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

VII. Required Text

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

VIII. Bibliography

Birkenmaier, J., & Berg-Weger, M. (2010). *The practicum companion for social work: Integrating class and fieldwork* (3rd ed.). Boston, MA: Pearson.

Compton, B. R., Galaway, B., & Cournoyer, B. R. (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks/Cole.

Danowski, W. A. (2011). *In the field: A real-life survival guide for the social work internship* (2nd ed.). Boston, MA: Pearson.

Dolgoff, R., Harrington, D., & Lowenberg, F. M. (2011). *Ethical decisions for social work practice* (9th ed.). Belmont, CA: Brooks/Cole

Garthwait, C. L. (2010). *The social work practicum: A guide and workbook for students* (5th ed.). Boston, MA: Pearson.

Kilpatrick, A. C., & Holland, T. P. (2008). *Working with families: An integrative model by level of need* (5th ed.). Boston, MA: Allyn & Bacon.

Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students.* Boston, MA: Allyn & Bacon.

Rothman, J. C. (2013). *From the front lines: Student cases in social work ethics* (4th ed.). Boston, MA: Pearson.

Royse, D., Dhooper, S. S., & Rompf, E. L. (2011). *Field instruction: A guide for social work students* (6th ed.). Boston, MA: Pearson.

Saleebey, D. (Ed.). (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson.

Sheafor, B. W., & Horejsi, C. R. (2011). *Techniques and guidelines for social work practice* (9th ed.). Boston, MA: Allyn & Bacon.

Szuchman, L. T., & Thomlison, B. (2010). *Writing with style: APA style for social work* (4th ed.). Belmont, CA: Brooks/Cole.

Weinger, S. (2001). *Security risk: Preventing client violence against social workers.* Washington, DC: NASW Press.

Westerfelt, A., & Dietz, T. J. (2009). *Planning & conducting agency-based research: A workbook for social work students in field placements* (4th ed.). Boston, MA: Allyn & Bacon.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	ASWK Division of Social Work	BSWK

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
SWK	A495B	N/A	3.0	(3+18)

6. Complete Course Title
Social Work Practicum II
Practicum II
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Bachelor of Social Work	11/19/14	Kathi Trawver
2.		
3.		

Initiator Name (typed): Kathi Trawver Initiator Signed Initials: _____ Date:_____

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

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

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

15. Course Description *(suggested length 20 to 50 words)*
Student applies social work knowledge, skills, values, and ethics within an organization and/or community context. Emphasis is on continued integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
SWK A495A with minimum grade of C

16b. Co-requisite(s) *(concurrent enrollment required)*
SWK A331

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

16d. Registration Restriction(s) *(non-codable)*
Admission to the BSW program with concurrent enrollment in a BSW practice course.

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

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

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

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

☐ 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:	A495B
D. Number of Credits:	3.0 Credits
E. Contact Hours:	3 + 18
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 student's learning in the practicum by reviewing and approving the student's learning contract, providing feedback on written assignments, monitoring the experiences of the student 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 in developing and demonstrating their own professional identity.

4. Stimulate integration of BSW competencies and practice behaviors in the practicum experience.
5. Serve as a liaison between the student, the practicum agency, and the university.
6. Encourage generalization of learning across a diversity of placement organizations and community settings, social work roles, client populations, and practice issues.
7. Emphasize application of the planned change and evidence-based practice processes in the practicum setting.
8. Identify contextual issues related to social work practice in Alaska.

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

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	**Assessment Measures**
495B.1 Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).	Individualized tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio
495B.2 (1a-d)[1] Generalist Competency 1: Demonstrate ethical and professional behavior.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.3 (2a-d) Generalist Competency 2: Engage diversity and difference in practice.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric

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

495B.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic, and environmental justice.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.5 (4a-c) Generalist Competency 4: Engage in practice-informed research and research-informed practice.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.6 (5a-b) Generalist Competency 5: Engage in policy practice.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.7 (6a-b) Generalist Competency 6. Engage with individuals, families, groups, organizations, and communities.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.8 (7a-d) Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric

495B.9 (8a-e) Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric
495B.10 (9a-c) Generalist Competency 9: Evaluate practice with individuals, families, groups, organizations and communities.	Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric

IV. Course Level Justification

This is the 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 student remains in the same practicum placement and continues many of the tasks and activities that they began during the first semester, there are minimal changes in course structure in the second semester, other than modifications in assignments and expectations intended to foster further depth and breadth in learning and in demonstration of practice behaviors.

A. Reentering the field placement/practicum
    1. Roles of the seminar instructor, faculty liaison, and field instructor
    2. Re-development of seminar structure and process
    3. Re-orientation to the agency
    4. Revision and development of the Learning Contract
    5. Assignments and methods of documentation
B. Generalist Competency 1: Demonstrating ethical and professional behavior
    1. Making ethical decisions by applying standards of the National Association of Social Workers (NASW), relevant laws/regulations, models for decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
    2. Using reflection and self-regulation to manage personal values and maintain professionalism in practice situations

3. Demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication
4. Using technology ethically and appropriately to facilitate practice outcomes
5. Using supervision and consultation to guide professional judgment and behavior

C. Generalist Competency 2: Engaging diversity and difference in practice
   1. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
   2. Presenting as a learner and engaging clients and constituencies as experts of their own experiences
   3. Applying self-awareness and self-regulation to manage the influence of personal biases and values when working with diverse clients and constituencies
   4. Integrating contextual knowledge into the practice of social work services in Alaska.
D. Generalist Competency 3: Advancing human rights and social and economic justice
   1. Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels
   2. Engaging in practices that advance social, economic, and environmental justice
E. Generalist Competency 4: Engaging in research-informed practice and practice-informed research
   1. Using practice experience and theory to inform scientific inquiry and research
   2. Engaging in critical analysis of quantitative and qualitative research methods and research findings
   3. Using and translating research findings to inform and improve practice, policy, and service delivery
F. Generalist Competency 5: Engaging in policy practice
   1. Assessing how social welfare and economic policies impact the delivery of and access to social services
   2. Critically analyzing and promoting policies that advance human rights and social, economic and environmental justice
G. Generalist Competency 6: Engaging with individuals, families, groups, organizations, and communities
   1. Applying knowledge of human behavior and the social environment and practice context to engage with clients and constituencies
   2. Using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
H. Generalist Competency 7: Assessing individuals, families, groups, organizations, and communities
   1. Collecting, organizing, critically analyzing and interpreting information from clients and constituencies

2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment of data from clients and constituencies
3. Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
4. Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

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

VI. Program Assessment- Practice Behavior Rubric

The UAA BSW program utilizes the Generalist Practice Behavior Rubric in its annual program assessment and evaluation processes. Students' attainment of generalist competencies and practice behaviors will be evaluated by the student, field instructor and faculty liaison using a comprehensive assessment rubric. The Generalist Practice Behavior Rubric will be used in program assessment. See the BSW Assessment Plan for a copy of the rubric.

VII. Signature Assignment

The signature assignment in this course is a portfolio that students began in SWK A495A, and complete during this course. Students will organize the portfolio around their learning contract and their demonstration of the generalist competencies and practice behaviors.

The portfolio assignment will include, but not be limited to, the following:

a) Artifacts that document the demonstration of a given practice behavior; and

b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

At the completion of SWK A495B, this assignment will serve as a measure of all practice behaviors. The rubric to evaluate this master assignment is available in the BSW program assessment materials.

VIII. Required Text

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

IX. Bibliography

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Integrating class and fieldwork (3rd ed.). Boston, MA: Pearson.

Compton, B. R., Galaway, B., & Cournoyer, B. R. (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks/Cole-Wadsworth.

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Washington, DC: Author.

Danowski, W. A. (2011). *In the field: A real-life survival guide for the social work internship* (2nd ed.). Boston, MA: Pearson.

Dolgoff, R., Harrington, D., & Lowenberg, F. M. (2011). *Ethical decisions for social work practice* (9th ed.). Belmont, CA: Brooks/Cole

Garthwait, C. L. (2010). *The social work practicum: A guide and workbook for students* (5th ed.). Boston, MA: Pearson.

Kilpatrick, A. C., & Holland, T. P. (2008). *Working with families: An integrative model by level of need* (5th ed.). Boston, MA: Allyn & Bacon.

Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students.* Boston, MA: Allyn & Bacon.

Rothman, J. C. (2013). *From the front lines: Student cases in social work ethics* (4th ed.). Boston, MA: Pearson.

Royse, D., Dhooper, S. S., & Rompf, E. L. (2011). *Field instruction: A guide for social work students* (6th ed.). Boston, MA: Pearson.

Saleebey, D. (Ed.). (2012). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson.

Sheafor, B. W., & Horejsi, C. R. (2011). *Techniques and guidelines for social work practice* (9th ed.). Boston, MA: Allyn & Bacon.

Szuchman, L. T., & Thomlison, B. (2010). *Writing with style: APA style for social work* (4th ed.). Belmont, CA: Thomson Brooks/Cole.

Weinger, S. (2001). *Security risk: Preventing client violence against social workers.* Washington, DC: NASW Press.

Westerfelt, A., & Dietz, T. J. (2009). *Planning & conducting agency-based research: A workbook for social work students in field placements* (4th ed.). Boston, MA: Allyn & Bacon.

11/21/14

MEMO

To: Curriculum Reviewers

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

Re: Curriculum revisions for the Bachelor of Social Work Program

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

The revised standards have moved to a competency-based curriculum format, requiring social work programs to demonstrate graduates are competent in defined competency areas (e.g., ethical and professional behavior, practice-informed research, policy practice, social justice and human rights) with accompanying prescribed practice behaviors. Each program is required to create a curriculum map that shows where in the curriculum each competency and specific practice behavior is being taught. We have revised our curriculum such that each required course includes student learning outcomes (SLOs) related to competencies and practice behaviors. Please note that the Course Content Guides (CCGs) include a note in the SLO section to reference the specific course, SLO, competency and practice behavior being addressed in the course. For example, in SWK A406 Social Welfare Polices 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

1a. School or College	1b. Department
CH College of Health	SWK

2. Complete Program Title/Prefix
Bachelor of Social Work Program

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Social Work or Graduate: CHOOSE ONE

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

4. Type of Action:

PROGRAM	**PREFIX**
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

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

6a. Coordination with Affected Units Department, School, or College: UAA COH School of Social Work

Initiator Name (typed): Kathi Trawver Initiator Signed Initials: _____ Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 11/19/14

6c. Coordination with Library Liaison Date: 11/19/14

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

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function

8. Justification for Action
Update program for compliance with accreditation requirements.

Initiator (faculty only) Date		☐ Approved ☐ Disapproved	Dean/Director of School/College Date
Kathi Trawver Initiator (TYPE NAME)			
☐ Approved ☐ Disapproved	Department Chair Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved	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.

Declaration of Social Work as a major (resulting in pre-major status), does not guarantee admission to the Social Work program. Students typically begin by taking 100 and 200 level GER and social work courses.

Students typically apply for full admission to the Social Work program during the fall semester of the academic year (AY) prior to the AY they intend to enter practicum and graduate. The BSW program accepts applications for full admission to the BSW program only during the fall semester. 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:

1. Earned a cumulative grade point average (GPA) of 2.50 or above;
2. Completed with a grade of C or better or are currently enrolled in SWK A206 Introduction to Social Work and SWK A330 Social Work Practice with Individuals;
3. Junior standing or have completed of at least 60 credit hours;
4. Eligible for social work licensure; and
5. Demonstrated commitment to social work values and ethics.

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. A signed School of Social Work Application for Admission to the BSW degree and practicum for fall enrollment;
2. Written admissions statement;
3. The Student Practicum Interest sheet; and
4. Social work faculty advisor approval to apply;

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 interviewing 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 junior-level and below 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 for any given social work course 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.

Academic Progress Requirements

Students in the Social Work program must earn a grade of C or better in all required Social Work courses and liberal arts foundation requirements. Adherence to the Code of Ethics established by the National Association of Social Workers is required.

Field Practicum

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.

Prior to entering field practicum, students must have completed the following:

1. General Education Requirements for Baccalaureate Degrees.
2. Specified Liberal Arts Foundation courses with a grade of C or better.
3. The following Social Work courses with a grade of C or better (28 credits):

SWK A106	Introduction to Social Welfare	3
SWK A206	Introduction to Social Work	3
SWK A243	Cultural Diversity and Community Service Learning	3
SWK A330	Social Work Practice with Individuals	4
SWK A430	Social Work Practice with Families and Groups	3
SWK A342	Human Behavior in the Social Environment	3
SWK A424	Social Work Research	3
SWK A481	Case Management in Social Work Practice	3
SWK A482	Writing for Social Work Practice	3
Total Credits		28

ADVISING

General education, admission and major requirements listed here do not solely fulfill the 120 credit requirement for the degree. Students will need to complete additional electives to graduate. It is recommended that students take electives and degree requirements concurrently to graduate on time. For further questions, consult an advisor

Students are encouraged to meet with their assigned social work faculty academic advisor at least one time per semester.

Graduation Requirements

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

Additional Required 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	3-6
or BIOL 108	*Principles and Methods in Biology	
or BIOL A111	*Human Anatomy and Physiology I	
or BIOL A112	*Human Anatomy and Physiology II	
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.

Note. These classes may be used to meet GER requirements.

Core Social Work 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	
SWK A495B	Social Work Practicum II	3
Upper division Social Work electives		9
		999999

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:

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.

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- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
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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.

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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 (resulting in pre-major status), does not guarantee admission to the Social Work program. Students typically begin by taking 100 and 200 level GER and social work courses.

Students ~~must~~typically ~~t~~apply for full admission to the Social Work program during the fall semester of the academic year (AY) prior to the AY they intend to enter practicum and graduate~~ir junior year~~. The BSW program accepts applications for full admission to the BSW program only during the fall semester. 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 ~~To~~ apply ~~-~~for full admission to the Social Work program, students must have completed the following~~, prior to entering practicum~~:

1. Earned a c~~C~~umulative grade point average (GPA) of 2.50 or above;~~.~~
2. Completed with a grade of C or better or are currently enrolled in SWK A206 Introduction to Social Work and SWK A330 Social Work Practice with Individuals;
3. Junior standing or have completed of at least 60 credit hours;
4. Eligible for social work licensure; and
5. Demonstrated commitment to social work values and ethics.

~~2. General Education Requirements for Baccalaureate Degrees.~~
~~3. Specified Liberal Arts Foundation courses (see Major Requirements) with a grade of C or better.~~

4. The following Social Work courses with a grade of C or better (28 credits):

SWK A106	Introduction to Social Welfare	3
SWK A206	Introduction to Social Work	3
SWK A243	Cultural Diversity and Community Service Learning	3
SWK A330	Social Work Practice with Individuals	4
SWK A331	Social Work Practice with Organizations and Communities	3
SWK A342	Human Behavior in the Social Environment	3
SWK A424	Social Work Research	3
SWK A481	Case Management in Social Work Practice	3
SWK A482	Writing for Social Work Practice	3
Total Credits		28

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5. 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. A signed The School of Social Work Application for Admission to the BSW degree and practicum for fall enrollment;
2. Written aAdmissions statement;
3. Social Work faculty advisor's approval to apply; andThe A Student Practicum Interest sheet; and
3.4. Social work faculty advisor approval to apply;

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 iinterviewing 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 junior-level and below ~~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 for any given social work course 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 all ~~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.

Field Practicum

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.

Prior to entering field practicum, students must have completed the following:

1. General Education Requirements for Baccalaureate Degrees.
2. Specified Liberal Arts Foundation courses with a grade of C or better.
3. The following Social Work courses with a grade of C or better (28 credits):

SWK A106	Introduction to Social Welfare	3
SWK A206	Introduction to Social Work	3
SWK A243	Cultural Diversity and Community Service Learning	3
SWK A330	Social Work Practice with Individuals	4
SWK A430	Social Work Practice with Families and Groups	3
SWK A342	Human Behavior in the Social Environment	3
SWK A424	Social Work Research	3
SWK A481	Case Management in Social Work Practice	3
SWK A482	Writing for Social Work Practice	3
Total Credits		28

ADVISING

General education, admission and major requirements listed here do not solely fulfill the 120 credit requirement for the degree. Students will need to complete additional electives to graduate. It is recommended that students take electives and degree requirements concurrently to graduate on time. For further questions, consult an advisor

Students are encouraged to meet with their assigned social work faculty academic advisor at least one time per semester.

~~**Course Content Currency Requirement**~~

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

Comment [KT1]: Can we not require this of social work courses?? We always have…

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

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Additional Required 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-~~6~~4
or BIOL 108	*Principles and Methods in Biology	
or BIOL A111	*Human Anatomy and Physiology I	
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

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

Note. These classes may be used to meet GER requirements.

Core Social Work Courses (Must complete with a grade of C or better (52 credits):

SWK A106	I*Introduction to Social Welfare	3
SWK A206	I*Introduction to Social Work	3
SWK A243	C*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	
SWK A495B	Social Work Practicum II	3
Upper division Social Work electives		9
~~Upper division Social Work electives~~		999999

~~*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:

		~~3~~
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.

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAVI Division of Aviation	ATC

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ATC	A 147		3.0 credits	(3+0)

6. Complete Course Title
Pilot Controller Techniques

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats 0 Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1.		
2.		
3.		

Initiator Name (typed): Sharon LaRue 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)*
Examines methods of airport operations, as well as light and other visual aids, including markings and signs. Includes discussion of techniques used by pilots and controllers, including all aspects of radio communication.

16a. Course Prerequisite(s) *(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)*
None

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
The course work in ATC A143 is not applicable as a prerequisite.

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

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

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

DIVISION: AAVI
DEPARTMENT:
ATC

DATE: Fall 2015

COURSE NUMBER: ATC Al47
COURSE TITLE: Pilot Controller
Techniques

CREDITS: 3

I. Course Description:

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

II. Course Design:

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

B. 3.0 credits (3+0).

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

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

E. There are no fees associated with this course.

E. Course may be taught in any time frame but not less than three weeks.

G. This is a revised course.

H. Coordinated with faculty listserv and aviation.

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

III. Course Activities:

The course will be conducted by lecture, practical exercises, application of acquired knowledge, and guest speakers.

IV. Course Prerequisites: None

V. Course Evaluation:

A. Grading is A- F.

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

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

VI. Content Outline:

1.0 Safety
- 1.1 Classroom/building safety
- 1.2 Personal safety

2.0 Airport lighting aids

3.0 Airport marking aids and signs

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

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

6.0 Radio communications phraseology and techniques
- 6.1 Radio technique
- 6.2 Contact procedures
- 6.3 Aircraft call signs
- 6.4 Description aircraft types

6.5 Ground station call signs
6.6 Phonetic alphabet
6.7 Figures
6.8 Altitudes and flight levels
6.9 Directions
6.10 Speeds
6.11 Time
6.12 No radio (NORDO) communications
6.13 Communications IFR/VFR flights
6.14 Flight control strips
6.15 Coordination
6.16 Holding
6.17 Radar symbology
6.18 Arrival procedures
6.19 Departure procedures

VII. Instructional Goals:

Provides the student with the knowledge and understanding of airport operations in association with controllers and pilots. Covers specific clearances such as takeoff, landing, and holding, as well as basic numerology and clearance structure.

