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

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

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

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

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK</td>
<td>A495A</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
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<tbody>
<tr>
<td>Social Work Practicum I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
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<tbody>
<tr>
<td>Academic</td>
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</tbody>
</table>

| 8. Type of Action: | | Delete |
|-------------------|-----------|

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

| 10. Grading Basis | | A-F |
|-------------------|-----------|

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

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

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

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

| 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 |

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

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

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
<th>16b. Co-requisite(s) (concurent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>SWK A429</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>16d. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the BSW program with concurrent enrollment in a BSW practice course.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update CCG for compliance with revised accreditation requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathi Trawver</td>
<td>__________________________</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Approval Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>initiator (faculty only)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Board Chair</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
</tr>
</thead>
</table>

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**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.

---

Initiator (TYPE NAME) (for reference only)

- Approved
- Disapproved

Dean/Director of School/College

- Approved
- Disapproved

Undergraduate/Graduate Academic

- Approved
- Disapproved

Board Chair

- Approved
- Disapproved

Provost or Designee

- Approved
- Disapproved

Department Chair

- Approved
- Disapproved

College/School Curriculum Committee Chair

- Approved
- Disapproved
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:

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

1 Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>Competency Numbers</th>
<th>Competency Name</th>
<th>Student-Generated Tasks and Indicators</th>
<th>End-of-Semester Self-Assessment</th>
<th>End-of-Semester Field Instructor Evaluation</th>
<th>Integration Reflection Assignments</th>
<th>Portfolio</th>
<th>Practice Behavior Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>495B.5 (4a-c)</td>
<td>Generalist Competency 4: Engage in practice-informed research and research-informed practice.</td>
<td>Student-generated tasks and indicators in learning contract</td>
<td>End-of-semester self-assessment</td>
<td>End-of-semester field instructor evaluation</td>
<td>Integration reflection assignments</td>
<td>Portfolio</td>
<td>Practice behavior rubric</td>
</tr>
<tr>
<td>495B.6 (5a-b)</td>
<td>Generalist Competency 5: Engage in policy practice.</td>
<td>Student-generated tasks and indicators in learning contract</td>
<td>End-of-semester self-assessment</td>
<td>End-of-semester field instructor evaluation</td>
<td>Integration reflection assignments</td>
<td>Portfolio</td>
<td>Practice behavior rubric</td>
</tr>
<tr>
<td>495B.7 (6a-b)</td>
<td>Generalist Competency 6. Engage with individuals, families, groups, organizations, and communities.</td>
<td>Student-generated tasks and indicators in learning contract</td>
<td>End-of-semester self-assessment</td>
<td>End-of-semester field instructor evaluation</td>
<td>Integration reflection assignments</td>
<td>Portfolio</td>
<td>Practice behavior rubric</td>
</tr>
<tr>
<td>495B.8 (7a-d)</td>
<td>Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.</td>
<td>Student-generated tasks and indicators in learning contract</td>
<td>End-of-semester self-assessment</td>
<td>End-of-semester field instructor evaluation</td>
<td>Integration reflection assignments</td>
<td>Portfolio</td>
<td>Practice behavior rubric</td>
</tr>
<tr>
<td>495B.9 (8a-e)</td>
<td>Generalist Competency 8: Intervene with individuals, families, groups, organizations, and communities.</td>
<td>Student-generated tasks and indicators in learning contract</td>
<td>End-of-semester self-assessment</td>
<td>End-of-semester field instructor evaluation</td>
<td>Integration reflection assignments</td>
<td>Portfolio</td>
<td>Practice behavior rubric</td>
</tr>
<tr>
<td>495B.10 (9a-c)</td>
<td>Generalist Competency 9: Evaluate practice with individuals,</td>
<td>Student-generated tasks and indicators in learning contract</td>
<td>End-of-semester self-assessment</td>
<td>End-of-semester field instructor evaluation</td>
<td>Integration reflection assignments</td>
<td>Portfolio</td>
<td>Practice behavior rubric</td>
</tr>
</tbody>
</table>
IV. Course Level Justification
This is the first of two practicum courses for seniors who have been fully admitted into the social work major and practicum sequence. The practicum coursework offers the opportunity to critically analyze and apply competencies and practice behaviors learned in all previous prerequisite and social work classes to real world practice.