VIII. Student Learning Outcomes and Assessment Procedures:

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

IX. Suggested Text:

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

X. Bibliography:

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

Department of Transportation. (2007). *Aeronautical Information manual* (Federal Aviation Administration). Washington DC: U.S. Government Printing Office.

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAVI Division of Aviation	ATP

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ATP	A 251	N/A	3.0 credits	(3+00)

6. Complete Course Title

Flight Dispatcher Overview

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with _____ (Cross-Listed Coordination Signature)

☐ Stacked with

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. AAS Air Traffic Control	9/1/14	Rocky Capozzi
2. AAS Professional Piloting	9/1/14	Rocky Capozzii
3. BSAT Aviation Technology	9/1/14	Rocky Capozzi

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

13b. Coordination Email Date: 11/19/2014
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 11/25/2014

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

15. Course Description *(suggested length 20 to 50 words)*
Provides an overview of the flight dispatcher profession, prepares students for the transition from the academic to the vocational environment. Requires extensive study in meterology, flight planning considerations, and Federal Aviation Regulations used by dispatchers.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
ATP A100, ATP A235, (ATC A143 or ATP A116), (ATC A144 or ATP A200), (ATC A325 or ATA A233)

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Completion of this course and ATP A351 will make students eligible to take the flight dispatcher certification test.

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

☐ Approved
☐ Disapproved Department Chair Date

☐ Approved
☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved Provost or Designee Date

Course Content Guide

University of Alaska Anchorage
Community and Technical College

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

I. Course Description:

Provides an overview of the flight dispatcher profession, prepares students for the transition from the academic to the vocational environment. Requires extensive study in meteorology, flight planning considerations, and Federal Aviation Regulations used by dispatchers

II. Course Design:

A. This course is designed for student pursuing the BSAT: Piloting and Air Traffic Control emphasis, or AAS in Professional Piloting, or AAS in Air Traffic Control who wish to be eligible to take the flight dispatcher qualifying exam.

B. Credits: 3

C. Total student involvement time: 140 hours
50 hours will be in a classroom setting.
90 hours will be outside student involvement.

D. This is an elective course.

E. There are no fees associated with this course.

F. This course may be taught in any time frame, but not less than one credit per week.

G. This is a new course.

H. Coordinated with faculty listserv and aviation.

I. Course justification: Prepares students for the vocational application of the flight dispatcher training by building on existing knowledge. Completion of this course and associated content is a FAA requirement before testing for a flight dispatcher certificate.

III. Course Activities:

This course is designed to prepare students to complete the activities involved in practical dispatch operations. Course activities will include study of air regulations, air traffic control procedures, and aerodynamics. Course activities will include active flight planning, as well as written and oral exams. Additionally, visits to local flight dispatcher operations will be included.

IV. Course Prerequisites:

ATP A100, ATP A235, (ATC A143 or ATP A116), (ATC A144 or ATP A200), (ATC A325 or ATA 233)

V. Course Evaluation:

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

VI. Outline:

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

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

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

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

5.0 Dispatcher Environment
- 5.1 Workload activities
- 5.2 Flight crew/dispatcher relations
- 5.3 Company operations
- 5.4 Dangerous goods

6.0 Federal Regulations
- 6.1 FAR 135
- 6.2 FAR 121

VII. Suggested Texts:

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

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

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

VIII. Bibliography:

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

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

IX. Instructional Goals:

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

X. Student Outcomes and Assessment Procedures:

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

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAVI Division of Aviation	ATP

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ATP	A 351	N/A	3.0 credits	(3+00)

6. Complete Course Title

Flight Dispatcher Operations

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats 0 Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with _____ (Cross-Listed Coordination Signature)

☐ Stacked with

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. AAS Air traffic control	9/1/14	Rocky Capozzi
2. AAS Professional piloting	9/1/14	Rocky Capozzi
3. BSAT Aviation Technology	9/1/14	Rocky Capozzi

Initiator Name (typed): Sharon LaRue 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: 11/19/2014

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

15. Course Description *(suggested length 20 to 50 words)*
Prepares students for the practical application of previously acquired knowledge necessary to perform flight dispatcher functions. Includes weight and balance, use of charts and graphs and their effect on flight planning, aerodynamics of flight characteristics in normal and abnormal flight.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
ATP A100, ATP A235, (ATC A143 or ATP A116), (ATC A144 or ATP A200), (ATC A325 or ATA A233)

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

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

Initiator (faculty only) Date
Shaon LaRue
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

Course Content Guide

University of Alaska Anchorage
Community and Technical College

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

I. Course Description:

Prepares students for the practical application of previously acquired knowledge necessary to perform flight dispatcher functions. Includes weight and balance, use of charts and graphs and their effect on flight planning, aerodynamics of flight characteristics in normal and abnormal flight

II. Course Design:

A. This course is designed for student pursuing the BSAT: Piloting and Air Traffic Control emphasis, or AAS in Professional Piloting, or AAS in Air Traffic Control who wish to receive flight dispatcher certification..

B. Credits: 3

C. Total student involvement time: 140 hours
50 hours will be in a classroom setting.
90 hours will be outside student involvement.

D. This is an elective course.

E. There are fees associated with this course.

F. This course may be taught in any time frame, but not less than one credit per week.

G. Coordinated with faculty listserv and aviation.

H. Course justification: Prepares students for the vocational application of the flight dispatcher training. Completion of such a course is a FAA requirement before testing for a flight dispatcher certificate.

III. Course Activities:

This course is designed to prepare students for the practical applications of flight dispatcher operations. Course activities will include all factors involved in dispatching a flight, including weight and balance and weather considerations. Additionally, guest speakers from local flight dispatch operations will address the class. Upon successful completion of this course, students will receive authorization to take the oral and written exam for the flight dispatcher certificate.

IV. Course Prerequisites:

ATP A100, ATP A235, (ATC A143 or ATPA 116), (ATC A144 or ATP A200), (ATC A325 or ATA A233)

V. Course Evaluation:

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

VI. Outline:

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

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

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

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

5.0 Air Traffic Control
- 5.1 Arrival, approach, and landing procedures
- 5.2 ATC and air navigation procedures

6.0 Flight Planning

6.1 Aircraft performance
6.2 Aircraft limitations
6.3 Weight and balance
6.4 Weather considerations
6.5 Delivery captain briefing

7.0 Abnormal and Emergency Procedures
7.1 Emergency considerations
7.2 Emergency reccomendations

8.0 Practical Dispatch Applications
8.1 Human factors
8.2 Applied Dispatching

VII. Suggested Texts:

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

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

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

VIII. Bibliography:

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

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

IX. Instructional Goals:

Students should be able to perform all practical applications involved in dispatching a flight. Includes weight and balance, flight economics, air traffic control procedures and meteorology, as well as the dispatcher role in maintaining a safe flight environment.

Student Learning Outcomes and Assessment Procedures:

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

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

1a. School or College	1b. Division	1c. Department
CT CTC	AAVI Division of Aviation	ATC

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ATC	A 440	AT A440	3.0 credi	(3+0)

6. Complete Course Title
Facility Operation and Administratioin

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status choose one # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with

Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1.		
2.		
3.		

Initiator Name (typed): Sharon LaRue 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)*
Emphasizes effective operation and administration of air traffic service facilities and conflict resolution between the FAA and labor unions. Evaluates current issues and events, and their potential impact on the National Airspace System.

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

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

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

16d. Registration Restriction(s) *(non-codable)*
Sophomore standing or above

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

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

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

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

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

DIVISION: AAVI
DEPARTMENT: ATC
DATE: Fall 2015
COURSE NUMBER: ATC A440
COURSE TITLE: Facility Operation and Administration
CREDITS: 3

I. Course Description:

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

II Course Design:

A. Designed for students pursuing a BSAT, Air Traffic Control emphasis.
B. Credits: 3
C. Total student involvement time: 135 hours
    a. 45 hours will be in a classroom setting
    b. 90 hours will be outside student involvement
    c. 0 hours will be in the lab
D. This is a required course for BSAT, Air Traffic Control emphasis. This is an elective course for the BSAT, Piloting or Management emphasis, and the AAS in Air

Traffic Control.

E. There are no fees associated with this course.
F. This course may be taught in any time frame, but not less than three weeks.
G. Coordinated with faculty listserv and aviation.
H. Course justification: In this course, students must be able to analyze, compare, research, create, develop and apply course material to developing solutions to complex problems.

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

IV. Course Prerequisites: ATP A233 and sophomore standing or above.

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

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

C. Labor responsibilities
    a. Role of labor union
    b. Relationship between union and management
D. Staff offices
    a. Quality control
    b. Training
    c. Airspace and Procedures
    d. Plans and programs
    e. Automation
E. Other agencies
    a. ICAO
        i. International control
        ii. Relationship with FAA
    b. National Transportation Safety Board (NTSB)
    c. Weather agencies
        i. Alaska Volcano Observatory (AVO)
        ii. National Weather Service (NWS)
        iii. National Oceanic and Atmospheric Administration (NOAA)
F. Controllers and facility
    a. Physiological concerns
    b. Other health concerns

VII. Instructional Goals:

Provides students with knowledge of managerial and administrative structure of FAA air traffic control facilities. Examines how those facilities work with other regulatory entities and commercial aviation operators. Examines health concerns of aviation professionals.

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

VIII. Suggested Text:

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

X. Bibliography:

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

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

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

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

1a. School or College	1b. Division	1c. Department
CT CTC	ADTP Division of Transportation Power	ADT

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ADT	A102		3 credits	(2+2)

6. Complete Course Title
Intro to Automotive Technology

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits 3

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Automotive Technology UAA		01/1/15	Kelly Smith
2. Automotive Technology UAF		01/1/15	Shawn Conel
3. Automotive Technology UAS		01/1/15	Tom Dolan

Initiator Name (typed): Darrin Marshall Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 1/14/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/15/15

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)*
Provides career information about the automotive industry. Covers shop safety, hand tools, fasteners, fittings, and an introduction to the major automotive systems.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
None		

16d. Other Restriction(s)	16e. Registration Restriction(s) *(non-codable)*
☐ College ☐ Major ☐ Class ☐ Level	

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

19. Justification for Action
Updating course to match current industry standards as well as NATEF (National Automotive Technicians Education Foundation) standards.

Initiator (faculty only) Date
Darrin Marshall
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chairperson Date

☐ Approved
☐ Disapproved
Curriculum Committee Chairperson Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chairperson Date

☐ Approved
☐ Disapproved
Provost or Designee Date

COURSE CONTENT GUIDE
University of Alaska Anchorage
Community & Technical College

Department: ADT **Date:** January 26, 2015
Course Number: ADT A102 **Credits**: 3 (2+2)
Course Title: Introduction to Automotive Technology

I. Course Description:

Provides career information about the automotive industry. Covers shop safety, hand tools, fasteners, fittings, and an introduction to the major automotive systems.

II. Course Design:

A. Introduces basic automotive industry information
B. Credits: 3
C. Total time of student involvement: 135 hours
    1. 30 hours of lecture
    2. 30 hours of lab
    3. 75 hours of outside work
D. Required for certificates and AAS degrees in Automotive Technology.
E. Lab fees are assessed.
F. Course may be taught in any time frame needed to accomplish course objectives, but not less than two weeks in duration.
G. This is a revised class.
H. Coordinated with UAF, UAS, faculty listserv, and program director.
I. Course level justification: this course introduces an introductory field of knowledge and meets the curriculum guide for 100-level course.

III. Course Activities

Classroom lectures are supported by demonstrations, audio-visual aids, and web based training to enhance the text material. Lab exercises and practical experiences are coordinated with lecture material. Guest speakers and student presentations of materials will be utilized. Field trips will be used when appropriate.

IV. Prerequisite/Co-requisite(s)

None

V. Course Evaluation

1. Course is graded A-F
2. Evaluation may include written and oral tests, quizzes, evaluation of practical projects in lab, student presentations, written assignments and course journal.
3. Specific grading criteria will be reviewed at the beginning of the course.

VI. Course Outline

1.0 Safety
- 1.1. Safe shop practices
- 1.2. Safe use of shop equipment
- 1.3. Hazardous Materials
- 1.4. Right to know information
- 1.5. SDS (Safety Data Sheets) information
- 1.6. Classroom and lab conduct

2.0 Tool selection
- 2.1. Review of student tool needs
- 2.2. Quality tool evaluation
- 2.3. Tool warranty
- 2.4. Suppliers
- 2.5. Selection

3.0 Career Field Investigation/Interview and Report to Class
- 3.1. Selection and assignment of interview sites
- 3.2. Interview questions and timing during work week
- 3.3. Development of Resume
- 3.4. Shop management
- 3.5. Pay plans
  - 3.5.1. Hourly
  - 3.5.2. Flat rate
  - 3.5.3. Commission
- 3.6. Benefits
- 3.7. Technician certification and professional and trade organizations

4.0 Fastener (Metric and Standard
- 4.1. Fastener strength
- 4.2. Fastener types
- 4.3. Torque methods and specifications
- 4.4. Extracting broken fasteners
- 4.5. Thread repair-replacement

5.0 Automotive Maintenance
- 5.1. Engine oils and selection
- 5.2. Service intervals (normal vs. severe service)
- 5.3. Oil life monitors
- 5.4. Chassis lubrication
- 5.5. Drive-train lubrication fluids
- 5.6. Filter (air, cabin, and fuel) replacement
- 5.7. Vehicle inspection for observed defects and services to be recommended.
- 5.8. Exterior light bulb replacement
- 5.9. Repair order process

6.0 Cooling Systems and Service
- 6.1. Coolants
- 6.2. Coolant recycling vs. new
- 6.3. Coolant system servicing
- 6.4. Coolant system heaters

7.0 Tire and Wheel Service
- 7.1. Tire diagnosis, dismounting, and repairs
- 7.2. Tire and Wheel balancing
- 7.3. Static balancing
- 7.4. Dynamic balancing
- 7.5. Tire pressure monitor system

8.0 Introduction to drive-train and chassis systems
- 8.1. Brake inspection
- 8.2. U-joint operation and diagnosis
- 8.3. Suspension component operation
- 8.4. Transfer case fluid check
- 8.5. Transmission fluid inspection (color, smell, amount)

9.0 Measuring devices (standard and metric)
- 9.1. Micrometers
- 9.2. Vernier scale
- 9.3. Vernier calipers
- 9.4. Dial indicators
- 9.5. Pressure gauges
- 9.6. Vacuum gauges
- 9.7. Torque wrenches

VII. Suggested Text(s)

Gilles, T. (2012). *Automotive service: Inspection, maintenance, repair* (4th ed.). Clifton Park, NY: Delmar Cengage Learning.

VIII. Bibliography

IX. Instructional Goals

For the student to understand career opportunities in the automotive industry. To perform work in a shop environment safely. Understand automotive tools and fasteners. Understand the basic job skills of an entry level technician.

X. Student outcomes, and assessment procedures.

Student Outcomes Upon completion of the course the students will:	**Assessment Procedures** This outcome will be assessed by one or more of the following:
Practice proper shop safety.	Written assignments, oral discussion, performance tests
Demonstrate proper use of basic hand tools and fasteners used in servicing automobiles.	Written assignments, oral discussion, performance tests
Investigate career fields in the automotive industry.	Written assignments, oral discussion, performance tests
Demonstrate proficiency in the performance of inspection and maintenance of automotive lubrication systems, cooling systems, drive-train components, suspension components, and brake systems.	Written assignments, oral discussion, performance tests

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

1a. School or College	1b. Division	1c. Department
CB CBPP	ADBP Division of Business Programs	BA

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
BA	A231	N/A	3	(3+0)

6. Complete Course Title
Fundamentals of Supervision

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

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

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

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. See attached sheet		
2.		
3.		

Initiator Name (typed): Jeri Rubin Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 02/11/2015
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 02/11/2015

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)*
Introduces students to the supervisor's role in organizations. Emphasizes development of the insights and skills necessary to achieve organizational objectives through others by effectively using the managerial functions of planning, organizing, leading, and controlling. Offers practical experience in decision making in contemporary and relevant situations facing today's supervisors.

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

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

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

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

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 as part of the CBPP standard Five-Year Curriculum Review Program.

Initiator (faculty only) Date
Jeri Rubin
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chair Date

☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date

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

☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date

☐ Approved ☐ Disapproved Provost or Designee Date

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

I. Date Initiated February 23, 2015

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Undergraduate Certificate, Small Business Management; Associate of Applied Science, General Business; Associate of Applied Science, Small Business Administration; Undergraduate Certificate, Logistics and Supply Chain Operations; Associate of Applied Science, Logistics and Supply Chain Operations; Associate of Applied Science, Aviation Administration; Associate of Applied Science, Computer Systems Technology; Bachelor of Science, Physical Education, Health and Fitness Leadership; Undergraduate Certificate, Retail Management
Course Title: Fundamentals of Supervision
Course Number: BA A231
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: Introduces students to the supervisor's role in organizations. Emphasizes development of the insights and skills necessary to achieve organizational objectives through others by effectively using the managerial functions of planning, organizing, leading, and controlling. Offers practical experience in decision making in contemporary and relevant situations facing today's supervisors.
Course Prerequisites: N/A
Registration Restrictions: N/A
Fees: Standard CBPP computer lab fee

III. Course Activities

A. Lecture
B. Discussion
C. Presentations

IV. Course Level Justification

This course requires more in-depth study of the managerial functions: planning, leading, organizing, and controlling. Students in their second year of study should have developed the foundation necessary to succeed in the course. Nontraditional students most likely have work experience necessary to pass the course.

V. Outline

A. Understanding the Supervisor's Role and Challenges

B. The Planning and Control Functions of Supervision
   1. Establishing goals
   2. Designing and implementing control
   3. Solving problems and decision making

C. Organizing Staff and Employee Development
   1. Designing effective departments
   2. Staffing and performance appraisals

D. Motivating Individuals and Groups
   1. Providing effective leadership
   2. Communicating effectively
   3. Supervising groups and teams

E. Managing Work Dynamics
   1. Dealing with organizational stress
   2. Disciplining employees
   3. Handling labor relations

VI. Suggested Text

Robbins, S. P. (2013). Supervision *Today! 7th ed.* Upper Saddle River: Prentice Hall.

VII. Bibliography

Albert, S. (2005, Aug 29). Retrieved from Bartlesville Examiner-Enterprise Online: http://www.examiner-enterprise.com/articles/2005/08/27/business/b985.txt

Bauer, T. E. (n.d.). Organizational Behavior v1.0. Retrieved from Flatworld Knowledge: http://catalog.flatworldknowledge.com/bookhub/3?e=bauer-ch03

DuBrin, A. J. (2014). "Understanding Individual Differences." Human Relations: Interpersonal, Job-Oriented Skills 12th ed. Upper Saddle River: Prentice Hall.