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

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

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

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

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

I. Generalist Competency 8: Intervention with individuals, families, groups, organizations, and communities
   1. Implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
   2. Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
   3. Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes
   4. Negotiating, mediating, and advocating with and on behalf of clients and constituencies
5. Facilitating effective transitions and endings that advance mutually agreed-on goals
J. Generalist Competency 9: Evaluating practice with individuals, families, groups, organizations, and communities
   1. Selecting and using appropriate methods for evaluation of outcomes
   2. Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
   3. Applying evaluation findings to improve practice effectiveness at the micro and macro levels

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

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

VII. Required Text

VIII. Bibliography


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

1a. School or College
   CH College of Health

1b. Division
   ASWK Division of Social Work

1c. Department
   BSWK

2. Course Prefix
   SWK

3. Course Number
   A495B

4. Previous Course Prefix & Number
   N/A

5a. Credits/CEUs
   3.0

5b. Contact Hours
   (Lecture + Lab)
   (3+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
   ☒ Change
   ☐ Delete

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

9. Repeat Status No
   # of Repeats
   Max Credits

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

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

12. ☐ Cross Listed with
    ☐ Stacked with

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

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

   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:________________

   Initiator Email: (uaa-faculty@lists.uaa.alaska.edu)
   Date: 11/19/14

13b. Coordination Email
    Date: 11/19/14
    submitted to Faculty Listserv:

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)
Kathi Trawver
Initiator (TYPE NAME)

Approved
Disapproved
Date
Dean/Director of School/College
Date

Approved
Disapproved
Date
Undergraduate/Graduate Academic
Board Chair
Date

Approved
Disapproved
Date
Provost or Designee

Approved
Disapproved
Date
Department Chair

Approved
Disapproved
Date
College/School Curriculum Committee Chair

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:

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

1 Notations in parentheses indicate educational policy competencies and practice behavior addressed in the accreditation standards for social work education.
<table>
<thead>
<tr>
<th>495B.4 (3a-b) Generalist Competency 3: Advance human rights and social, economic, and environmental justice.</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>495B.6 (5a-b) Generalist Competency 5: Engage in policy practice.</td>
<td>Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric</td>
</tr>
<tr>
<td>495B.7 (6a-b) Generalist Competency 6. Engage with individuals, families, groups, organizations, and communities.</td>
<td>Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric</td>
</tr>
<tr>
<td>495B.8 (7a-d) Generalist Competency 7: Assess individuals, families, groups, organizations, and communities.</td>
<td>Student-generated tasks and indicators in Learning Contract End-of-semester self-assessment End-of-semester field instructor evaluation Integration reflection assignments Portfolio Practice behavior rubric</td>
</tr>
</tbody>
</table>
### 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


IX. Bibliography


MEMO

To: Curriculum Reviewers

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

Re: Curriculum revisions for the Bachelor of Social Work Program

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

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

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

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

A great deal of work has gone into preparing this curriculum package. We respectfully submit them for your review and appreciate the work that you’re doing on our behalf. Thank you.
### 1a. School or College
- CH College of Health

### 1b. Department
- SWK

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

### 3. Type of Program
- Undergraduate: Bachelor of Social Work
- Graduate: CHOOSE ONE

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

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

- PREFIX
  - ☐ Add
  - ☑ Change
  - ☐ Inactivate

### 5. Implementation Date (semester/year)
- From: Fall 2015 to: Fall 9999

### 6a. Coordination with Affected Units
- Department, School, or College: UAA COH School of Social Work
  - Initiator Name (typed): Kathi Trawver
  - Initiator Signed Initials: ______ Date: ______

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

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

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

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

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathi Trawver</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td></td>
<td>Board Chair</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/School Curriculum Committee Chair</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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 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
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.
Program Student Learning Outcomes

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

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

Bachelor of Social Work

The educational purpose of the Bachelor of Social Work (BSW) program at the University of Alaska Anchorage is to prepare graduates for beginning professional social work practice. Preparation for professional practice builds on a broad-based liberal arts education accomplished through completion of General Education and major degree requirements.

Social work is a profession committed to assisting individuals, families, groups, organizations, communities, and society as a whole in the improvement of the quality of life through the amelioration of social problems, equitable distribution of social resources, and client empowerment. Within an overall emphasis on consumer-centered planned change, the Bachelor of Social Work degree program at University of Alaska Anchorage is guided by the following principles:

- Social work practice is based on selective use of knowledge in planned efforts with human systems and social problems.
- Social work practice recognizes human diversity as a strength.
- Social work practice is based on professional values and ethics.
- Social work practice is based on professional relationships.
- Social work practice is based on reciprocal role performance.
- Social work practice is based on a strengths perspective.

Social work education engages the student in carefully planned experiences to achieve the knowledge, skills, and values necessary for beginning professional practice. These experiences take place in the classroom, laboratory, volunteer experience, small seminars, and selected field work practicum placements. The practicum placement is an essential component for completion of the professional degree for the BSW.

The BSW degree program is accredited by the Council on Social Work Education (CSWE). BSW program admission and curriculum requirements are consistent with bachelor level social
work licensing requirements for the state of Alaska. The BSW program does not grant Social Work course credit for life experience or previous work experience.

The mission of the UAA BSW program is to prepare generalist social workers who intentionally employ planned-change and evidence-based practice processes to promote social, economic, and environmental justice and enhance the well-being of Alaska’s diverse individuals, families, groups, communities, and organizations.

Alaska’s unique and rich multicultural populations, geographic remoteness and frontier status allow the real potential for skilled social work professionals to make a profound impact on social, economic, and environmental injustice in our state.

Admission Requirements

Satisfy the Application and Admission Requirements for Baccalaureate Programs.

When students declare Social Work as their major they are assigned to the current catalog year. Declaration of Social Work as a major (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 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 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 be eligible for full admission to the Social Work program, students must have completed the following prior to entering practicum:

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.

General Education Requirements for Baccalaureate Degrees.

33. 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):

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

Total Credits 28

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 Admissions statement;
3. Social Work faculty advisor’s approval to apply; and The A-Student Practicum Interest sheet; and The A-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 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. 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):
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.

<table>
<thead>
<tr>
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<th>Credits</th>
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</tr>
<tr>
<td>SWK A330</td>
<td>Social Work Practice with Individuals</td>
<td>4</td>
</tr>
<tr>
<td>SWK A430</td>
<td>Social Work Practice with Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK A342</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A424</td>
<td>Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SWK A481</td>
<td>Case Management in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A482</td>
<td>Writing for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>

**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**

---

**Course Content Currency Requirement**

All upper division SWK courses must be completed within seven (7) years prior to graduation.
### Additional Required Liberal Arts Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH A200</td>
<td>Natives of Alaska</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH A202</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>BA A151</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>or ECON A201</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>or ECON A202</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>BIOL A102</td>
<td>*Introductory Biology</td>
<td>3–6</td>
</tr>
<tr>
<td>or BIOL 108</td>
<td>*Principles and Methods in Biology</td>
<td></td>
</tr>
<tr>
<td>or BIOL A111</td>
<td>*Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>or BIOL A112</td>
<td>*Human Anatomy and Physiology II</td>
<td></td>
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<tr>
<td>or BIOL 108</td>
<td>*Principles and Methods in Biology</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A120</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL A101</td>
<td>Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td>or PHIL A201</td>
<td>Introduction to Philosophy</td>
<td></td>
</tr>
<tr>
<td>or PHIL A301</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>or PHIL A421</td>
<td>Philosophy of the Sciences</td>
<td></td>
</tr>
<tr>
<td>PSY A150</td>
<td>*Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC A101</td>
<td>*Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