Fernandes, K. H. (2012). A Comparative Study of Work Values between Generation X and Generation Y. Retrieved from http://seanlyons.ca/wp-content/uploads/2012/01/Fernandes-et-al-2012.pdf

Goodwin, C. (2009). "The Problem Employee." Supervisor's Survival Kit 11/E. Upper Saddle River: Pearson Prentice Hall.

Henslin, J. M. (2015). "Values in U.S. Society." Essentials of Sociology: A Down-to-Earth Approach. 6th ed. Boston: Allyn and Bacon.

VIII. Instructional Goals and Student Outcomes

A. Instructional Goals. **The instructor will:**
1. Discuss the role of supervisors and the challenges they face in the 21st Century
2. Describe the functions of planning and control and how to meet organizational goals
3. Explain how managers make decisions and solve problems
4. Explain how to organize effective departments
5. Discuss how to hire the right people and how to conduct effective performance appraisals
6. Explain the techniques for motivating employees and providing effective leadership
7. Instruct students on how to communicate effectively
8. Discuss how to supervise groups and work teams
9. Explain how to deal with organizational change and the resultant stress that affects organizations
10. Illustrate how to discipline employees
11. Discuss the supervisor's role in labor relations

B. Student Outcomes. **Students will be able to:**	**Assessment Method**
1. Organize an activity to achieve specific desired outcomes	Class activities and project
2. Plan actions and set goals to achieve specific desired supervisory outcomes	Exams, quizzes and project
3. Communicate expectations for specific plan and provide feedback to others	Exams, quizzes, and class activities
4. Apply decision-making techniques	Exams, quizzes, class activities, and project
5. Demonstrate methods of motivating employees	Exams, quizzes, and class activities
6. Analyze supervisory situations and determine appropriate courses of action	Exams and project

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC Division of Social Science	Geography and Environmental Studies

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ENVI	A211		3	(3+0)

6. Complete Course Title
Environmental Science: Systems and Processes
Environmental Science
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats 0 Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BS, Natural Sciences		21 Nov 14	Fred Rainey
2. BA, Elementary Education		21 Nov 14	Mark Robinson
3.			

Initiator Name (typed): Audrey Taylor Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 21 Nov 14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 21 Nov 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 science as a powerful but limited tool for understanding and solving environmental problems. The Earth is discussed as a system with feedbacks and inter-relationships. These include natural systems, cycles, and flows and natural and human induced changes in these systems. Topics include: Basic ecology and biogeochemistry, natural hazards, resources the environment provides to humans (food, water, energy, ecosystem services), and current environmental issues (climate change and ocean acidification, biodiversity loss, and pollution effects on human health). Uses Alaskan, Arctic and other regional examples.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ENGL A111 and MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272 (minimum grade of C)	N/A	N/A

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

16e. 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
GES department is aligning student learning outcomes for required courses with revised Environment & Society program learning outcomes

			☐ Approved		
Initiator (faculty only)		Date	☐ Disapproved	Dean/Director of School/College	Date
Audrey Taylor Initiator (TYPE NAME)					
☐ Approved			☐ Approved	Undergraduate/Graduate Academic	Date
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Board Chairperson	
☐ Approved			☐ Approved		
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee	Date

ENVI A211
Course Content Guide

Date: 20 November 2014

I. **Course Information**

a. College: Arts and Sciences
b. Course Subject: ENVI
c. Course number: A211
d. Credits/Contact: 3 credits, 3 + 0
e. Title: Environmental Science: Systems and Processes
f. Grading Basis: A-F
g. Prerequisites: ENGL A111 and MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272 (minimum grade of C)
h. Course Fees: No
i. Description: Introduces science as a powerful but limited tool for understanding and solving environmental problems. The Earth is discussed as a system with feedbacks and inter-relationships. These include natural systems, cycles, and flows and natural and human induced changes in these systems. Topics include: Basic ecology and biogeochemistry, natural hazards, resources the environment provides to humans (food, water, energy, ecosystem services), and current environmental issues (climate change and ocean acidification, biodiversity loss, and pollution effects on human health). . Uses Alaskan, Arctic and other regional examples.

II. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will:

1. Introduce students to the discipline of environmental science and give them an appreciation for its depth, utility, and limitations. .
2. Provide students with a broad and thorough introduction to the environmental sciences, key natural processes and global patterns and problems. Teach how key elements of the earth's physical systems are interrelated with its biological and social systems.
3. Describe how natural systems influence human life and health, and the impacts that human systems have on natural systems.
4. Increase students' environmental literacy: the ability to use science to think critically about and suggest solutions to current environmental issues.
5. Teach students about some of the key techniques and methods used in scientific inquiry in the biophysical sciences (scientific method, laboratory experiments, field interpretation, etc.).
6. Convey the importance of scientific inquiry and method in understanding the natural world while also developing critical skills in questioning scientific findings and history.

B. Student Learning Outcomes

Students will be able to:

Outcomes	Assessment Methods
Distinguish the key concepts studied in environmental sciences and explain how these processes produce biological and physical patterns as well as influence human life and health.	Exams Final poster project
Explain the important feedbacks and drivers between the natural world and human systems from both an historical and contemporary perspective.	Exams Article reviews and group discussion
Recognize the nature and methods of scientific inquiry and be able to point to its strengths, weaknesses, and contribution to humanity's ability to solve current environmental problems.	Exams Essays

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing and critical thinking/application of knowledge. Examination is mandatory in ENVI A211.

IV. Course Level Justification

This is an introductory course intended to introduce students to the basics of environmental sciences but suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

V. Course Outline

1. Science and scientific method
2. Earth as a system
3. Basic ecology, cycles and flows of chemicals and energy
4. Natural hazards and human response
5. Earth as a life-support system providing food, clean water, energy, and ecosystem services
6. Climate change and ocean acidification
7. Biodiversity loss and protection
8. Pollution and human health

VI. Recommended Texts

Raven, P.H., D.M. Hassenzahl, and L.R. Berg. 2012. *Environment, 8th edition.* Hoboken, NJ: John Wiley and Sons, Inc.

VII. Bibliography

Berner, R.A. 1996. *Global Environment: Water, Air, and Geochemical Cycles.* Upper Saddle River, NJ: Prentice-Hall.

Botkin, D.B. 2000. *No Man's Garden.* Washington, DC: Island Press.

Botkin, D.B. 1990. *Discordant Harmonies.* New York, NY: Oxford University Press.

Carson, R. 1962. *Silent Spring.* Boston, MA: Houghton Mifflin.

Cohen, J.E. 1995. *How Many People Can Earth Support.* New York, NY: Norton.

Erhlich, P.R. 2004. *One With Nineveh.* New York, NY: Island Press.

Gleick, P.H. 2000. *The World's Water 2000-2001.* Washington, DC: Island Press

IPCC. 2001. *The Intergovernmental Panel on Climate Change Scientific Assessment.* New York, NY: Oxford University Press.

Keller, E.A. 2006. *Natural Hazards.* Upper Saddle River, NJ: Prentice-Hall.

Leopold, A. 1949. *A Sand County Almanac.* New York, NY: Oxford University Press.

Lovins, A.B. 1979. *Soft Energy Path.* New York, NY: Harper & Row.

Manning, R. 2004. *Against the Grain.* New York, NY: North Point Press.

McKee, J.K. 2003. *Sparing Nature*. New Brunswick, NJ: University of Rutgers Press

Nash, R.F. 1988. *The Rights of Nature*. Madison, WI: University of Wisconsin Press.

Odum, E. 2004. *Fundamentals of Ecology*. Duxbury, MA: Brooks/Cole.

Peterson, R.O. 1995. *The Wolves of Isle Royale: A Broken Balance*. Niocqua, WI: Willow Creek Press.

Watts, R.J. 1998. *Hazardous Wastes.* New York, NY: John Wiley.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC Division of Social Science	Geography and Environmental Studies

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ENVI	A211L		3	(3+0)

6. Complete Course Title
Environmental Science: Systems and Processes Laboratory
Environmental Science Lab
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats 0 Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

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

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

Impacted Program/Course	*Catalog Page(s) Impacted*	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BS, Natural Sciences		21 Nov 14	Fred Rainey
2. BA, Elementary Education		21 Nov 14	Mark Robinson
3.			

Initiator Name (typed): Audrey Taylor Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 21 Nov 14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 21 Nov 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)*
Laboratory introducing students to the systematic acquisition of data and its analysis and interpretation in a manner consistent with the disciplines of environmental studies. This includes field and classroom experiences and the use of remotely sensed data and geographic information systems in interpretation, analysis, and presentation. In complement to ENVI A211, themes include: scientific method, map use, environmental problems at multiple scales, climate, resources and resource stress (air, water, oceans, and soils), and natural hazards.

16a. Course Prerequisite(s) *(list prefix and number)*	16b. Test Score(s)	16c. Co-requisite(s) *(concurrent enrollment required)*
ENGL A111 and MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272 (minimum grade of C)	N/A	N/A

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

16e. 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
GES department is making minor prerequiste changes.

			☐ Approved		
Initiator (faculty only)		Date	☐ Disapproved	Dean/Director of School/College	Date
Audrey Taylor Initiator (TYPE NAME)					
☐ Approved			☐ Approved	Undergraduate/Graduate Academic	Date
☐ Disapproved	Department Chairperson	Date	☐ Disapproved	Board Chairperson	
☐ Approved			☐ Approved		
☐ Disapproved	Curriculum Committee Chairperson	Date	☐ Disapproved	Provost or Designee	Date

ENVI A211L
Course Content Guide

Date: 26 January 2015

I. **Course Information**

a. College: Arts and Sciences
b. Course Subject: ENVI
c. Course Number: A211L
d. Credits/Contact: 1 credit, 45 contact hours
e. Title: Environmental Science and Processes Laboratory
f. Grading Basis: A-F
g. Prerequisites: ENGL A111 and MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272 (minimum grade of C)
h. Course Fees: Yes
i. Description: Laboratory introducing students to the systematic acquisition of data and its analysis and interpretation in a manner consistent with the disciplines of environmental studies. This includes field and classroom experiences and the use of remotely sensed data and geographic information systems in interpretation, analysis, and presentation. In complement to ENVI A211, themes include: scientific method, map use, environmental problems at multiple scales, climate, resources and resource stress (air, water, oceans, and soils), and natural hazards.

II. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will:

1. Give students hands on experience in some of the key techniques and methods of environmental science inquiry (map use, GIS, spatial analysis, field studies, etc.)
2. Provide students with an opportunity to collect and interpret data on common environmental science topics both in field and non-field settings.
3. Convey the importance of scientific inquiry and method in understanding the natural world while also developing critical skills in questioning scientific findings and their popular portrayal. Introduce students to the importance and limitations of science in addressing environmental issues.
4. Enable students to experience the thrill of discovery through an inquiry-based setting.

B. Student Learning Outcomes

Students will be able to:

Outcomes	Assessment Methods
Comprehend and apply scientific principles and key environmental methods to environmental concerns, and discuss strengths and critiques of this approach.	Lab Reports, Group Presentations
Use field observation, basic data sets, remotely sensed images, and geographic information systems to reach conclusions and generalizations about the environment.	Lab Reports
Summarize and articulate an understanding of the relationship between physical and human systems.	Lab Reports, Group Presentations

III. Guidelines for Evaluation

Instructors will employ a series of labs in which students will work in small groups and individually producing lab reports based on field and lab results. Instructors will augment evaluation as appropriate with presentations, debates, exit interviews, etc.

IV. Course Level Justification

This is an introductory course intended to introduce students to some of the basic methods and techniques of environmental inquiry, but suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

V. Course Outline

1. Science and scientific method
2. Earth's systems
3. Basic Field and Map Studies
4. Using Topographic, Geologic, and Climate Maps.
5. Introduction to GIS and Remote Sensing
6. Atmospheric Science, Weather and Climate
7. Weathering, Mass Wasting, Avalanches
8. Risk, Uncertainty, and Hazards; societal responses
9. Natural resources and threats to resources: air, water, ocean and soils
10. Global Warming, Ozone Depletion, and Acid Rain

VI. Suggested Texts

Instructors will generally create their own lab manuals and assignments focusing on local and global examples and content but may elect to draw some subject matter from published lab manuals.

VII. Bibliography

Berner, R.A. 1996. *Global Environment: Water, Air, and Geochemical Cycles.* Upper Saddle River, NJ: Prentice-Hall.

Botkin, D.B. 2000. *No Man's Garden.* Washington, DC: Island Press.

Botkin, D.B. 1990. *Discordant Harmonies.* New York, NY: Oxford University Press.

Carson, R. 1962. *Silent Spring.* Boston, MA: Houghton Mifflin.

Cohen, J.E. 1995. *How Many People Can Earth Support.* New York, NY: Norton.

Erhlich, P.R. 2004. *One With Nineveh.* New York, NY: Island Press.

Gleick, P.H. 2000. *The World's Water 2000-2001.* Washington, DC: Island Press

IPCC. 2001. *The Intergovernmental Panel on Climate Change Scientific Assessment.* New York, NY: Oxford University Press.

Keller, E.A. 2006. *Natural Hazards.* Upper Saddle River, NJ: Prentice-Hall.

Leopold, A. 1949. *A Sand County Almanac.* New York, NY: Oxford University Press.

Lovins, A.B. 1979. *Soft Energy Path.* New York, NY: Harper & Row.

Manning, R. 2004. *Against the Grain.* New York, NY: North Point Press.

McKee, J.K. 2003. *Sparing Nature*. New Brunswick, NJ: University of Rutgers Press

Nash, R.F. 1988. *The Rights of Nature.* Madison, WI: University of Wisconsin Press.

Odum, E. 2004. *Fundamentals of Ecology*. Duxbury, MA: Brooks/Cole.

Peterson, R.O. 1995. *The Wolves of Isle Royale: A Broken Balance*. Niocqua, WI: Willow Creek Press.

Watts, R.J. 1998. *Hazardous Wastes.* New York, NY: John Wiley.

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

1a. School or College	1b. Division	1c. Department
AS CAS	ASSC Division of Social Science	Geography and Environmental Studies

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ENVI	A212		3	(3+0)

6. Complete Course Title
Living on Earth: Introduction to Environmental Studies
Environmental Studies
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. BS, Natural Sciences	21 Nov 2014	Fred Rainey
2. BA, Elementary Education	21 Nov 2014	Mark Robinson
3.		

Initiator Name (typed): Shannon Donovan Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 21 Nov 14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 21 Nov 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)*
Examines relationships between people and their environment. Considers environmental problems, potential solutions, and the social and ecological impacts of our daily choices as citizens and consumers. Fulfills GER Social Science Requirement.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
ENVI A211 (minimum grade of C)

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
GES department is aligning student learning outcomes for required courses with revised Environment & Society program learning outcomes.

Initiator (faculty only) Date
Shannon Donovan
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

ENVI A212
Course Content Guide

Date: 20 November 2014

I. **Course Information**

a. College: College of Arts and Sciences
b. Subject: ENVI
c. Number: A212
d. Credits: 3 credits, 3 + 0 contact
e. Title: Living on Earth: Introduction to Environmental Studies
f. Grading basis: A-F
g. Prerequisites: ENVI A211 (minimum grade of C)
h. Course fee: None
i. Description: Examines relationships between people and their environment. Considers environmental problems, potential solutions, and the social and ecological impacts of our daily choices as citizens and consumers. Fulfills GER Social Science Requirement.

II. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. Instructors will:

1. Present case studies and examples that demonstrate the complex interrelationships between human societies and surrounding environments, both natural and constructed.
2. Introduce environmental studies as a structured but broad field of study and demonstrate how perspectives from multiple social science disciplines can be used to better understand the relationships connecting human systems and natural systems.
3. Facilitate discussions showing how the limits of human objectivity are exemplified by competing truth claims about environmental worth.
4. Provide students with opportunities to interpret quantitative and qualitative data to test assertions about environmental and social interactions.
5. Provide assignments and lead discussions through which students can discover and reflect on the interconnections between the social, ecological, economic, and cultural aspects of sustainability.

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

Outcomes	Assessment Methods
Describe how Earth systems and human societies influence each other over multiple scales of time and space	Exams Written assignments
Demonstrate knowledge of factors, and the interconnectedness of such factors, that influence environmentally-based choices and decision-making	Policy Paper Exams
Draw and communicate evidence-based inferences, including research and analysis of empirical data, to analyze environmental decisions	Policy paper

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing, reflection, and simple practical exercises on homework assignments. Examination is mandatory in ENVI A212.

IV. Course Level Justification

ENVI A211 is a prerequisite. Suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

V. Course Outline

1. Introduction to the human-environment relationship (one or two case studies from different historical periods recommended)
2. Landscape and place
3. Key concepts in environmental systems thinking: Interdependence, limits, feedback, synergism, discontinuity, exponential growth, precautionary principle
4. Impacts as the product of population, affluence, choice, and technology
5. Fundamental causes of environmental stress: tragedy of the commons, disconnection from the natural world, destructive technologies, and other explanations
6. Current environmental policies and laws
7. Approaches to sustainability: Regulatory, political, economic, legal, technological, cultural, and ethical

VI. Suggested Texts

- Adamson, Evans, & Stein. 2002. *The Environmental Justice Reader: Politics, Poetics, and Pedagogy*. (The University of Arizona Press)
- Atkins, Simmons, & Roberts. 1998. *People, Land, and Time: An Historical Introduction to the Relations Between Landscape, Culture, and Environment.* (Arnold)
- Diamond. 2005 *Collapse: How Societies Choose to Fail or Succeed*. (Viking)
- Dietrich. 2010. *The Final Forest: Big Trees, Forks, and the Pacific Northwest*. (University of Washington Press)
- Lee, Freudenburg, & Howarth 2013. *Humans in the Landscape: An Introduction to Environmental Studies*. (Norton)
- Goldfarb, ed. 1999. *Sources: Notable Selections in Environmental Studies.* (McGraw-Hill/Dushkin) (2d Edition, or subsequent editions as available).
- Miller, G.Tyler. 2006. *Living in the Environment*, 15e (or subsequent editions). (Wadsworth)

Due to the highly interdisciplinary nature of this subject area, instructors may opt to assemble collections of readings from several sources, including globally-oriented print media such as the *New York Times, The Economist, Scientific American*, *National Geographic*, *Science*, and similar publications.

VIII. Bibliography

ACIA. 2005. *Arctic Climate Impact Assessment*. Cambridge University Press, Cambridge.

Barange, M. 2003. *Ecosystem science and the sustainable management of marine resources: from Rio to Johannesburg*. Frontiers in Ecology, 1(4), 190.

Agnew, John, and James Duncan. 1989. *The Power of Place: Bringing Together Geographical and Sociological Imagination*. Boston: Unwin Hyman.

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Elvin, Mark. 2004. *The Retreat of the Elephants: An Environmental History of China*. New Haven: Yale University Press.