*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]):

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
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<td>SWK A331</td>
<td>Social Work Practice with Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWK A342</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK A406</td>
<td>Social Welfare: Policies and Issues</td>
<td>3</td>
</tr>
<tr>
<td>SWK A424</td>
<td>Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SWK A429</td>
<td>Trauma and Crisis Intervention in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A430</td>
<td>Social Work Practice with Groups and Families</td>
<td>3</td>
</tr>
<tr>
<td>SWK A481</td>
<td>Case Management in Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A482</td>
<td>Writing for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK A495A</td>
<td>Social Work Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWK A495B</td>
<td>Social Work Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper division Social Work electives 9

Upper division Social Work electives 9

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

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

Honors in Social Work
The Bachelor of Social Work program recognizes exceptional performance by conferring departmental honors in Social Work. In order to receive Honors in Social Work, a student must meet the following requirements:

1. Submit an intent to graduate with honors application to the BSW Program Coordinator during the Spring of the Junior year.
2. Complete all requirements for the BSW degree. A minimum of 30 credits applicable to the BSW degree must be completed at UAA.
3. Have a GPA of 3.75 or higher in upper division (300- and 400-level) Social Work courses.
4. Completion of:
   - SWK A498 Advanced Community-Based Research 3

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

Successful completion of departmental honors in Social Work in the UAA BSW program earns the right to waive a regular review of an admission packet to the foundation curriculum of the UAA Master of Social Work program. Students are responsible for completing a UAA Graduate Application for Admission and a program application for admission to the MSW program. The application packet should be submitted to the MSW Admissions Committee by the application deadline, with request to waive the regular review process. Admission to the full program will be granted if the applicant meets all of the requirements for departmental honors. Students interested in waiving the foundation curriculum must apply for advanced standing with a full review.
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>AAVI Division of Aviation</td>
<td>ATC</td>
</tr>
</tbody>
</table>

### 2. Course Prefix
- ATC

### 3. Course Number
- A 147

### 4. Previous Course Prefix & Number
- ATC

### 5a. Credits/CEUs
- 3.0 credits

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

### 6. Complete Course Title
- Pilot Controller Techniques

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

### 7. Type of Course
- Academic

### 8. Type of Action:
- Add

### 9. Repeat Status No
- # of Repeats: 0

### 10. Grading Basis
- A-F

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

### 12. Cross Listed with
- 

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

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

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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](mailto:uaa-faculty@lists.uaa.alaska.edu)

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

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

### 15. Course Description (suggested length 20 to 50 words)
- 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)
- None

### 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)**

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Initiator Signed Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon LaRue</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Approved**

**Disapproved**

**Dean/Director of School/College**

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

**Department Chair**

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

**Undergraduate/Graduate Academic Board Chair**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
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**Provost or Designee**

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

**College/School Curriculum Committee Chair**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
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:

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


X. Bibliography:


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

1a. School or College  
**CT CTC**

1b. Division  
AAVI Division of Aviation

1c. Department  
ATP

2. Course Prefix  
ATP

3. Course Number  
A 251

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3.0 credits

5b. Contact Hours  
(Lecture + Lab) (3+00)

6. Complete Course Title  
Flight Dispatcher Overview  
Abbreviated Title for Transcript (30 character)

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

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

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

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

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

12. ☐ Cross Listed with  
☐ Stacked with

13a. Impacted Courses or Programs:  
List any programs or college requirements that require this course.  
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<tbody>
<tr>
<td>1. AAS Air Traffic Control</td>
<td>9/1/14</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>2. AAS Professional Piloting</td>
<td>9/1/14</td>
<td>Rocky Capozzi</td>
</tr>
<tr>
<td>3. BSAT Aviation Technology</td>
<td>9/1/14</td>
<td>Rocky Capozzi</td>
</tr>
</tbody>
</table>

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

13b. Coordination Email  
Date: 11/19/2014  
Submitted to Faculty Listserv: (uafaculty@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 meteorology, 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)  
Sharon LaRue  
Initiator Signed Initials:  
Date:

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

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

☑ Approved  ☐ Disapproved  
Provost or Designee  
Date:

☑ Approved  ☐ Disapproved  
Department Chair  
Date:

☑ Approved  ☐ Disapproved  
College/School Curriculum Committee Chair  
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:


VIII. Bibliography:

IX. Instructional Goals:

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

X. Student Outcomes and Assessment Procedures:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course, students will be able to perform the</td>
<td></td>
</tr>
<tr>
<td>following:</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of the federal air regulations regarding various operations.</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of jet transport systems, including limitations and</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>operating characteristics</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of how forecasted weather affects flight planning and</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>economics.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of dispatcher environment, including workload, relationships and company operations.</td>
<td>Written and oral exams</td>
</tr>
</tbody>
</table>
1. School or College
   CT CTC  
2. Course Prefix
   ATP  
3. Course Number
   A 351  
4. Previous Course Prefix & Number
   N/A  
5a. Credits/CEUs
   3.0 credits
5b. Contact Hours
   (Lecture + Lab) (3+00)
6. Complete Course Title
   Flight Dispatcher Operations
7. Type of Course
   ☑ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development
8. Type of Action:
   ☑ Add  ☐ Change  ☐ Delete
9. Repeat Status No
   # of Repeats 0  Max Credits 3
10. Grading Basis
    ☑ A-F  ☐ P/NP  ☐ NG
11. Implementation Date
    From: Fall/2015  To: /9999
12. Cross Listed with
    ☐  Stacked with

13a. Impacted Courses or Programs:

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

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

Initiator (TYPE NAME)
    Date

Approved  Disapproved  Date

Approved  Undergraduate/Graduate Academic  Date

Approved  Board Chair  Date

Approved  Provost or Designee  Date
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 recommendations

8.0 Practical Dispatch Applications
8.1 Human factors
8.2 Applied Dispatching

VII. Suggested Texts:


VIII. Bibliography:

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:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of various stages of flight and air traffic control</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate application of flight planning, including weight and balance and flight limitations</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of how weather affects flight planning</td>
<td>Written and oral exams</td>
</tr>
<tr>
<td>Demonstrate knowledge of economics of flight, including aircraft performance</td>
<td>Written and oral exams</td>
</tr>
</tbody>
</table>
Facility Operation and Administration

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.

Course Description

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)

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.
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.

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

VIII. Suggested Text:

X. Bibliography:


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT CTC</td>
<td>ADTP Division of Transportation</td>
<td>ADT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>ADT</td>
<td>A102</td>
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<td>3 credits</td>
<td>(2+2)</td>
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</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Automotive Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
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</table>

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

*If a change, mark appropriate boxes:*

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

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
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<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ A-F</td>
</tr>
<tr>
<td>☒ P/NP</td>
</tr>
<tr>
<td>☐ NG</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Automotive Technology UAA</td>
<td>01/1/15</td>
<td>Kelly Smith</td>
<td></td>
</tr>
<tr>
<td>2. Automotive Technology UAF</td>
<td>01/1/15</td>
<td>Shawn Conel</td>
<td></td>
</tr>
<tr>
<td>3. Automotive Technology UAS</td>
<td>01/1/15</td>
<td>Tom Dolan</td>
<td></td>
</tr>
</tbody>
</table>

*Initiator Name (typed): Darrin Marshall Initiator Signed Initials: _________  Date:________________|

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 1/14/15</th>
</tr>
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<tbody>
<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
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</table>