Gore, Albert. 2006. *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It*. Rodale.

Hawken, Paul, Amory B. Lovins, L. Hunter Lovins. 1999. *Natural Capitalism: Creating the Next Industrial Revolution*. New York: Back Bay Books.

Hoyt, Elizabeth. 2005. *Garbage Land: On the Secret Trail of Trash.* New York: Little Brown/Back Bay Books.

Huggins, D. R. and Reganold, J. P. 2008. *No-till: The quiet revolution*. Scientific American, 299(1), 70-77.

Intergovernmental Panel on Climate Change. 2007. Fourth Assessment Report (AR4). www.ipcc.ch

Kolbert, Elizabeth. 2006. *Field Notes from a Catastrophe: Man, Nature, and Climate Change*. New York: Bloomsbury U.S.A.

Krech, Shephard. 1999. *The Ecological Indian*. New York: Norton.

Leopold, Aldo. 1949. *A Sand County Almanac*. New York: Ballantine.

Lopez, Barry. 1986. Arctic Dreams. New York: Vintage.

Loring, P.A. and Gerlach, S.C. 2009. *Food, culture, and human health in Alaska: an integrative health approach to food security*. Environmental Science & Policy 12, 466-478.

Mander, J., and Tauli-Corpuz, V. (Eds.) 2006. Paradigm Wars: Indigenous Peoples' Resistance to Globalization. San Francisco: Sierra Club Books.

Marsh, George Perkins. 1864 [1965]. *Man and Nature Or, Physical Geography as Modified by Human Action.* Edited and Annotated by David Lowenthal. Harvard University/Belknap Press.

McNeill, William. 1976. *Plagues and Peoples*. New York: Doubleday/Anchor Books.

McNeill, J.R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century World*

Montgomery, D.R. 2008. *Peak soil*. New Internationalist, 418, 18-19.

Montgomery, D. R. 2008. *Pay dirt*. Scientific American, 299(1), 76-76.

Nelson, Richard. 1991. *The Island Within*. New York: Vintage.

Norberg-Hodge, Helena. 1991. *Ancient Futures: Learning from Ladakh*. San Francisco: Sierra Club Books.

Ostrom, Elinor (ed.), Thomas Dietz (ed.), Nives Dolsak (ed.), Paul Stern (ed.), Susan Stonich (ed.), Elke Weber (ed.). 2002. *The Drama of the Commons*. National Academy of Sciences: National Academy Press.

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals.* New York: Penguin Press.

Reisner, Mark. 1993. *Cadillac Desert. The American West and Its Disappearing Water*, Revised Edition (Paperback). New York: Penguin.

Roszak, Gomes, and Kanner (Eds.). 1995. *Ecopsychology: Restoring the Earth, Healing the Mind.* Sierra Club Books, San Francisco.

Smil, Vaclav. 2000. *Feeding the World: The Challenge for the 21st Century*. MIT Press.

Smil, Vaclav. 2003. *Energy at the Crossroads: Global Perspectives and Uncertainties.* MIT Press.

Thoreau, Henry David. 1862. *Walking.* FQ Classics. (or: http://thoreau.eserver.org/walking.html)

Vitousek, P. et.al, "Human Domination of Earth's Ecosystems", *Science* 277:494 – 499 (25 July 1997).

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ENVI	A498		2-6	(1+3-15)

6. Complete Course Title
Directed Research

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status Yes # of Repeats 2 Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1.		
2.		
3.		

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 21 Nov 14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 21 Nov 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)*
Student research conducted on specific topic in environmental studies and/or science. Research topic to be approved and directed by a faculty member in the Department of Geography and Environmental Studies. May be repeated for a maximum of 6 credits.

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

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

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

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

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
The Department of Geography and Environmental Studies has substantial opportunities for undergraduate research. This course will give students academic credit for formal research and reinforce department's desire to expose students to high impact teaching practices.

Initiator (faculty only) Date
Dorn Van Dommelen
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

ENVI A498
Directed Research
Course Content Guide

Date: 21 November 2014

I. **Course Information**

A. College:	Arts and Sciences
B. Course Subject:	ENVI
C. Course Number:	A498
D. Credits/Contact:	2-6 credits, 1 + 3-15 contact
E. Title:	Individual Research
F. Grading Basis:	A-F
G. Prerequisite:	Faculty Permission
H. Course Fees:	No
I. Description:	Student research conducted on specific topic in environmental studies and/or science. Research topic to be approved and directed by a faculty member in the Department of Geography and Environmental Studies. May be repeated for a maximum of 6 credits.

II. Course Level Justification

This course is designed for students who have a substantial background in environmental studies and science, including some mastery of research and technical methods.

III. Instructional Goals and Student Learning Outcomes

A. Instructional goals

- Provide accomplished undergraduate students with the opportunity to conduct original research, including opportunities to review scientific literature, collect and analyze data, draw conclusions, and present findings.
- Approve and guide student's research plan.
- Assist students in mastering appropriate field and laboratory techniques necessary to complete research.
- Provide regular feedback to student on ongoing research.

B. Student Learning Outcomes

Students will be able to:

Student Learning Outcomes	Assessment
Demonstrate an ability to engage in, analyze, and communicate results of scientific inquiry	Research paper
Demonstrate an application of scientific skills and knowledge to address problem-oriented questions through authentic research	Research paper

experience	

IV. Course Outline

This course has no fixed outline. The faculty and student will develop a learning contract at the beginning of the semester outlining specific research tasks and deadlines. Regular meetings will be scheduled to discuss the ongoing research and student progress.

V. Suggested Texts and Bibliography

Readings and literature will be developed on an individual basis.

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

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

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
ENVI	A499		3	(0+9)

6. Complete Course Title
Senior Thesis

Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status Yes # of Repeats 1 Max Credits 6

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

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

12. ☐ Cross Listed with

☐ Stacked with _____ Cross-Listed Coordination Signature

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1.		
2.		
3.		

Initiator Name (typed): _____ Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 21 Nov 14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 21 Nov 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)*
Independent research culminating in the completion of a senior thesis in environmental studies and/or science. Research topic to be approved and directed by a faculty member in the Department of Geography and Environmental Studies. May be repeated for a maximum of 6 credits.

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

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

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

16d. Registration Restriction(s) *(non-codable)*
Senior standing, Faculty permission

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
The Department of Geography and Environmental Studies has substantial opportunities for undergraduate research. This course will give students academic credit for formal research and reinforce department's desire to expose students to high impact teaching practices. Students will have the opportunity to complete a senior thesis in their chosen major.

Initiator (faculty only) Date

Dorn Van Dommelen
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

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

☐ Approved
☐ Disapproved
Undergraduate/Graduate Academic Board Chair Date

☐ Approved
☐ Disapproved
Provost or Designee Date

ENVI A499
Senior Thesis
Course Content Guide

Date: 21 November 2014

I. **Course Information**

A. College:	Arts and Sciences
B. Course Subject:	ENVI
C. Course Number:	A499
D. Credits/Contact:	3 credits, 0 + 9 contact
E. Title:	Senior Thesis
F. Grading Basis:	A-F
G. Prerequisite:	Faculty Permission, Senior Standing
H. Course Fees:	No
I. Description:	Independent research culminating in the completion of a senior thesis in environmental studies and/or science. Research topic to be approved and directed by a faculty member in the Department of Geography and Environmental Studies. May be repeated for a maximum of 6 credits.

II. Course Level Justification

This course is designed for students who have a substantial background in environmental studies and science, including some mastery of research and technical methods.

III. Instructional Goals and Student Learning Outcomes

A. Instructional goals

- Provide accomplished undergraduate students with the opportunity to conduct original research, including opportunities to review scientific literature, collect and analyze data, draw conclusions, and present findings in the form of a thesis.
- Mentor the student in the planning, preparation, and completion of a thesis.
- Provide regular feedback to students on ongoing thesis development, writing, and editing.

B. Student Learning Outcomes

Students will be able to:

Student Learning Outcomes	Assessment
Demonstrate an ability to engage in, analyze, and communicate results of scientific inquiry	Senior thesis
Demonstrate an application of scientific skills and knowledge to address problem-oriented questions through authentic research experience	Senior thesis

IV. Course Outline

This course has no fixed outline. The faculty and student will develop a learning contract at the beginning of the semester outlining specific research tasks and deadlines. Regular meetings will be scheduled to discuss the ongoing research and student progress.

V. Suggested Texts and Bibliography

Readings and literature will be developed on an individual basis.

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

1a. School or College	1b. Division	1c. Department
CH College of Health	AHLS Division of Health Safety	Medical Lab Science

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
COHI	A201	N/A	3	(2+3)

6. Complete Course Title
Specimen Collection for Non-laboratory Personnel
Specimen Collection
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. Medical Assisting	01/23/15	Robin Wahto
2. School of Nursing	01/23/15	Dorthy Kinley
3.		

Initiator Name (typed): Heidi Mannion Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/23/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/16/15

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 concepts, procedures and equipment used in the collection of blood and non-blood specimens. Topics include: infection control, biohazards, test ordering, specimen collection, handling and transport, specimen quality and interprofessional communications.

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

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Laboratory tests results are affected by the quality of the specimen submitted for testing. This interprofessional course teaches students in non-laboratory health profession programs how to collect and transport specimens and perform point-of-care testing.

Initiator (faculty only) Date
Heidi Mannion
Initiator (TYPE NAME)

☐ Approved
☐ Disapproved
Department Chair Date

☐ Approved
☐ Disapproved
College/School Curriculum Committee Chair Date

☐ 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

Department: MEDT: Medical Laboratory Science **Date:** January 23, 2015
Course Number: COHI A201
Course Title: Specimen Collection for Non-laboratory Personnel
Credits: 3 credits

I. Course Description

Introduces concepts, procedures and equipment used in the collection of blood and non-blood specimens. Topics include: infection control, biohazards, test ordering, specimen collection, handling and transport, specimen quality and interprofessional communications.

II. Course Design

A. Provides students with basic knowledge and techniques used in the collection of blood and non-blood specimens and interprofessional communication skills.
B. Total time of student involvement-135 hours
   1) Lecture- 2 hours per week for a total of 30 hours
   2) Lab- 3 hours per week in the student lab or clinical facility for a total of 45 hours
   3) Outside work expected- 60 hours
C. This course is an elective/selective for Medical Assisting.
D. Special fees are assessed to cover the cost of laboratory consumables and site license for tutorials.
E. May be offered as open entry, individualized course. May be taught in any time frame but not less than four weeks.
F. Course level justification: Introduces concepts in collection and handling of blood and non-blood specimens. Requires knowledge of human biology or human anatomy and physiology as a prerequisite.

III. Course Activities

Course is conducted in a lecture/lab format and will include class discussions, case studies, simulations and performance of specimen collection and handling student laboratory.

IV. Course Prerequisites

A. None
B. Registration Restrictions- Departmental Approval.

V. Course Evaluation

A. Grading is A-F.
B. Grades are based on homework assignments, competency evaluations and written or computerized exams.
C. Specific grading criteria will be discussed in the beginning of the course.

VI. Course Curriculum

1.0 Specimen Collection Healthcare Team
   1.1 Role of Team Members in Specimen Collection and Testing Process
   1.2 Licensure and Scope of Practice

- 1.3 Effective Communication with Consumers and the Healthcare Team
  - 1.3.1 Written Communication
  - 1.3.2 Active Listening
  - 1.3.3 Verbal and Nonverbal Communication
  - 1.3.4 Empathy
  - 1.3.5 Control
  - 1.3.6 Respect and Trust
- 1.4 Confidentiality
- 1.5 Teamwork

2.0 Safety
- 2.1 General Campus Safety
- 2.2 Biohazards and Formaldehyde
- 2.3 Patient Safety

3.0 Blood Collection Procedures
- 3.1 Equipment
- 3.2 Anticoagulants, Other Tube Additives and Order of Draw
- 3.3 Specimen Labeling and Prioritization
- 3.4 Venipuncture Techniques
- 3.5 Capillary Blood Collection Techniques
  - 3.5.1 Newborn Metabolic Screening
  - 3.5.2 Point of Care Testing
- 3.6 Special Procedures for Blood Collections
  - 3.6.1 Timed Collections
  - 3.6.2 Blood Bank Specimens
  - 3.6.3 Microbiology Specimens
  - 3.6.4 Line Draws
  - 3.6.5 Chain of Custody
- 3.7 Pre-analytical and Physiological Variables of Phlebotomy
- 3.8 Complications During Blood Collections

4.0 Collection, Preservation, Transport and Storage of Non-Blood Specimens
- 4.1 Urine
- 4.2 Respiratory
- 4.3 Body Fluids
- 4.4 Wound
- 4.5 Eye
- 4.6 Genital
- 4.7 Ear
- 4.8 Stool
- 4.9 Surgical and Cytology

5.0 Quality Assessment (QA)
- 5.1 Quality Improvement Team
- 5.2 QA Processes

VII. **Recommended Text**

Lieseke, C. L., & Zeibig, E. A. (2012). *Essentials of medical laboratory practice*. Philadelphia, PA: Davis.

Recommended Resources

Institute for Healthcare Improvement Open School Online Learning

- Teamwork and Communication
- Introduction to Patient Safety

Medical Training Solutions, University of Washington Department of Lab Medicine: www.medtraining.org

- Phlebotomy tutorials: Basic, Pediatric, Advanced, Venipuncture, Skin Puncture, Blood Culture and Patient Identification
- Safety tutorials: Biosafety, Infection Control, Patient Safety and Formaldehyde

VIII. Bibliography

Cox, P., & Wilken, D. (2011). *Palko's medical laboratory procedures* (3rd ed.).New York, NY: McGraw Hill.

Delost, M. D. (2015). *Introduction to diagnostic microbiology for the laboratory sciences.* Burlington, MA: Jones& Bartlett.

Garza, D., & Becan-McBride, K. (2010). *Phlebotomy handbook: Blood collection essentials* (8th ed.). Upper Saddle River, NJ: Pearson

Kiser, K. M., Payne, W. C., & Taff, T. A. (2011). *Clinical laboratory microbiology: A practical approach*. Upper Saddle River, NJ: Pearson.

Rowell, J. A. C., & Green, M. A. (2014). *Understanding health insurance: A guide to professional billing* (12th ed.). Clifton Park, NY: Delmar.

Turgeon, M. L. (2012). *Clinical laboratory science: The basics and routine techniques* (6th ed.). Maryland Heights, MO: Elsevier.

IX. Instructional Goals, Defined Outcomes

A. Instructional Goal:

Provide students with the foundational knowledge and skills necessary to collect quality blood and non-bloods specimens for point-care-testing and analysis in a clinical laboratory.

B. Student Learning Outcomes and Assessment Methods:

Student Learning Outcomes *After successful completion of this course, students will be able to:*	**Assessment Methods** *To be assessed by one or more of the following:*
1. Adhere to infection control and safety practices.	Observation in the student laboratory Written/ computerized exams
2. Demonstrate effective communication with individuals being tested and other members of the healthcare team.	Observation during simulations
3. Describe how licensure and scope of practice define each member of the healthcare team's role in specimen collection and testing.	Written/computerized exams
4. Explain why effective teamwork is important for patient safety.	Written/computerized exams
5. Use proper equipment and acceptable procedures for test ordering, collecting, transporting, and storing blood and non-blood specimens.	Written/computerized exams Case studies Simulations
6. Identify pre-collection factors that affect sample integrity and take appropriate action.	Written/computerized exams Case studies Simulations
7. Identify factors that affect specimen collection procedures and test results, and take appropriate actions.	Written/computerized exams Simulations Case studies
8. Discuss quality control requirements for specimen collection including point of care testing.	Homework assignments Written/computerized exams Simulations

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

1a. School or College	1b. Division	1c. Department
CH College of Health	AHLS Division of Health Safety	Medical Lab Science

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MEDT	A101		5	(2+6)

6. Complete Course Title
Phlebotomy and Specimen Processing
Phlebotomy/Specimen Processing
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☒ Credits
- ☒ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other Outline and Outcomes (please specify)
- ☐ Course Number
- ☒ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☒ A-F ☐ P/NP ☐ NG

11. Implementation Date semester/year
From: Summer/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.

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. see attached spreadsheet		
2.		
3.		

Initiator Name (typed): Heidi Mannion Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/23/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/23/15

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 concepts, procedures and equipment used in phlebotomy and specimen processing. Topics include: infection control, laboratory safety, specimen requisitioning, collection, handling and processing techniques, professionalism and laboratory workflow. Prepares students for phlebotomy practicum.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
PRPE A086 with a minimum grade of C or appropriate placement scoresl.

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Combines material covered in MEDT A101 Phlebotomy Procedures and MEDT A110 Specimen processing into one course. Eliminates need to review safety and collection prior to teaching specimen processing and reduces the time required to complete the OEC Phlebotomist.

			☐ Approved ☐ Disapproved	Dean/Director of School/College	Date
Initiator (faculty only) Heidi Mannion Initiator (TYPE NAME)	Date				
☐ Approved ☐ Disapproved	Department Chair	Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair	Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair	Date	☐ Approved ☐ Disapproved	Provost or Designee	Date

University of Alaska Anchorage
College of Health
Course Content Guide

Department: MEDT: Medical Laboratory Science **Date:** January 23, 2015
Course Number: MEDT A101
Course Title: Phlebotomy and Specimen Processing
Credits: 5 credits

I. Course Description

Introduces concepts, procedures and equipment used in phlebotomy and specimen processing. Topics include: infection control, laboratory safety, specimen requisitioning, collection, handling and processing techniques, professionalism and laboratory workflow. Prepares students for phlebotomy practicum.

II. Course Design

A. Provides students with basic knowledge and practical skills in phlebotomy and specimen processing.
B. Total time of student involvement-240 hours
   1) Lecture- 2 hours per week for a total of 30 hours
   2) Lab- 6 hours per week in the student lab or clinical facility for a total of 90 hours
   3) Outside work expected-120 hours
C. This course is required for the Occupational Endorsement Certificate, Phlebotomist.
D. Special fees are assessed to cover the cost of laboratory consumables and site license for tutorials.
E. May be offered as open entry, individualized course. May be taught in any time frame but not less than six weeks.
F. Course level justification: Introduces concepts in blood and non-blood specimen collection, specimen processing, customer service, compliance, regulations and quality assessment.

III. Course Activities

Course is conducted in a lecture/lab format and will include class discussions, case studies, simulations and performance of specimen collection and specimen processing in the student laboratory or a clinical facility.

IV. Course Prerequisites

A. PRPE A086 with a minimum grade of C or appropriate placement scores and department approval.
B. Registration Restrictions- Departmental Approval.

V. Course Evaluation

A. Grading is A-F.
B. Grades are based on homework assignments, competency evaluations and written or computerized exams.
C. Specific grading criteria will be discussed in the beginning of the course.

VI. Course Curriculum

1.0 Introduction to the Clinical Laboratory
- 1.1 Personnel and Organizational Structure of the Laboratory
- 1.2 Credentialing in the Laboratory
- 1.3 Regulatory Issues for the Phlebotomist and Specimen Processors
  - 1.3.1 Clinical Laboratory Improvement Amendments
  - 1.3.2 Health Insurance Portability and Accountability Act (HIPAA)
  - 1.3.3 Laboratory Compliance

2.0 Safety
- 2.1 General Campus Safety
- 2.2 Laboratory Safety and the OSHA
- 2.3 Patient Safety

3.0 Medical and Laboratory Terminology

4.0 Anatomy and Physiology
- 4.1 Levels of Organization in the Human Body
- 4.2 Organ Systems
- 4.3 Homeostasis
- 4.4 Circulatory System

5.0 Customer Service
- 5.1 Phone Etiquette
- 5.2 Face-to-Face Encounters
- 5.3 Problem Resolution, Notification and Documentation Procedures

6.0 Blood Collection Procedures
- 6.1 Equipment
- 6.2 Anticoagulants, Other Tube Additives and Order of Draw
- 6.3 Specimen Labeling
- 6.4 Venipuncture Techniques
- 6.5 Capillary Blood Collection Techniques
  - 6.5.1 Newborn Metabolic Screening
  - 6.5.2 Point of Care Testing
  - 6.5.3 Blood Smear Preparation
- 6.6 Special Procedures for Blood Collection
- 6.7 Pre-analytical and Physiological Variables of Phlebotomy
- 6.8 Complications During Blood Collections

7.0 Methods of Collection, Preservation and Storage of Non-Blood Specimens
- 7.1 Urine
- 7.2 Throat and Nasopharyngeal
- 7.3 Body Fluid~~s~~
- 7.4 Surgical and Cytology
- 7.5 Stool
- 7.6 Semen

8.0 Specimen Handling Processes - Manual and Automated
- 8.1 Test Requisitioning
  - 8.1.1 Billing Considerations
  - 8.1.2 Ordering and Accessioning
  - 8.1.3 Receiving
  - 8.1.4 Chain of Custody
- 8.2 Prioritization
- 8.3 Centrifugation
- 8.4 Specimen Acceptance/Rejection Criteria
- 8.5 Aliquoting

8.6 Routing/Transport to Laboratory Departments/Sections
8.7 Storage Conditions
8.8 Specimen Disposal

9.0 Quality Assessment
9.1 Quality Improvement Team
9.2 Quality Assessment Processes
9.2.1 Tracking Missing Specimens
9.2.2 Delayed Test Reporting
9.2.3 Improper Specimen Collection and Labeling
9.2.4 Patient Safety

VII. Recommended Text

McCall, R. E., & Tankersley, C. M. (2012). *Phlebotomy essentials* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Recommended Resources

Medical Training Solutions, University of Washington Department of Lab Medicine: www.medtraining.org

- Introduction to the Clinical Laboratory tutorial
- Phlebotomy tutorials: Basic, Pediatric and Advanced
- Safety tutorials: Ergonomic, Fire, Electrical, Biosafety, Formaldehyde, Chemical, HazCom Standard – GHS Update, Infection Control and Patient Safety
- Phlebotomy procedure tutorials: Venipuncture, Skin Puncture, Blood Culture and Patient Identification

MediaLab Incorporated, Lawrenceville, GA: medialabinc.net

- Dermal Puncture and Capillary Blood Collection
- Medicare Compliance
- HIPAA Privacy Regulations
- DOT Urine Drug Screen Regulated Specimen Collection
- Packing and Shipping of Infectious Materials

VIII. Bibliography

Garza, D. & Becan-McBride, K. (2010). *Phlebotomy handbook: Blood collection essentials* (8th ed.). Upper Saddle River, NJ: Pearson

Delost, M. D. (2015). *Introduction to diagnostic microbiology for the laboratory sciences.* Burlington, MA: Jones& Bartlett.

Kiser, K. M., Payne, W. C., & Taff, T. A. (2011). *Clinical laboratory microbiology: a practical approach*. Upper Saddle River, NJ: Pearson.

Rowell, J. A. C., & Green, M. A. (2014). *Understanding health insurance: A guide to professional billing* (12th ed.). Clifton Park, NY: Delmar.

Turgeon, M. L. (2012). *Clinical laboratory science: The basics and routine techniques* (6th ed.). Maryland Heights, MO: Elsevier.

IX. Instructional Goals, Defined Outcomes

A. Instructional Goal:

Provides students with the foundational knowledge and skills necessary to collect and process quality blood and non-blood specimens for analysis in a clinical laboratory during their phlebotomy practicum (MEDT A195A).

B. Student Learning Outcomes and Assessment Methods

Student Learning Outcomes *After successful completion of this course, students will be able to:*	**Assessment Methods** *To be assessed by one or more of the following:*
1. Adhere to infection control and safety practices.	Observation in the student laboratory or clinical site Written/computerized exams
2. Demonstrate knowledge of basic anatomy and the circulatory system.	Written/computerized exams
3. Recognize the role of regulatory and professional organizations relative to the practice of medical laboratory science.	Written/computerized exams
4. Display professional behavior and effective communications.	Observation during simulations or the clinical site Observe and assess Core Abilities
5. Use proper equipment and acceptable procedures for requisitioning, collecting, receiving, transporting, and processing blood and non-blood specimens.	Written/computerized exams Competency evaluations
6. Identify factors that affect specimen collection procedures and test results, and take appropriate actions.	Written/computerized exams Case studies Competency evaluations
7. Operate laboratory equipment including point-of-care instruments.	Observation in the student laboratory or clinical training site Written/computerized exams
8. Perform maintenance and quality control on laboratory equipment including point-of-care instruments.	Observation in the student laboratory or clinical training site Written/computerized exams
9. Identify major sections of the clinical laboratory and common testing performed in each area.	Laboratory assignment Written/computerized exams

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

1a. School or College	1b. Division	1c. Department
CH College of Health	AHLS Division of Health Safety	Medical Lab Science

2. Course Prefix	3. Course Number	4. Previous Course Prefix & Number	5a. Credits/CEUs	5b. Contact Hours (Lecture + Lab)
MEDT	A195A		3	(0+9)

6. Complete Course Title
Phlebotomy and Specimen Processing
Phlebotomy/Specimen Processing
Abbreviated Title for Transcript (30 character)

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

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

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☒ Course Description
- ☐ Test Score Prerequisites
- ☐ Automatic Restrictions
  - ☐ Class ☐ Level
  - ☐ College ☐ Major
- ☐ Other Outline and Outcomes (please specify)
- ☐ Course Number
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☒ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis ☐ A-F ☒ P/NP ☐ NG

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

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

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

Impacted Program/Course	*Date of Coordination*	*Chair/Coordinator Contacted*
1. OEC Phlebotomist	01/23/15	Heidi Mannion
2.		
3.		

Initiator Name (typed): Heidi Mannion Initiator Signed Initials: _____ Date:_____

13b. Coordination Email Date: 01/23/15
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 01/23/15

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 principles of safety, specimen requisitioning, collection, handling and processing techniques to patient testing in a clinical laboratory. Prepares students for entry-level employment as a phlebotomist.

16a. Course Prerequisite(s) *(list prefix and number or test code and score)*
MEDT A101

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

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

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

17. ☒ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Course prerequisites changed due to revisions to MEDT A101 and deletion of MEDT A110. Curriculum updated.

Initiator (faculty only) Date
Heidi Mannion
Initiator (TYPE NAME)

☐ Approved ☐ Disapproved Department Chair Date

☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date

☐ 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

Department: MEDT: Medical Laboratory Science **Date:** January 23, 2015
Course Number: MEDT A195A
Course Title: Phlebotomy Practicum
Credits: 3 credits

I. Course Description

Applies principles of safety, specimen requisitioning, collection, handling and processing techniques to patient testing in a clinical laboratory. Prepares students for entry-level employment as a phlebotomist.

II. Course Design

A. Provides clinical experience for students enrolled in the Occupational Endorsement Certificate Phlebotomist; open to students that have completed MEDT A101, MEDT A132 or COHI A201.
B. Total time of student involvement-135 hours.
   1) Clinical Practicum 120 hours.
   2) Outside work expected-15 hours.
C. This course is required for the Occupational Endorsement Certificate, Phlebotomist.
D. Special fees are assessed to cover statewide risk management student insurance.
E. May be offered as open entry, individualized course. May be taught in any time frame but not less than three weeks.
F. Course level justification: Application of knowledge and skills learned in MEDT A101.

III. Course Activities

Performance of phlebotomy and specimen processing procedures under the supervision of the laboratory staff at the clinical facility and UAA faculty in the Medical Laboratory Science Department.

IV. Course Prerequisites

A. Minimum Grade of C in: MEDT A101 or MEDT A132 or COHI A201
B. Registration Restrictions- Departmental Approval.

V. Course Evaluation

A. Grading is P/NP
B. Grades are based on task objectives and core abilities developed by UAA faculty; clinical trainers score students on terminal performance.
C. Specific grading criteria will be discussed during practicum orientation.

VI. Course Curriculum

1.0 Orientation to Lab/Hospital
  1.1 Equipment and Policies
    1.1.1 Safety
    1.1.2 Standard Precautions

1.1.3 Infection Control
1.2 Laboratory Sections
1.2.1 Location
1.2.2 Test Performed
1.3 Quality Assurance
2.0 Core Abilities
2.1 Dependability and Initiative
2.2 Professional Appearance
2.3 Patient Confidentiality
2.4 Communication Skills
2.5 Stress Management
3.0 Phlebotomy Procedures
3.1 Manual and Computerized Order Entry
3.2 Patient Greeting and Identification
3.3 Specimen Collection and Transport
3.3.1 Venipuncture
3.3.2 Capillary puncture
3.3.3 Special Collection Procedures
3.4 Complications During Specimen Collection
3.5 Technical Errors
4.0 Specimen Processing
4.1 Blood Specimens
4.2 Non-blood Specimens
5.0 Point-of-Care Testing

VII. **Recommended Text**

None

VIII. Bibliography

McCall, R. E., & Tankersley, C. M. (2012). *Phlebotomy essentials* (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins

IX. Instructional Goals, Defined Outcomes

A. Instructional Goal:

Provide students with entry-level competencies as a phlebotomist through integration of theory and application of phlebotomy skills acquired in the phlebotomy and specimen processing course to patient testing in the clinical laboratory.

B. Student Learning Outcomes and Assessment Methods

Student Learning Outcomes *After successful completion of this course, students will be able to:*	**Assessment Methods** *To be assessed by one or more of the following:*
1. Adhere to infection control and safety policies and procedures.	Observe and assess Core Abilities Completion of Task Objectives
2. Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.	Completion of Task Objectives
3. Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers, other health care personnel, and the public.	Observe and assess Core Abilities
4. Recognize legal implications when interacting with patients, peers, other health care personnel, and the public.	Observe and assess Core Abilities
5. Identify factors that affect specimen collection procedures and test results, and take appropriate actions.	Completion of Task Objectives
6. Perform point-of-care testing according to standard operating procedures.	Completion of Task Objectives

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

1a. School or College	1b. Department
CH College of Health	Medical Laboratory Science

2. Complete Program Title/Prefix
OEC: Phlebotomist/MEDT

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: Occupational Endorsement Certificate or Graduate: CHOOSE ONE

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

4. Type of Action:

PROGRAM	PREFIX
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

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

6a. Coordination with Affected Units Department, School, or College:

Initiator Name (typed): Heidi Mannion Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/23/15

6c. Coordination with Library Liaison Date: 01/23/15

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

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function. *
*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action
Major requirements and outcomes for program are being revised. Changes in the curriculum will allow students to complete the program in a shorter time frame.

Initiator (faculty only) Date		☐ Approved ☐ Disapproved	Dean/Director of School/College Date
Heidi Mannion Initiator (TYPE NAME)			
☐ Approved ☐ Disapproved	Department Chair Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved	Provost or Designee Date

Phlebotomist

- Overview
- Learning Outcomes

Phlebotomists obtain blood and other samples for laboratory testing. They establish professional relationships with their patients, collect and prepare specimens, maintain collection areas and equipment, and perform record keeping duties. Students are eligible to sit for national certification examinations in phlebotomy after completion of MEDT A195A.

Admission Requirements

- Satisfy the Application and Admission Requirements for Occupational Endorsement Certificate Programs.
- Complete the Medical Laboratory Science Department Admission Requirements.

Advising

Courses for this OEC are offered on campus and via distance delivery. Distance students must contact the Medical Laboratory Science Department to arrange for a mentor and clinical training facility prior to enrolling in any of the courses.

Graduation Requirements

- Satisfy the General University Requirements for Occupational Endorsement Certificates.
- Complete the Program Requirements below.
- Complete the courses listed for the OEC with a minimum grade of C or P.

Program Requirements

MEDT A101	Phlebotomy and Specimen Processing	5
MEDT A250	Cultural Diversity in Healthcare	1
MEDT A195A	Phlebotomy Practicum	3
Total Credits		9

A total of 9 credits is required for the OEC.

Program Student Learning Outcomes

The specific educational outcomes for the program are to produce graduates who:

- Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
- Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers, other health care personnel, and the public.
- Recognize legal implications when interacting with patients, peers, other health care personnel, and the public.
- Adhere to infection control and safety policies and procedures.
- Identify factors that affect specimen collection procedures and test results, and take appropriate actions.
- Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.
- Perform point-of-care testing according to standard operating procedures.
- Recognize opportunities for professional development within the laboratory.

Phlebotomist

- Overview
- Learning Outcomes

Phlebotomists obtain blood and other samples for laboratory testing. They establish professional relationships with their patients, collect and prepare specimens, maintain collection areas and equipment, and perform record keeping duties. Students are eligible to sit for national certification examinations in phlebotomy after completion of MEDT A195A.

Admission Requirements

- Satisfy the Application and Admission Requirements for Occupational Endorsement Certificate Programs.
- Complete the Medical Laboratory Science Department Admission Requirements.

Advising

Courses for this OEC are offered on campus and via distance delivery. Distance students must contact the Medical Laboratory Science Department to arrange for a mentor and clinical training facility prior to enrolling in any of the courses.

Graduation Requirements

- Satisfy the General University Requirements for Occupational Endorsement Certificates.
- Complete the Program Requirements below.
- Complete the courses listed for the OEC with a minimum grade of C or P.

Program Requirements

MEDT A101	Phlebotomy and Specimen Processing~~Procedures~~	5~~3~~
MEDT A250~~110~~	~~Specimen Processing~~Cultural Diversity in Healthcare	1~~3~~
MEDT A195A	Phlebotomy Practicum	3
Total Credits		9

A total of 9 credits is required for the OEC.

Program Student Learning Outcomes

The specific educational outcomes for the program are to produce graduates who:

- Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
- Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers, other health care personnel, and the public~~, .~~ ~~recognizing possible legal implications.~~
- Recognize legal implications when interacting with patients, peers, other health care personnel, and the public.
- ~~Recognize and a~~Adhere to infection control and safety policies and procedures.
- ~~Demonstrate an understanding of test requisitioning.~~
- Identify factors that affect specimen collection procedures and test results, and take appropriate actions ~~within predetermined limits when applicable~~.
- ~~Recognize and a~~Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.
- Perform point-of-care testing according to standard operating procedures.
- Recognize opportunities for professional development within the laboratory.

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

1a. School or College	1b. Department
CH College of Health	Medical Laboratory Science

2. Complete Program Title/Prefix
AAS: Medical Laboratory Technology/MEDT

3. Type of Program

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

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

4. Type of Action:

PROGRAM	PREFIX
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

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

6a. Coordination with Affected Units Department, School, or College:

Initiator Name (typed): Heidi Mannion Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/23/15

6c. Coordination with Library Liaison Date: 01/23/15

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

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function. *
*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action
Revise major requirements to include changes to MEDT A101.

Initiator (faculty only) Date	☐ Approved ☐ Disapproved Dean/Director of School/College Date
Heidi Mannion Initiator (TYPE NAME)	
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

Associate of Applied Science in Medical Laboratory Technology

The National Accrediting Agency for Clinical Laboratory Sciences provides the following description: At career entry, the medical laboratory technician will be able to perform routine clinical laboratory tests (such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics) as the primary analyst making specimen-oriented decisions on predetermined criteria, including a working knowledge of critical values. Communication skills will extend to frequent interactions with members of the health care team, external relations, customer service and patient education. The level of analysis ranges from waived and point-of-care testing to complex testing encompassing all major areas of the clinical laboratory. The medical laboratory technician will have diverse functions in areas of pre-analytical, analytical and post-analytical processes. The medical laboratory technician will be responsible for information processing, training and quality control monitoring wherever clinical laboratory testing is performed.

Upon graduation, the medical laboratory technician should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national certification examinations in medical laboratory technology.

Admission Requirements

- Satisfy the Application and Admission Requirements for Associate Degree Programs.
- Complete the Medical Laboratory Science Department Admission Requirements.
- Meet with an academic advisor regarding applications, program admission and development of a program of study.

Academic Progress

In order to progress within the Associate of Applied Science in Medical Laboratory Technology program, students must earn a minimum grade of C or P in all Medical Laboratory Science (MEDT) courses required for the degree and demonstrate professional behavior as defined by the Medical Laboratory Science Department Core Abilities and associated behavior criteria. Satisfactory progress is demonstrated by exhibiting developing-level criteria by the end of the second year (assessed by core faculty), and entry-level criteria by the end of the clinical practicum (assessed by clinical instructors). Students must receive a score of 3 or higher on the developing-level criteria in order to progress in the program and demonstrate the critical core abilities during clinical practicum in order to graduate from the program. Students who are unable to earn an acceptable grade in a MEDT course during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an alternate list and informed they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; students must sign and return the letter acknowledging alternate status. UAA is affiliated with clinical sites throughout the state of Alaska. Students training at clinical sites outside of Anchorage may incur additional costs related to travel and housing. The practicum coordinator will ask for volunteers to train outside of Anchorage. If there are no volunteers, students may be assigned placement. Students with higher GPAs in MEDT courses will have first preference for location. If a student is unable or unwilling to go outside of Anchorage, they will be placed on the alternate list and given preference for a subsequent semester.

Graduation Requirements

- Satisfy the General University Requirements for Associate of Applied Science Degrees.
- Complete the General Course Requirements for Associate of Applied Science Degrees. In the Medical Laboratory Technology program, the Required Support Courses meet the AAS General Course Requirements.
- Complete the Required Support Courses and the Program Requirements listed below with a minimum grade of C or P.