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 1/15/15</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>☐ Written Communication</td>
</tr>
<tr>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td>☐ Humanities</td>
</tr>
<tr>
<td>☐ Fine Arts</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
</tr>
<tr>
<td>☐ Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides career information about the automotive industry. Covers shop safety, hand tools, fasteners, fittings, and an introduction to the major automotive systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
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<tbody>
<tr>
<td>☐ College</td>
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<td>☐ Major</td>
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<td>☐ Class</td>
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<td>☐ Level</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating course to match current industry standards as well as NATEF (National Automotive Technicians Education Foundation) standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darrin Marshall</td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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**Initiator (faculty only) only**

<table>
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**Initiator (TYPE NAME)**

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**Course Action Request**

**University of Alaska Anchorage**

Proposal to Initiate, Add, Change, or Delete a Course
COURSE CONTENT GUIDE
University of Alaska Anchorage
Community & Technical College

Department: ADT
Course Number: ADT A102
Course Title: Introduction to Automotive Technology

Date: January 26, 2015
Credits: 3 (2+2)

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)

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.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the course the students will:</td>
<td>This outcome will be assessed by one or more of the following:</td>
</tr>
<tr>
<td>Practice proper shop safety.</td>
<td>Written assignments, oral discussion, performance tests</td>
</tr>
<tr>
<td>Demonstrate proper use of basic hand tools and fasteners used in servicing</td>
<td>Written assignments, oral discussion, performance tests</td>
</tr>
<tr>
<td>automobiles.</td>
<td></td>
</tr>
<tr>
<td>Investigate career fields in the automotive industry.</td>
<td>Written assignments, oral discussion, performance tests</td>
</tr>
<tr>
<td>Demonstrate proficiency in the performance of inspection and maintenance of</td>
<td>Written assignments, oral discussion, performance tests</td>
</tr>
<tr>
<td>automotive lubrication systems, cooling systems, drive-train components,</td>
<td></td>
</tr>
<tr>
<td>suspension components, and brake systems.</td>
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Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College  
CB CBPP

1b. Division  
ADBP Division of Business Programs

1c. Department  
BA

2. Course Prefix  
BA

3. Course Number  
A231

4. Previous Course Prefix & Number  
N/A

5a. Credits/CEUs  
3

5b. Contact Hours  
(Lecture + Lab) (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  ☐ Change  ☐ Delete

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Title
- ☐ Grading Basis
- ☐ Course Description
- ☐ Test Score Prerequisites
- ☐ Automatic Restrictions
- ☐ Class
- ☐ Level
- ☐ College
- ☐ 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: 9/999

12. Cross Listed  
☐ with  
Stacked  
with

Cross-Listed Coordination Signature

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

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

**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
- ☐ 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)  
Jeri Rubin  
Initiator (TYPE NAME)

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

☐ Approved  
Date  
☐ Disapproved  
Undergraduate/Graduate Academic  
Date

☐ Approved  
Date  
☐ Disapproved  
Board Chair  
Date

☑ Approved  
Date  
☐ Disapproved  
Provost or Designee  
Date
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**

VII. **Bibliography**


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**

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<th>1b. Division</th>
<th>1c. Department</th>
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<td>Geography and Environmental Studies</td>
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<td>Fred Rainey</td>
<td></td>
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<tr>
<td>2. BA, Elementary Education</td>
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<td>21 Nov 14</td>
<td>Mark Robinson</td>
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<th>Initiator Signed Initials:</th>
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<td>__________________________</td>
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<th>13c. Coordination with Library Liaison</th>
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<th>Written Communication</th>
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<td>Social Sciences</td>
<td>Natural Sciences</td>
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<th>15. Course Description (suggested length 20 to 50 words)</th>
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<tr>
<td>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.</td>
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<th>17. Mark if course has fees</th>
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<th>19. Justification for Action</th>
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<tr>
<td>GES department is aligning student learning outcomes for required courses with revised Environment &amp; Society program learning outcomes</td>
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70
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<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
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Initiator (TYPE NAME)

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<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
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<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
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71
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:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 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

VII. Bibliography


### Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<table>
<thead>
<tr>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>ENVI</td>
<td>A211L</td>
<td></td>
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<td>(3+0)</td>
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<table>
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<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Environmental Science: Systems and Processes Laboratory</td>
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<tr>
<td>Environmental Science Lab</td>
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<td>Abbreviated Title for Transcript (30 character)</td>
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<th>7. Type of Course</th>
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<td>☐ Preparatory/Development</td>
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<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
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<tr>
<td>☐ Professional Development</td>
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| 8. Type of Action: | ☐ Add | ☒ Change | ☐ Delete |

If a change, mark appropriate boxes:

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

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<tr>
<td>☐ P/NP</td>
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<tr>
<td>semester/year</td>
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Cross-Listed Coordination Signature:

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<th>13a. Impacted Courses or Programs:</th>
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<td>List any programs or college requirements that require this course.</td>
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Initiator Name (typed): **Audrey Taylor**  
Initiator Signed Initials: _________  
Date: __________________

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| 13c. Coordination with Library Liaison | Date: 21 Nov 14 |

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<td>☐ Written Communication</td>
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<td>☐ Integrative Capstone</td>
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<td>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.</td>
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<td>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)</td>
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<td>☐ Class</td>
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<td>☐ Level</td>
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| 18. Mark if course is a selected topic course |

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<td>Initiator (faculty only)</td>
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<tr>
<td>Audrey Taylor</td>
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</table>
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:

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

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
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


### Course Action Request

**University of Alaska Anchorage**

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

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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>ENVI</td>
<td>A212</td>
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<td>(3+0)</td>
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</table>

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
- [X] Change
- [ ] Delete

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [X] Title
- [ ] Contact Hours
- [X] Repeat Status
- [ ] Grading Basis
- [X] Course Description
- [X] Course Prerequisites
- [X] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Automatic Restrictions
- [ ] Registration Restrictions
- [ ] General Education Requirement
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other CCG (please specify)

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

10. **Grading Basis**

- [X] 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](http://www.uaa.alaska.edu/governance).

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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
- [X] 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)

Initiator (TYPE NAME)

[ ] Approved

Disapproved

Dean/Director of School/College Date

[ ] Approved

Disapproved

Undergraduate/Graduate Academic Board Chair Date

[ ] Approved

Disapproved

Provost or Designee Date

[ ] Approved

Disapproved

Department Chair Date

[ ] Approved

Disapproved

College/School Curriculum Committee Chair 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:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 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

- Diamond. 2005 *Collapse: How Societies Choose to Fail or Succeed*. (Viking)

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


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

1a. School or College
    AS CAS

1b. Division
    ASSC Division of Social Science

1c. Department
    GES

2. Course Prefix
    ENVI

3. Course Number
    A498

4. Previous Course Prefix & Number

5a. Credits/CEUs
    2-6

5b. Contact Hours
    (Lecture + Lab) (1+3-15)

6. Complete Course Title
   Directed Research

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

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

If a change, mark appropriate boxes:

- Prefix  Title  Course Number  Credits  Contact Hours  Repeat Status  Grading Basis
- Grading Basis  Course Description  Course Prerequisites  Co-requisites  Cross-Listed/Stacked  Registration Restrictions
- Test Score Prerequisites  Automatic Restrictions  Class  Level  College  Major  Other

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

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

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

12. ☐ Cross Listed with
    ☐ Stacked with

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

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

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

<table>
<thead>
<tr>
<th>Initiator Name (typed)</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorn Van Dommelen</td>
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<tr>
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<tbody>
<tr>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
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</table>

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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>

85
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an ability to engage in, analyze, and communicate results of scientific inquiry</td>
<td>Research paper</td>
</tr>
<tr>
<td>Demonstrate an application of scientific skills and knowledge to address problem-oriented questions through authentic research</td>
<td>Research paper</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>GES</td>
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</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVI</td>
<td>A499</td>
<td></td>
<td>3</td>
<td>(0+9)</td>
</tr>
</tbody>
</table>