Required Support Courses

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
CHEM A103 & A103L	Survey of Chemistry and Survey of Chemistry Laboratory	4
CHEM A104	Introduction to Organic Chemistry and Biochemistry	3
CIS A105	Introduction to Personal Computers and Application Software	3
or CIS A110	Computer Concepts in Business	
ENGL A212	Technical Writing	3
or ENGL A213	Writing in the Social and Natural Sciences	
Total Credits		21

Program Requirements

MEDT A132	Introduction to Laboratory Medicine	3-6
or MEDT A101 & MEDT A133	Phlebotomy and Specimen Processing and Basic Techniques in Laboratory Medicine	
MEDT A202	Clinical Chemistry	6
MEDT A203	Clinical Microbiology	6
MEDT A204	Hematology and Coagulation	6

MEDT A206	Immunology and Blood Banking	6
MEDT A208	Urine and Body Fluid Analysis	3
MEDT A250	Cultural Diversity in Health Care	1
MEDT A395	Medical Laboratory Technology Practicum	12
Total Credits		43-46

A total of 70-71 credits is required for the degree.

Associate of Applied Science in Medical Laboratory Technology

- Overview
- Learning Outcomes

The National Accrediting Agency for Clinical Laboratory Sciences provides the following description: At career entry, the medical laboratory technician will be able to perform routine clinical laboratory tests (such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics) as the primary analyst making specimen-oriented decisions on predetermined criteria, including a working knowledge of critical values. Communication skills will extend to frequent interactions with members of the health care team, external relations, customer service and patient education. The level of analysis ranges from waived and point-of-care testing to complex testing encompassing all major areas of the clinical laboratory. The medical laboratory technician will have diverse functions in areas of pre-analytical, analytical and post-analytical processes. The medical laboratory technician will ~~have responsibilities~~ be responsible for information processing, training and quality control monitoring wherever clinical laboratory testing is performed.

Upon graduation ~~and initial employment~~, the medical laboratory technician should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national certification examinations in medical laboratory technology.

Admission Requirements

- Satisfy the Application and Admission Requirements for Associate Degree Programs.
- Complete the Medical Laboratory Science Department Admission Requirements.
- Meet with an academic advisor regarding applications, program admission and development of a program of study.

Academic Progress

In order to progress within the Associate of Applied Science in Medical Laboratory Technology program, students must earn a minimum grade of C or P in all Medical Laboratory Science (MEDT) courses required for the degree and demonstrate professional behavior as defined by the Medical Laboratory Science Department Core Abilities and associated behavior criteria. Satisfactory progress is demonstrated by exhibiting developing-~~-~~level criteria by the end of the second year (assessed by core faculty), and entry-~~-~~level criteria by the end of the clinical practicum (assessed by clinical instructors). Students must receive a score of 3 or higher on the developing-~~-~~level criteria in order to progress in the program and demonstrate the critical core abilities during clinical practicum in order to graduate from the program. Students who are

unable to earn an acceptable grade in a MEDT course~~s~~ during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an alternate list and informed they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; students must sign and return the letter acknowledging alternate status. UAA is affiliated with clinical sites throughout the state of Alaska. Students training at clinical sites outside of Anchorage may incur additional costs related to travel and housing. The practicum coordinator will ask for volunteers to train outside of Anchorage. If there are no volunteers, students may be assigned placement. Students with higher GPAs in MEDT courses will have first preference for location. If a student is unable or unwilling to go outside of Anchorage, they will be placed on the alternate list and given preference for a subsequent semester.

Graduation Requirements

- Satisfy the General University Requirements for Associate of Applied Science Degrees.
- Complete the General Course Requirements for Associate of Applied Science Degrees. In the Medical Laboratory Technology program, the Required Support Courses meet the AAS General Course Requirements.
- Complete the Required Support Courses and the Program Requirements listed below with a minimum grade of C or P.

Required Support Courses

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
CHEM A103 & A103L	Survey of Chemistry and Survey of Chemistry Laboratory	4
CHEM A104	Introduction to Organic Chemistry and Biochemistry	3
CIS A105	Introduction to Personal Computers and Application Software	3
or CIS A110	Computer Concepts in Business	
ENGL A212	Technical Writing	3
or ENGL A213	Writing in the Social and Natural Sciences	
Total Credits		21

Program Requirements

MEDT A132	Introduction to Laboratory Medicine	3-6~~4~~
or MEDT A101 & MEDT A133	Phlebotomy and Specimen Processing~~Procedures~~ and Basic Techniques in Laboratory Medicine	
MEDT A202	Clinical Chemistry	6

MEDT A203	Clinical Microbiology	6
MEDT A204	Hematology and Coagulation	6
MEDT A206	Immunology and Blood Banking	6
MEDT A208	Urine and Body Fluid Analysis	3
MEDT A250	Cultural Diversity in Health Care	1
MEDT A395	Medical Laboratory Technology Practicum	12
Total Credits		43-464

A total of 70-7314 credits is required for the degree.

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

1a. School or College	1b. Department
CH College of Health	Medical Laboratory Science

2. Complete Program Title/Prefix
BS: Medical Laboratory Science/MEDT

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: Bachelor of Science or Graduate: CHOOSE ONE

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

4. Type of Action:

PROGRAM	PREFIX
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

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

6a. Coordination with Affected Units Department, School, or College:

Initiator Name (typed): Heidi Mannion Initiator Signed Initials: _____
Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 01/23/15

6c. Coordination with Library Liaison Date: 01/23/15

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

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function. *
*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action
Revise major requirements to include changes made to MEDT A101.

Initiator (faculty only) Date	☐ Approved ☐ Disapproved Dean/Director of School/College Date
Heidi Mannion Initiator (TYPE NAME)	
☐ Approved ☐ Disapproved Department Chair Date	☐ Approved ☐ Disapproved Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved Provost or Designee Date

Bachelor of Science in Medical Laboratory Science

The National Accrediting Agency for Clinical Laboratory Sciences provides the following description for medical laboratory scientist: At career entry, the medical laboratory scientist will be proficient in performing clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, and molecular and other emerging diagnostics, and will be able to play a role in the development and evaluation of test systems and interpretive algorithms. Graduates will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement. They will also possess basic knowledge, skills and relevant experience in:

- Communications to enable consultative interactions with members of the health care team, external relations, customer service and patient education;
- Financial operations, marketing and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services;
- Information management to enable effective, timely, accurate and cost-effective reporting of laboratory-generated information and;
- Research design/practice sufficient to evaluate published studies as an informed consumer.

Upon graduation, the medical laboratory scientist should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national certification examinations in medical laboratory science after completion of the program.

Admission Requirements

- Satisfy the Application and Admission Requirements for Baccalaureate Programs.
- Complete the General Admission Requirements for all programs in the Medical Laboratory Science Department.
- Meet with an academic advisor regarding application, program admission, and development of a program of study.

Academic Progress Requirements

In order to progress within the Bachelor of Science Medical Laboratory Science program, students must earn a minimum grade of C or P in all Medical Laboratory Science (MEDT) courses required for the degree and demonstrate professional behavior as defined by the Medical Laboratory Science Department Core Abilities and associated behavior criteria. Satisfactory

progress is demonstrated by exhibiting developing-level criteria by the end of the second year (assessed by core faculty), and entry-level criteria by the end of the Medical Laboratory Science practicum (assessed by clinical instructors). Students must receive a score of 3 or higher on the developing-level criteria in order to progress in the program and demonstrate the critical core abilities during clinical practicum in order to graduate from the program. Students who are unable to earn an acceptable grade in MEDT courses during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available-basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an alternate list and informed that they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; students are required to sign and return the letter acknowledging alternate status. UAA is affiliated with clinical sites throughout the state of Alaska. Students training at clinical sites outside of Anchorage may incur additional costs related to travel and housing. The practicum coordinator will ask for volunteers to train outside of Anchorage. If there are no volunteers, students may be assigned placement. Students with higher GPAs in MEDT courses will have first preference for location. If a student is unable or unwilling to go outside of Anchorage, they will be placed on the alternate list and given preference for a subsequent semester.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees. In the Medical Laboratory Science program, the required support courses meet the quantitative skills and natural science GERs.
- Complete the Major Requirements listed below with a minimum grade of C or P

Major Requirements

Support Courses		
BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
CHEM A103 & A103L	Survey of Chemistry and Survey of Chemistry Laboratory	4
or CHEM A105 & A105L	General Chemistry I and General Chemistry I Laboratory	
CHEM A104 & A104L	Introduction to Organic Chemistry and Biochemistry and Introduction to Organic Chemistry and Biochemistry Laboratory	4-7
or CHEM A106 & A106L & CHEM A321	General Chemistry II and General Chemistry II Laboratory and Organic Chemistry I	
CIS A105	Introduction to Personal Computers and Application Software	3
or CIS A110	Computer Concepts in Business	

ENGL A212	Technical Writing	3
or ENGL A213	Writing in the Social and Natural Sciences	
MATH A107	College Algebra (or any MATH course for which MATH A107 is a prerequisite)	4
PHIL A302	Biomedical Ethics	3
or PHIL A305	Professional Ethics	
STAT A252	Elementary Statistics (or any STAT course for which STAT A252 or STAT A253 is a prerequisite)	3-4
or STAT A253	Applied Statistics for the Sciences	
Core Requirements		
MEDT A132	Introduction to Laboratory Medicine	3-6
or MEDT A101 & MEDT A133	Phlebotomy and Specimen Processing and Basic Techniques in Laboratory Medicine	
MEDT A202	Clinical Chemistry	6
MEDT A203	Clinical Microbiology	6
MEDT A204	Hematology and Coagulation	6
MEDT A206	Immunology and Blood Banking	6
MEDT A208	Urine and Body Fluid Analysis	3
MEDT A250	Cultural Diversity in Health Care	1
MEDT A301	Clinical Molecular Biology	4
MEDT A302	Clinical Laboratory Education and Management	4
MEDT A303	Advanced Clinical Microbiology	6
MEDT A401	Introduction to Research	2
MEDT A495	Medical Laboratory Science Practicum	24
or MEDT A395 & MEDT A495	Medical Laboratory Technology Practicum and Medical Laboratory Science Practicum	

A total of 120-131 credits is required for the degree, of which 42 credits must be upper division.

Honors in Medical Laboratory Science

Students majoring in Medical Laboratory Science are eligible to graduate with departmental honors by satisfying the following requirements:

1. Meet the requirements for a BS in Medical Laboratory Science.
2. Earn a grade point average of 3.50 or higher in courses applicable to the degree requirements. Only UAA and transfer courses taken within the last seven years will be included in the GPA for departmental honors.
3. Obtain approval to enroll in the honors elective from the program director.
4. Pass the honors elective course, MEDT A402.

Bachelor of Science in Medical Laboratory Science

The National Accrediting Agency for Clinical Laboratory Sciences provides the following description for medical laboratory scientist: At career entry, the medical laboratory scientist will be proficient in performing clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, and molecular and other emerging diagnostics, and will be able to play a role in the development and evaluation of test systems and interpretive algorithms. Graduates will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement. They will also possess basic knowledge, skills and relevant experience in:

- Communications to enable consultative interactions with members of the health care team, external relations, customer service and patient education;
- Financial operations, marketing and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services;
- Information management to enable effective, timely, accurate and cost-effective reporting of laboratory-generated information and;
- Research design/practice sufficient to evaluate published studies as an informed consumer.

Upon graduation ~~and initial employment~~, the medical laboratory scientist should be able to demonstrate entry-level competencies in the above areas of professional practice. Graduates are eligible to sit for national certification examinations in medical laboratory science after completion of the program.

Admission Requirements

- Satisfy the Application and Admission Requirements for Baccalaureate Programs.
- Complete the General Admission Requirements for all programs in the Medical Laboratory Science Department.
- Meet with an academic advisor regarding application, program admission, and development of a program of study.

Academic Progress Requirements

In order to progress within the Bachelor of Science Medical Laboratory Science program, students must earn a minimum grade of C or P in all Medical Laboratory Science (MEDT) courses required for the degree and demonstrate professional behavior as defined by the Medical

Laboratory Science Department Core Abilities and associated behavior criteria. Satisfactory progress is demonstrated by exhibiting developing--level criteria by the end of the second year (assessed by core faculty), and entry--level criteria by the end of the Medical Laboratory Science practicum (assessed by clinical instructors). Students must receive a score of 3 or higher on the developing--level criteria in order to progress in the program and demonstrate the critical core abilities during clinical practicum in order to graduate from the program. Students who are unable to earn an acceptable grade in MEDT courses during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available-basis.

When the number of students admitted to the program exceeds the number that can be accommodated in the clinical practicum, students are placed on an alternate list and informed that they can complete their practicum should space become available, or they are given preference for a subsequent semester. Students receive a letter stating they are an alternate; students are required to sign and return the letter acknowledging alternate status. UAA is affiliated with clinical sites throughout the state of Alaska. Students training at clinical sites outside of Anchorage may incur additional costs related to travel and housing. The practicum coordinator will ask for volunteers to train outside of Anchorage. If there are no volunteers, students may be assigned placement. Students with higher GPAs in MEDT courses will have first preference for location. If a student is unable or unwilling to go outside of Anchorage, they will be placed on the alternate list and given preference for a subsequent semester.

Graduation Requirements

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees. In the Medical Laboratory Science program, the required support courses meet the quantitative skills and natural science GERs.
- Complete the Major Requirements listed below with a minimum grade of C or P

Major Requirements

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BIOL A111	Human Anatomy and Physiology I	4
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ENGL A212	Technical Writing	3
or ENGL A213	Writing in the Social and Natural Sciences	
MATH A107	College Algebra (or any MATH course for which MATH A107 is a prerequisite)	4
PHIL A302	Biomedical Ethics	3
or PHIL A305	Professional Ethics	
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or STAT A253	Applied Statistics for the Sciences	
Core Requirements		
MEDT A132	Introduction to Laboratory Medicine	3-
or MEDT A101 & MEDT A133	Phlebotomy and Specimen Processing~~Procedures~~ and Basic Techniques in Laboratory Medicine	6
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MEDT A203	Clinical Microbiology	6
MEDT A204	Hematology and Coagulation	6
MEDT A206	Immunology and Blood Banking	6
MEDT A208	Urine and Body Fluid Analysis	3
MEDT A250	Cultural Diversity in Health Care	1
MEDT A301	Clinical Molecular Biology	4
MEDT A302	Clinical Laboratory Education and Management	4
MEDT A303	Advanced Clinical Microbiology	6
MEDT A401	Introduction to Research	2
MEDT A495	Medical Laboratory Science Practicum	24
or MEDT A395 & MEDT A495	Medical Laboratory Technology Practicum and Medical Laboratory Science Practicum	

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A total of 120-131~~29~~ credits is required for the degree, of which 42 credits must be upper division.

Honors in Medical Laboratory Science

Students majoring in Medical Laboratory Science are eligible to graduate with departmental honors by satisfying the following requirements:

1. Meet the requirements for a BS in Medical Laboratory Science.
2. Earn a grade point average of 3.50 or higher in courses applicable to the degree requirements. Only UAA and transfer courses taken within the last seven years will be included in the GPA for departmental honors.
3. Obtain approval to enroll in the honors elective from the program director.

4. Pass the honors elective course, MEDT A402.

University Honors College Curriculum Proposal Summary

The University Honors College Task Force has developed a proposal for new UHC curriculum. The attached proposal does not address all curricular items housed in UHC, it is a proposal for how to transform the main honors program (The Honors Core Program). It leaves aside the two other curricular items in UHC, the 49Th State Fellows and the Complex Systems Program. The UHCTF thought it best to implement the main program in Fall 2015 while taking more time to decide on the future of the ancillary programs.

The proposal has several innovations. The primary change is splitting the honors curriculum into lower and upper division options. The second innovation is the designations of certain sections of a course as honors section. A separate memo is included which proposes this policy change.

Options in the University Honors Program

The tiered approach to honors offers many advantages over a four year program.

- University honors compatible with every undergraduate degree granting program on campus, including associates degrees.
- Makes explicit that honors has two different pedagogical functions, (a) to enhance basic college skills and content learning and (b) to promote more in depth exploration of the student's major through independent experiential learning.
- Splitting the program allows each option to pursue its unique set out of outcomes.
- Splitting the program allows for better assessment of outcomes.
- Increases opportunities for students as many are only interested in one of the two focal points of honors program.
- The inclusion of associates degree students in honors creates the opportunity for delivering honors to students at the community campuses through e-learning.
- The upper division honors option allows easy entry into honors for transfer students and students who have developed academic strength through the first half of their academic career.
- Each option individually and the two jointly achieve the National Collegiate Honors Council's standard of honors programs contributing at least 20% to a student's credit hours.
- The expanded offerings in the lower division option creates stronger cohorts, which are highly correlated with student success and retention.
- The lower division option prepares students for high impact learning in undergraduate research, community engagement, and interdisciplinary courses.
- The upper division option has expanded the ways to complete an honors capstone from the current program (community engagement capstone or

thesis capstone). This expansion makes the program compatible with every four year degree offered at UAA.

While the UHCTF is working on a comprehensive set of recommendations for the Provost, we have been given approval to submit the curriculum ahead of the full report.

Honors Sections

This is a new approach to delivering the honors curriculum at UAA. However, it is a nearly universal practice for honors programs to include a mixture of honors specific courses (such as HNRS A192) and honors sections of disciplinary courses (most often designated with an 'H', e.g. ENGL A111H). The precise mechanism for honors designated sections will be determined in collaboration with enrollment services. The goal is to have a designation that is easily recognizable in the scheduling process and visible on a student's transcript. We have been assured that there are mechanisms for doing this. It will take some time to determine which one works best for all interested parties (students taking the courses, departments building schedules, and enrollment services maintaining records).

Honors sections are not different courses. They are the same course, with the same CCG. According to the National Collegiate Honors Council, honors sections, while achieving the same learning outcomes, **may** differ in class size, reading and writing assignments, pedagogies, accelerated rate of learning/higher degree of mastery of outcomes.

In designating honors sections of courses, UHC does not take control over curriculum (which belongs to the department which offers the course) or pedagogy (which is determined by the CCG and the instructor). The aim is to work with units to recruit talented faculty who regularly employ innovative and engaging pedagogies to teach honors designated sections.

Within the honors program, the honors designated sections help achieve three outcomes, building the cohort, offering a more substantial program without new resources, and providing an accelerated path to mastery of SLO's. The Honors College has admission standards. We are fully aware that not every capable student applies to honors and not every honors student is able to continue down an accelerated learning path. The goal of the honors program is to systematically provide opportunities for capable students to develop more fully. We believe that honors sections of courses can play an important role in meeting this goal.

UHC Task Force
Curriculum Proposal Approved 1/28/15

University Honors Programs

Option A: Honors in the Liberal Arts

Students are required to take the following courses:

1. Honors designated section of ENGL A111 or ENGL A214
2. HNRS A192
3. Honors designated section of COMM A241
4. HNRS A292
5. Either URS A121 or CEL A292 or CPLX A200

Total Credits 15

Option B: University Scholar

Students are required to take the following courses (**3-6 credits**):

1. Either URS A121 or CEL A292 or CPLX A200 (this category automatically satisfied if completed for Honors in the Liberal Arts)
2. HNRS A490 or a disciplinary equivalent

And one of the following senior projects (**6 credits**):

1. HNRS A310 and HNRS A495 or CEL A395 (or disciplinary equivalent)

or

2. HNRS A499 or disciplinary equivalent (thesis course in major) (6 credits)

Total credits 9-12

For both:
Minimum GPA for good standing 3.0, Grade of B or higher required for all honors course requirements, GPA of 3.5 required to earn honors designation at graduation.

To: Faculty Senate
From: John Mouracade, Ph.D., Interim Dean, University Honors College
Date: February 10, 2015
RE: Honors Designated Sections

Background

In the accompanying curriculum proposal, The University Honors College includes "honors designated sections" of particular courses. UAA has had honors courses with the HNRS prefix, but never honors sections of courses. Honors sections of courses are the most common way to deliver honors curriculum and is the only way the honors program is delivered at UAF. We propose a change in policy to allow for "Honors Designated Sections" of particular courses.

Honors designated sections are not new courses. The course content should be appropriately based on the CCG. According to the National Collegiate Honors Council, honors sections, while achieving the same learning outcomes, may [but need not] differ in class size, reading and writing assignments, pedagogies, accelerated rate of learning, and a higher degree of mastery of outcomes. While NCHC claims that the sections may differ in any of these ways, we are neither proposing, requiring, nor suggesting that they will.

Policy Proposal

Honors designation of course sections will work as follows. Departments retain control of the curriculum for the courses being designated as honors. Colleges retain control of faculty workload and scheduling. Colleges offering the honors sections receive the tuition from those courses. The college offering the course retains full administrative control of the course just as it does for any other offerings. Colleges with honors designated sections will coordinate with UHC on scheduling, personnel, and enrollment management regarding offering and staffing honors designated sections. The coordination will happen between the deans or dean's designee.

Colleges can designate sections as honors only with UHC approval. The precise mechanism for designating honors sections will be determined in collaboration with enrollment services. The goal is to have a designation that is easily recognizable in the scheduling process and visible on a student's transcript. We have been assured that there are mechanisms for doing this. It will take some time to determine which one works best for all interested parties (students taking the courses, departments building schedules, and enrollment services maintaining records).

This proposal is not a proposal to affect the method of approval, content, or delivery of any university courses or programs. Courses will not pursue different outcomes, nor will students be held to different grading standards. It is an enrollment management tool for the purpose of cohort building.

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

1a. School or College HC Honors College	1b. Department

2. Complete Program Title/Prefix
University Honors Program

3. Type of Program

Choose one from the appropriate drop down menu: Undergraduate: or Graduate:
Other: specify type in box 2 CHOOSE ONE

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

4. Type of Action:

PROGRAM	**PREFIX**
☐ Add	☐ Add
☒ Change	☐ Change
☐ Delete	☐ Inactivate

5. Implementation Date (semester/year)
From: 08/2015 To: 09/9999

6a. Coordination with Affected Units Department, School, or College: CAS, English, JPC
Initiator Name (typed): Eric Murphy Initiator Signed Initials: _____ Date:_____

6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 2/13/2015

6c. Coordination with Library Liaison Date: 2/12/2015

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

☒ Cover Memo ☒ Catalog Copy in Word using the track changes function. *
*Copy the text directly from the program website of the online catalog and paste into a Word document.

8. Justification for Action

Program review in 2013 and program prioritization both indicated a need to transform the academic programs in the honors college. This change to the honors core program creates 2 options within the program. The first is 15 credit lower division course of study that is compatible with all associate and baccalaureate degrees. This option allows for honors to be offered to students in associates programs (including those at community campuses) for the first time. The second option is an upper division offering requiring 12 credits of study including a 6 hour capstone. Having an upper division honors option makes honors accesssible for transfer students and students whose skills and interest develop markedly in their academic career. The requirements are in keeping with the best practices prescribed by National Collegiate Honors Council, including class size, number of credit hours, and combination of courses offered through the Honors College and honors sections of disciplinary courses. This core program will expose students to high impact practices through interdisciplinary studies (CPLX 200), community engagement (CEL 292), and undergraduate research (URS 121).

Initiator (faculty only) Date Eric Murphy. Initiator (TYPE NAME)		☐ Approved ☐ Disapproved	Dean/Director of School/College Date
☐ Approved ☐ Disapproved	Department Chair Date	☐ Approved ☐ Disapproved	Undergraduate/Graduate Academic Board Chair Date
☐ Approved ☐ Disapproved	College/School Curriculum Committee Chair Date	☐ Approved ☐ Disapproved	Provost or Designee Date

UNIVERSITY HONRS COLLEGE

The mission of the University Honors College is to be a catalyst for scholarly excellence in undergraduate education. The college advances, coordinates and administers active learning and undergraduate research opportunities for students across the campus. Through its multidisciplinary academic and student support programs, the college serves as a locus for inquiry, discovery, leadership and engagement.

The college houses the Office of Undergraduate Research and Scholarship and three university honors programs: the University Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. Students enrolled in these programs are also enrolled in the disciplinary school or college in which they complete their degree programs. University Honors students may pursue any major or minor they wish at the university.

All Honors courses have an emphasis on critical thinking and analytical reading, taking on challenging activities through interdisciplinary projects, and preparing students for participating in independent research in their disciplines.

University Honors offers smaller classes with excellent faculty, guided individual and team-based research, personalized academic advising and mentoring, special leadership and internship opportunities, community involvement, and enhanced scholarship prospects. Honors courses will approach the course subject matter with more intensity and rigor than is demanded of typical courses. Students will also participate together in a range of honors activities that are designed to enhance intellectual and personal opportunities. Intensive advising by college faculty and staff is an important element of University Honors, and Honors students are required to meet regularly with advisors.

Academic Programs

There are various options that students can select within the University Honors College: the University Honors Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. The University Honors Program is split into two options: Option A, Honors in the Liberal Arts is a lower-division set of courses that satisfy University General Education requirements in Written Communication Skills, Oral Communication Skills, Humanities, Social and Natural Sciences. Option B, Honors Scholar, focuses on experiential and interdisciplinary learning, culminating in a senior capstone project. Students can chooses to take either option independently or both. Option A accommodates students in Associate programs while Option B accommodates transfer students and students whose interests develop during their academic career at UAA.

Students who complete the requirements of their disciplinary school or college and the program requirements of the University Honors College in good standing will graduate as Honors graduates. Students who complete these requirements with a GPA of 3.50 or above will earn the designation of Honors in the Liberal Arts (Option A) or University Honors Scholar (Option B) University Honors Scholar on their transcripts and diplomas.

The Natural and Complex Systems (NCS) Program includes additional courses that focus on scientific, research-based projects that integrate student work across the natural, physical, engineering,

mathematical and computer sciences. This option is open to honors students in all disciplines but is targeted particularly toward students in science-oriented degrees. Honors students may take courses in the NCS Program if they meet the course prerequisites.

The Forth-Ninth State Fellows Program includes additional curriculum in democratic institutions and leadership. Focusing on politics, history, and Alaska, it consists of selected courses, weekly tutorials and extracurricular activities. Spaces are limited in this intensive program and students typically apply prior to their freshman year to begin the program as they start their studies at UAA.

A limited number of students are admitted to the University Honors Program, the NCS Program and the Forty-Ninth State Fellows Program each year. All baccalaureate degree-seeking students who are motivated to pursue honors-level work are encouraged to apply.

In addition to the University Honors College, many departments at UAA offer departmental honors options. Students may complete both university and departmental honors requirements with dual designations upon graduation, and in some cases departmental honors courses may be substituted for one or more University Honors College requirements. Students pursuing departmental honors and non-honors students may enroll in some University Honors College courses with permission of the University Honors College and on a space-available basis.

Admission to the University Honors College

1. Admission to the University Honors College is limited to baccalaureate degree-seeking students. Admission is separate from and in addition to general UAA admission requirements.
2. Students must submit a completed University Honors College application, including supporting documents, to the University Honors College Office (RH 115). Supporting documents include
    a. high school transcripts and SAT or ACT scores for incoming freshmen,
    b. university transcripts and GPA for transfer students, and
    c. an essay on personal goals.
3. In general, students applying to the University Honors College from high school or transferring into the program with previous college-level work must have at least a 3.00 GPA, and show strong evidence of ability to reach and maintain a 3.50 GPA level at UAA within a reasonable time. However, the initial GPA entrance requirement should be interpreted as a general guideline, and not as an absolute criterion; all students who believe that they can succeed and benefit in an honors program are encouraged to apply.

The University Honors College offers two options within the University Honors Program: The Honors in the Liberal Arts option enables two-year-Degree-seeking students to earn University Honors. The University Honors Scholar option enables transfer students and UAA students who develop an interest in honors in the course of their baccalaureate degrees to earn University Honors. *Note:* Students can also elect to earn both Honors in the Liberal Arts and University Honors Scholar awards.

Honors Program Student Learning Outcomes

Option A: Honors in the Liberal Arts

The specific educational outcomes that support the program objectives are to produce Honors graduates who are able to demonstrate

- advanced critical and analytical skills.
- effective oral and written communication skills
- knowledge of social science research methods and their application across a variety of disciplines.
- Integration of knowledge and skills across a range of disciplines.

Option B: Honors Scholar

The specific educational outcomes that support the program objectives are to produce Honors graduates who are able to

- conceive and execute independent research or community engagement projects
- integrate multiple disciplines in the implementation of research and praxis

University Honors Scholar

Graduation Requirements

1. Students must meet all General University Requirements, General Education Requirements, school/college requirements, and major requirements as printed in the UAA Catalog.
2. Students must complete the following University Honors Core Curriculum requirements (16 credits) with a grade of B or higher.

A: Honors in the Liberal Arts Option *	
HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
An honors designated section of ENGL A111 or ENGL A24	3
An honors designated section of COMM A241	3
and one of the following courses:	
URS A121 Methods of Inquiry	3
CPLX A200 Introduction to Complexity	3
CEL A292 Introduction to Civic Engagement	3
Total Credits	**15**
*Each course in this option satisfies a GER.	
B: University Honors Scholar Option	
URS A121 Methods of Inquiry	3
CPLX A200 Introduction to Complexity	3
CEL A292 Introduction to Civic Engagement	3
and one of the following courses:	
URS A121 Methods of Inquiry	3
CPLX A200 Introduction to Complexity	3
CEL A292 Introduction to Civic Engagement 3	

and	
HNRS A490 Senior Honors Seminar or disciplinary equivalent 3	
and one of the following senior capstone projects (6 credits):	
A. HNRS A310 Community Service: Theory and Practice	3
and	
CEL A395 Civic Engagement Internship	3
or	
HNRS A495 Honors Internship 3	
B. HNRS A499 Honors Thesis or disciplinary equivalent	6
Total Credits	**12**

3. Students must have earned a cumulative grade point average of 3.50 or higher, as defined under Graduation with Honors.
4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college. - See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#naturalandcomplexsystemsncsprogramtext

Natural and Complex Systems (NCS) Program

The Natural and Complex Systems Program focuses on scientific, research-based projects that integrate student work across the natural, physical, engineering, mathematical and computer sciences. Students admitted to the NCS Program receive the designation "University Honors Scholar: Natural and Complex Systems" on their transcripts upon successful completion of the program requirements.

Admission to the NCS Program

The NCS Program is open to students in all disciplines who have been admitted to the University Honors College. Honors students may take courses in the NCS Program if they meet the course prerequisites. Students wanting to enroll in this program should contact the University Honors College office for permission to register.

Requirements to Graduate as a University Honors Scholar: Natural and Complex Systems

1. Students must meet all General University Requirements, General Education Requirements, school/college requirements, and major requirements as printed in the UAA catalog.

2. Students must complete the following University Honors program requirements and the NCS Program requirements with a grade of B or higher (18 credits):

Honors Foundation Courses		
HNRS A192	Honors Seminar: Enduring Books *	3
HNRS A292	Honors Seminar in Social Science *	3
HNRS A310	Community Service: Theory and Practice	3
NCS Program Courses		
BIOL/CPLX A200	Introduction to Complexity *	3
Honors Senior Project // Thesis Requirements		
HNRS A490	Senior Honors Seminar (special section designated for NCS Program) *	6
Total Credits		**18**

* *Indicates courses that satisfy GERs*

- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#naturalandcomplexsystemsncsprogramtext

3. Students must have earned a cumulative grade point average of 3.50 or higher, as defined under Graduation with Honors.

4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college.

Forty-Ninth State Fellows Program

Admission to this program is currently suspended. Contact the University Honors College for more information. - See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#fortyninthstatefellowsprogramtext

UNIVERSITY HONRS COLLEGE

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The college houses the Office of Undergraduate Research and Scholarship and three university honors programs: the University Honors Core Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. Students enrolled in these programs are also enrolled in the disciplinary school or college in which they complete their degree programs. University Honors students may pursue any major or minor they wish at the university~~, and foundation University Honors courses will satisfy General Education Requirements in humanities and social science~~.

All Honors courses have an emphasis on critical thinking and analytical reading, taking on challenging activities through interdisciplinary projects, and preparing students for participating in independent research in their disciplines.

~~Students who complete the requirements of their disciplinary school or college and the program requirements of the University Honors College in good standing will graduate as Honors graduates. Students who complete these requirements with a GPA of 3.50 or above will earn the designation of University Honors Scholar on their transcripts and diplomas.~~

University Honors offers smaller classes with excellent faculty, guided individual and team-based research, personalized academic advising and mentoring, special leadership and internship opportunities, community involvement, and enhanced scholarship prospects. Honors courses will approach the course subject matter with more intensity and rigor than is demanded of typical courses. Students will also participate together in a range of honors activities that are designed to enhance intellectual and personal opportunities. Intensive advising by college faculty and staff is an important element of University Honors, and Honors students are required to meet regularly with advisors.

Academic Programs

There are various options that students can select within the University Honors College: the University Honors ~~Core~~ Program, the Natural and Complex Systems Program, and the Forty-Ninth State Fellows Program. The University Honors ~~Core~~ Program is split into two options: Option A, Honors in the Liberal Arts is a lower-division set of courses that satisfy University General Education requirements in Written Communication Skills, Oral Communication Skills, Humanities, Social and Natural Sciences. Option B, Honors Scholar, focuses on experiential and interdisciplinary learning, culminating in a senior capstone project. Students can chooses to take either option independently or both. Option A accommodates students in Associate programs while Option B accommodates transfer students and students whose interests develop during their academic career at UAA. ~~requirements, taken by all Honors students, include courses in humanities, social sciences and community service. All Honors courses have an emphasis on critical thinking and analytical reading, taking on challenging activities through interdisciplinary projects, and preparing students for participating in independent research in their disciplines.~~

Students who complete the requirements of their disciplinary school or college and the program requirements of the University Honors College in good standing will graduate as Honors graduates. Students who complete these requirements with a GPA of 3.50 or above will earn the designation of Honors in the Liberal Arts (Option A) or University Honors Scholar (Option B) University Honors Scholar on their transcripts and diplomas.

The Natural and Complex Systems (NCS) Program includes additional courses that focus on scientific, research-based projects that integrate student work across the natural, physical, engineering, mathematical and computer sciences. This option is open to honors students in all disciplines but is targeted particularly toward students in science-oriented degrees. Honors students may take courses in the NCS Program if they meet the course prerequisites.

The Forth-Ninth State Fellows Program includes additional curriculum in democratic institutions and leadership. Focusing on politics, history, and Alaska, it consists of selected courses, weekly tutorials and extracurricular activities. Spaces are limited in this intensive program and students typically apply prior to their freshman year to begin the program as they start their studies at UAA.

A limited number of students are admitted to the University Honors ~~Core~~ Program, the NCS Program and the Forty-Ninth State Fellows Program each year. All baccalaureate degree-seeking students who are motivated to pursue honors-level work are encouraged to apply.

In addition to the University Honors College, many departments at UAA offer departmental honors options. Students may complete both university and departmental honors requirements with dual designations upon graduation, and in some cases departmental honors courses may be substituted for one or more University Honors College requirements. S~~In addition, s~~tudents pursuing departmental honors and non-honors students may enroll in some University Honors College courses with permission of the University Honors College and on a space-available basis.

Admission to the University Honors College

1. Admission to the University Honors College is limited to baccalaureate degree-seeking students. Admission is separate from and in addition to general UAA admission requirements.

2. Students must submit a completed University Honors College application, including supporting documents, to the University Honors College Office (RH 115). Supporting documents include
    a. high school transcripts and SAT or ACT scores for incoming freshmen,
    b. university transcripts and GPA for transfer students, and
    c. an essay on personal goals.~~,~~
    ~~d. and a completed reference form from two previous teachers (either high school or college).~~

    ~~Application packets may be obtained from the University Honors College office.~~

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3. In general, students applying to the University Honors College from high school or transferring into the program with previous college-level work must have at least a 3.00 GPA, and show strong

evidence of ability to reach and maintain a 3.50 GPA level at UAA within a reasonable time. However, the initial GPA entrance requirement should be interpreted as a general guideline, and not as an absolute criterion; all students who believe that they can succeed and benefit in an honors program are encouraged to apply.

~~Admission to the University Honors College will be determined by the Honors College Admission Committee. Admission is based on an overall evaluation of the student's probability of success in the college, and not on any single criterion or formula. The committee may ask the applicant for additional information and/or suggest an interview. Applicants will be ranked and are admitted on a space-available basis. In some cases the committee may initially grant conditional admission, which will be changed to formal admission if the student demonstrates ability to do honors work.~~

~~4.~~ The University Honors College offers two options within the University Honors Program: The Honors in the

~~5.~~ Liberal Arts option enables two-year-Degree-seeking students to earn University Honors. The University Honors Scholar option enables transfer students and UAA students who develop an interest in honors in the

~~6.~~ course of their baccalaureate degrees to earn University Honors. *Note:* Students can also elect to earn both

~~7.~~ Honors in the Liberal Arts and University Honors Scholar awards.

Honors Program Student Learning Outcomes

Option A: Honors in the Liberal Arts

The specific educational outcomes that support the program objectives are to produce Honors graduates who are able to demonstrate

- advanced critical and analytical skills.
- effective oral and written communication skills
- knowledge of social science research methods and their application across a variety of disciplines.
- Integration of knowledge and skills across a range of disciplines.

Option B: Honors Scholar

The specific educational outcomes that support the program objectives are to produce Honors graduates who are able to

- conceive and execute independent research or community engagement projects
- integrate multiple disciplines in the implementation of research and praxis

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University Honors Scholar

Graduation Requirements

1. Students must meet all General University Requirements, General Education Requirements, school/college requirements, and major requirements as printed in the UAA Catalog.
2. Students must complete the following University Honors Core Curriculum requirements (16 credits) with a grade of B or higher.

A: Honors in the Liberal Arts Option *	
HNRS A192 Honors Seminar: Enduring Books	3
HNRS A292 Honors Seminar in Social Science	3
An honors designated section of ENGL A111 or ENGL A24	3
An honors designated section of COMM A241	3
and one of the following courses:	
URS A121 Methods of Inquiry	3
CPLX A200 Introduction to Complexity	3
CEL A292 Introduction to Civic Engagement	3
Total Credits	**15**
*Each course in this option satisfies a GER.	
B: University Honors Scholar Option	
URS A121 Methods of Inquiry	3
CPLX A200 Introduction to Complexity	3
CEL A292 Introduction to Civic Engagement	3
and one of the following courses:	
URS A121 Methods of Inquiry	3
CPLX A200 Introduction to Complexity	3
CEL A292 Introduction to Civic Engagement 3	
and	
HNRS A490 Senior Honors Seminar or disciplinary equivalent 3	
and one of the following senior capstone projects (6 credits):	
A. HNRS A310 Community Service: Theory and Practice	3
and	
CEL A395 Civic Engagement Internship	3
or	
HNRS A495 Honors Internship 3	
B. HNRS A499 Honors Thesis or disciplinary equivalent	6
Total Credits	**12**

~~a grade of C or higher:~~

~~Honors Foundation Courses (Honors Core)~~

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HNRS A192	Honors Seminar: Enduring Books [1]	3
HNRS A292	Honors Seminar in Social Science [1]	3
HNRS A310	Community Service: Theory and Practice	3
Honors Senior Project/Thesis Requirements (Honors Core)		
HNRS A392	Honors Thesis Seminar	1
Select one of the following:		6
HNRS A490	Senior Honors Seminar (6 credits over two semesters) [1]	
A course proposed by the student and approved by the Honors College dean (3 credits minimum; may be an existing course or independent study) plus senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)		
An upper division course listed in the catalog as a specific departmental honors requirement (3 credits minimum) and Senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)		
Six credit thesis/project (either departmental thesis/project, and/or HNRS A499 Honors Thesis).		
Total Credits		16

[1]	Indicates courses that satisfy GERs

Total University Honors Program credits required (9 core + 7 upper division): 16

3. Students must have earned a cumulative grade point average of 3.50 or higher, as defined under Graduation with Honors.
4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college. - See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#naturalandcomplexsystemsncsprogramtext

Natural and Complex Systems (NCS) Program

The Natural and Complex Systems Program focuses on scientific, research-based projects that integrate student work across the natural, physical, engineering, mathematical and computer sciences. Students admitted to the NCS Program receive the designation "University Honors Scholar: Natural and Complex Systems" on their transcripts upon successful completion of the program requirements.

Admission to the NCS Program

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The NCS Program is open to students in all disciplines who have been admitted to the University Honors College. Honors students may take courses in the NCS Program if they meet the course prerequisites. Students wanting to enroll in this program should contact the University Honors College office for permission to register.

Requirements to Graduate as a University Honors Scholar: Natural and Complex Systems

1. Students must meet all General University Requirements, General Education Requirements, school/college requirements, and major requirements as printed in the UAA catalog.
2. Students must complete the following University Honors Core program requirements and the NCS Program requirements with a grade of BC or higher (18 credits):

Honors Foundation Courses		
HNRS A192	Honors Seminar: Enduring Books *	3
HNRS A292	Honors Seminar in Social Science *	3
HNRS A310	Community Service: Theory and Practice	3
NCS Program Courses		
BIOL/CPLX A200	Introduction to Complexity *	3
Honors Senior Project // Thesis Requirements		
HNRS A490	Senior Honors Seminar (special section designated for NCS Program) *	6
Total Credits		**18**

* *Indicates courses that satisfy GERs*

2. - See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#naturalandcomplexsystemsncsprogramtext

Honors Foundation Courses (Honors Core)

HNRS A192	Honors Seminar: Enduring Books *	3
HNRS A292	Honors Seminar in Social Science *	3
HNRS A310	Community Service: Theory and Practice	3

NCS Program Courses

BIOL/CPLX A200	Introduction to Complexity *	3

Honors Senior Project // Thesis Requirements (Honors Core)

HNRS A392	Honors Thesis Seminar	1
HNRS A490	Senior Honors Seminar (special section designated for NCS Program) *	6

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~~Total Credits~~ ~~19~~

3. Students must have earned a cumulative grade point average of 3.50 or higher, as defined under Graduation with Honors.

4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the college.

~~8.~~ **Forty-Ninth State Fellows Program**

~~9.~~ Admission to this program is currently suspended. Contact the University Honors College for more information. - See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#fortyninthstatefellowsprogramtext ~~- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#naturalandcomplexsystemsncsprogramtext- See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#text~~

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Purge List for the 2015-16 UAA Catalog, 1st Read

SUBJECT PREFIX	COURSE NUMBER	COURSE TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from the 2014-15 purge list?	COURSE IMPACTS	PROGRAM IMPACTS	NOTES
Scbcrse Subj Code	Scbcrse Crse Number	Scbcrse Title	Scbcrse College Code	Scbcrky Term Code Start	Ssbsect Term Code				
AGRI	A141	Home Greenhouse Gardening	KP	201001	201001				
AKNS	A102C	*Elem Alaska Native Lang II	AS	200903	N/A		Stacked with AKNS A109C	CAS BA Requirements; Minor, Alaska Native Studies; BA, Computer Science	**Retain** per Maria Williams; GER humanities, selected topics course
AKNS	A109B	Tlingit Orthography	AS	200903	N/A		Stacked with AKNS A102B	Minor, Alaska Native Studies	**Retain** per Maria Williams
AKNS	A109C	Alaska Native Lang Orthography	AS	200903	N/A		Stacked with AKNS A102C	Minor, Alaska Native Studies	**Retain** per Maria Williams; selected topics course
ANTH	A365	Modern Human Biol Diversity	AS	199702	200903			BA, Anthropology; BS, Anthropology; Minor, Anthropology; BS, Natural Sciences	
ANTH	A499	Senior Thesis in Anthropology	AS	200701	N/A	yes		BA, Anthropology; BS, Anthropology	
ANTH	A690	Special Topics in Anthropology	AS	200703	N/A	yes			Selected topics course
ART	A361	History of Graphic Design	AS	199702	N/A	yes		BA, Art; BFA, Art	**Retain** per Deborah Tharp
ATP	A432	Turbine Airplane Transition	CT	200803	200903				
BA	A491A	Student Managed Portfolio	CB	200903	N/A		Prerequisite of BA A491B	BBA, Finance	
BA	A491B	Institutional Money Management	CB	200903	N/A				
BA	A653	Multinational Financial Mgmt	CB	199702	200702	yes			
BA	A685	Adv Investment Management	CB	200903	200903		Prerequisite of BA A691		
BA	A691	Student Managed Investment	CB	200903	N/A				
BIOL	A412	Behavioral Endocrinology	AS	199702	199703				**Retain** per Khrys Duddleston
BIOL	A471	Immunology	AS	199702	200903		Crosslisted with CHEM A471	BA, Biological Sciences; BS, Biological Sciences; BS, Chemistry; BS, Natural Sciences	**Retain** per Khrys Duddleston
BIOL	A662	Advanced Virology	AS	200101	200803	yes	Stacked with BIOL A462		**Retain** per Khrys Duddleston
CED	A125	Yoga: Study and Practice	KP	200301	201001				
CED	A231	Grant Proposal Writing	CT	199702	200903				
CHEM	A471	Immunology	AS	199702	200903		Crosslisted with BIOL A471	BA, Biological Sciences; BS, Biological Sciences; BS, Chemistry; BS, Natural Sciences	**Retain** per Khrys Duddleston
CHEM	A650	Adv Environmental Chemistry	AS	199702	N/A	yes	Stacked with CHEM A450		
CIS	A365	Object-Oriented Programming	CB	200303	201001		Prerequisite of CIS A489	BBA, Management Information Systems; Minor, Computer Information Systems	**Retain** per Dave Fitzgerald
CIS	A690	Selected Topics in MIS	CB	200803	N/A	yes			Selected topics course
COMM	A305	Intercultural Communication	AS	199803	200603	yes		Minor, Communication; BS, Health Sciences	
DN	A490	Current Topics Diet & Nutri	CT	200803	N/A	yes		Minor, Nutrition	**Retain** per Tim Doebler; selected topics course
ECON	A640	Economics of Transportation	CB	199702	201001				**Retain** per Paul Johnson
ED	A180	Beginning Sign Language	EA	199702	201001		Prerequisite of ED A181		
ED	A181	Intermediate Sign Lang	EA	199702	201001				
EDAE	A698	Inquiry Project	EA	199702	201002				
EDAE	A699	Thesis	EA	199702	201001				

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Scbcrse Subj Code	Scbcrse Crse Number	Scbcrse Title	Scbcrse College Code	Scbcrky Term Code Start	Ssbsect Term Code				
EDEL	A429	Teach/Health Ed in Elem School	EA	200603	201001				
EDEL	A432	Phys Ed/Elem Classrm Teachers	EA	200603	200903				
EDET	A637	Design of e-Learning	EA	200902	201001		Prerequisite of EDET A640		
EDET	A640	e-Learning Project Development	EA	200902	201002				
EDFN	A631	Adv Educational Psych	EA	200601	200701	yes		MEd, Teaching & Learning	
EDRS	A668	Intro to Qualitative Research	EA	200902	N/A	yes			
EDSE	A676	Special Education Finance	EA	200803	200903		Prerequisite of EDSE A695D		
EE	A407	Power Distribution	EN	200503	N/A	yes		BS, Engineering; Minor, Electrical Engineering	
EE	A453	Introduction to Wi-Fi	EN	201001	N/A				
EE	A456	Fiber Optic Communications	EN	201001	N/A				
ENGL	A487	Standard Written English	AS	199702	200903		Prerequisite of LEGL A356 & PARL A456	BA, English; Minor, English; Undergrad Cert, Legal Nurse Consultant Paralegal; AAS, Paralegal Studies; BA, Legal Studies; Post-Bac Cert, Paralegal Studies	**Retain** per Dan Kline
ET	A160	DC Electrical Systems	CT	200103	201001		Corequisite of ET A161, prerequisite of ET A162 & ET A163		
ET	A161	DC Lab	CT	200103	201001		Corequisite of ET A160, prerequisite of ET A162 & ET A163		
ET	A162	AC Electrical Systems	CT	200103	201001		Corequisite of ET A163, prerequisite of ET A180		
ET	A163	AC Lab	CT	200103	201001		Corequisite of ET A162, prerequisite of ET A180		
ET	A166	Technical Calc & Applications	CT	200103	200903				
ET	A180	Semiconductor Devices	CT	200103	201002		Prerequisite of ET A182		
ET	A181	Digital Electronics	CT	200103	200903				
ET	A182	Applied Integrated Circuits	CT	200103	201002				
ET	A262	Transmit, Receive & Adv Comm	CT	200103	201002				
ET	A276	Independent Project	CT	200103	201001				
ET	A291	Selected Topics in ET	CT	200903	N/A				Selected topics course
FIRE	A216	Methods Instructn Fire & Emer	CH	200601	200903			AAS, Fire & Emergency Services Technology	**Retain** per Tim Benningfield
FREN	A310	Sel Top: Lit Trends & Tradtns	AS	199702	200903			BA, International Studies	**Retain** per Patricia Fagan; selected topics course
GUID	A101	Intro To Peer Advising	AS	199702	200601	yes			
HIST	A239	Black History II	AS	199702	200703	yes			**Retain** per Paul Dunscomb
HIST	A382	American Women's History	AS	199702	200701			Minor, Women's Studies	**Retain** per Paul Dunscomb
HIST	A690	Studies in History	AS	200502	200602	yes			**Retain** per Paul Dunscomb; selected topics course
HNRS	A209	Participatory Action Research	HC	200803	201001				**Retain** per Suzanne Forster
HNRS	A390	Special Topics Honors Seminar	HC	200903	201002				**Retain** per Suzanne Forster; selected topics course
HNRS	A490	*Senior Honors Seminar	HC	199703	200703	yes		University Honors Scholar Requirements; Natural & Complex Systems Program	**Retain** per Suzanne Forster; GER integrative capstone, selected topics course

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Scbcrse Subj Code	Scbcrse Crse Number	Scbcrse Title	Scbcrse College Code	Scbcrky Term Code Start	Ssbsect Term Code				
HUMS	A680	Adv Topics Develop: Childhood	CH	200903	N/A			Grad Cert, Advanced Human Services	
HUMS	A681	Adv Topics Develop:Adolescence	CH	200903	N/A			Grad Cert, Advanced Human Services	
INTL	A495	INTL Studies Internship	AS	200603	200901	yes			**Retain** per Dorn Van Dommelen
JPC	A314	Documentary Filmmakers	AS	200603	200903		Prerequisite of JPC A484	BA, Journalism & Public Communications	
JPC	A492	JPC Senior Seminar	AS	200603	N/A			BA, Journalism & Public Communications	
JUST	A640	Corrections Theory Research	CH	199803	200603	yes		MPA	**Retain** per Andre Rosay
KOR	A101	First Year Korean I	AS	199702	200903				**Purge** per Patricia Fagan
LS	A211	Library Research 21st Century	AS	200601	200701	yes			**Retain** per Page Brannon
NS	A441	Nrsg Honors II: Project Implem	CH	200403	200903			BS, Nursing Science	
NS	A624	Qualitative Nursing Research	CH	199702	200801	yes			
NS	A631	Women's Health & Obstetrics I	CH	200401	200403	yes	Prerequisite of NS A635	Grad Cert, Family Nurse Practitioner	
NS	A632	Focus on Pediatrics I	CH	200401	N/A	yes	Prerequisite of NS A636	Grad Cert, Family Nurse Practitioner	
NS	A635	Women's Health & Obstetrics II	CH	200401	200501	yes		Grad Cert, Family Nurse Practitioner	
NS	A636	Focus on Pediatrics II	CH	200403	N/A	yes		Grad Cert, Family Nurse Practitioner	
NS	A681	Analysis of Health Services	CH	199702	200903				
PEP	A103	SCUBA	CT	200603	200801				**Purge** per Sandra Carroll-Cobb
PEP	A161	Wilderness First Responder	CT	200603	201002		Prerequisite of PEP A466 & PEP A467B		**Purge** per Sandra Carroll-Cobb
PEP	A235	Coaching Swimming & Diving	CT	200603	N/A	yes		Minor, Coaching	**Retain** per Sandra Carroll-Cobb
PEP	A236	Coaching Skiing	CT	200603	N/A	yes		Minor, Coaching	**Retain** per Sandra Carroll-Cobb
PEP	A237	Coaching Figure Skating	CT	200603	N/A	yes		Minor, Coaching	**Retain** per Sandra Carroll-Cobb
PEP	A239	Coaching Baseball/Softball	CT	200603	N/A	yes		Minor, Coaching	**Retain** per Sandra Carroll-Cobb
PEP	A240	Coaching Football	CT	200603	N/A	yes		Minor, Coaching	**Retain** per Sandra Carroll-Cobb
PEP	A243	Coaching Hockey	CT	200603	N/A	yes		Minor, Coaching	**Retain** per Sandra Carroll-Cobb
PEP	A244	Coaching Volleyball	CT	200603	N/A	yes		Minor, Coaching	**Retain** per Sandra Carroll-Cobb
PEP	A466	Org Safety & Risk Management	CT	200603	201001				**Purge** per Sandra Carroll-Cobb
PER	A111	Country Line Style Workout	CT	200603	201001				**Purge** per Sandra Carroll-Cobb
PER	A188	Wellness for Women	CT	200603	200803	yes			**Retain** per Sandra Carroll-Cobb
PER	A287	Expedition Backpacking	CT	200603	N/A	yes		OEC, Outdoor Leadership	**Purge** per Sandra Carroll-Cobb
PHYS	A403	Quantum Mechanics	AS	200703	201001		Stacked with PHYS A603, prerequisite of CHEM A333L	BS, Natural Sciences	**Retain** per Katherine Rawlins
PHYS	A413	Statistical & Thermal Physics	AS	200703	200801		Stacked with PHYS A613, prerequisite of CHEM A333L	BS, Natural Sciences	**Retain** per Katherine Rawlins
PS	A344	State and Local Politics	AS	199702	200603			BA, Political Science	
PSY	A601	Integration Seminar	AS	200603	200903				
PSY	A602	Native Ways of Knowing	AS	200603	N/A	yes		PhD, Clinical-Community Psychology	
PSY	A603	Alaskan and Rural Psychology	AS	200603	N/A	yes		PhD, Clinical-Community Psychology	
PSY	A605	History and Systems	AS	200603	N/A	yes		PhD, Clinical-Community Psychology	

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Scbcrse Subj Code	Scbcrse Crse Number	Scbcrse Title	Scbcrse College Code	Scbcrky Term Code Start	Ssbsect Term Code				
PSY	A606	Native Ways of Healing	AS	200603	N/A	yes			
PSY	A616	Program Evaluation I	AS	200603	N/A	yes	Prerequisite of PSY A617	PhD, Clinical-Community Psychology	
PSY	A617	Program Evaluation II	AS	200603	N/A	yes		PhD, Clinical-Community Psychology	
PSY	A658	Qualitative Analysis	AS	200603	201001			PhD, Clinical-Community Psychology	
PSY	A671	Grant Writing	AS	200603	N/A	yes			
RUSS	A390B	Focused Topics in Russian	AS	200603	200901	yes			**Retain** per Patricia Fagan; selected topics course
SOC	A342	*Sexual/Marital/Family Life	AS	199702	201001			Minor, Women's Studies	GER social sciences
SOC	A405	Social Change	AS	199702	201001				
SWK	A667	Clinical Group Therapy	CH	200601	N/A	yes		Grad Cert, Clinical Social Work Practice	**Retain** per Elizabeth Sirles
THR	A480	Theatre Internship	AS	199702	200901	yes			

GER Purge List for the 2015-16 UAA Catalog, 1st Read

SUBJECT PREFIX	COURSE NUMBER	COURSE TITLE	COLLEGE CODE	COURSE EFFECTIVE	LAST TERM OFFERED	Carried over by request from the 2014-15 GER purge list?	COURSE IMPACTS	PROGRAM IMPACTS	NOTES
Scbcrse Subj Code	Scbcrse Crse Number	Scbcrse Title	Scbcrse College Code	Scbcrky Term Code Start	Ssbsect Term Code				
AKNS	A102C	*Elem Alaska Native Lang II	AS	200903	N/A	yes	Stacked with AKNS A109C	CAS BA Requirements; Minor, Alaska Native Studies; BA, Computer Science	**Retain** per Maria Williams; GER humanities, selected topics course
ENGL	A305	*National Literatures in Engl	AS	199903	201101	yes		CAS BA Requirements; BA, English; BA, International Studies; Minor, Canadian Studies; Minor, International North Pacific Studies; BA, Computer Science	**Retain** per Dan Kline; GER humanities, selected topics course
HNRS	A490	*Senior Honors Seminar	HC	199703	200703	yes		University Honors Scholar Requirements; Natural & Complex Systems Program	**Retain** per Suzanne Forster; GER integrative capstone, selected topics course
SOC	A342	*Sexual/Marital/Family Life	AS	199702	201001	yes		Minor, Women's Studies	GER social sciences