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  
☐ Change  
☐ Delete

If a change, mark appropriate boxes:

- ☐ Prefix
- ☐ Credits
- ☐ Grade Basis
- ☐ Title
- ☐ Contact Hours
- ☐ Repeat Status
- ☐ Cross-Listed/Stacked
- ☐ Course Prerequisites
- ☐ Co-requisites
- ☐ Registration Restrictions
- ☐ General Education Requirement

9. Repeat Status:  
☐ Yes  
☐ No

# 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.

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

Initiator Name (typed):  
Dorn Van Dommelen

Initiator Signed Initials:  
Initiator Signed Initials:  
Date:  
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)  
Dorn Van Dommelen

Initiator (TYPE NAME)  
Dorn Van Dommelen

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date

Approved  
Disapproved  
Board Chair  
Date

Approved  
Disapproved  
Provost or Designee  
Date
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:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an ability to engage in, analyze, and communicate results of scientific inquiry</td>
<td>Senior thesis</td>
</tr>
<tr>
<td>Demonstrate an application of scientific skills and knowledge to address problem-oriented questions through authentic research experience</td>
<td>Senior thesis</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>1a. School or College</th>
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<tbody>
<tr>
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<td>AHLS Division of Health Safety</td>
<td>Medical Lab Science</td>
</tr>
</tbody>
</table>

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

### 6. Complete Course Title

**Specimen Collection for Non-laboratory Personnel**

**Specimen Collection**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

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

### 8. Type of Action:

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

If a change, mark appropriate boxes:

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Automatic Restrictions
- [ ] Other

### 9. Repeat Status & # of Repeats

- [ ] No
- [ ] # of Repeats
- [ ] Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- From: Summer/2015
- To: 9/999

### 12. Cross Listed

- [ ] with
  - Stacked with

### 13a. Impacted Courses or Programs:

List any programs or college requirements that require this course.

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

<table>
<thead>
<tr>
<th>Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1. Medical Assisting</td>
<td>01/23/15</td>
<td>Robin Wahto</td>
</tr>
<tr>
<td>2. School of Nursing</td>
<td>01/23/15</td>
<td>Dorthy Kinley</td>
</tr>
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</table>

### 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)

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

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

Departmental Approval

### 17. Mark if course has fees

- [X] YES

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

- [ ] YES

### 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.

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

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<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tbody>
<tr>
<td>Heidi Mannion</td>
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<th>Provost or Designee</th>
<th>Date</th>
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<tr>
<td>College/School Curriculum Committee Chair</td>
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<td>Disapproved</td>
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</tbody>
</table>
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

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

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:

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

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<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
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<td>A101</td>
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<td>5</td>
<td>(2+6)</td>
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</tbody>
</table>

**6. Complete Course Title**  
Phlebotomy and Specimen Processing  
Phlebotomy/Specimen Processing

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

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

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

If a change, mark appropriate boxes:

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

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

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

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

**12. Cross Listed with**  
☐ Stack with

Cross-Listed Coordination Signature

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

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<td>1. see attached spreadsheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 A088 with a minimum grade of C or appropriate placement score.

**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**  
☐ 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.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heidi Mannion</td>
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<tr>
<td>Approved</td>
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<tr>
<td>Disapproved</td>
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<tr>
<td>Department Chair</td>
<td>Date</td>
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<td>Disapproved</td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
<td>Provost or Designee</td>
<td>Date</td>
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<td>Disapproved</td>
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</tbody>
</table>
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 Fluids
- **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

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
**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**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of this course, students will be able to:</td>
<td>To be assessed by one or more of the following:</td>
</tr>
</tbody>
</table>
| 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**

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

### 2. Course Prefix
- MEDT

### 3. Course Number
- A195A

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

### 5. Credits/CEUs
- 3

### 6. Division
- AHLS Division of Health Safety

### 7. Department
- Medical Lab Science

### 8. Course Title:
- Phlebotomy and Specimen Processing

### 9. Type of Course
- Academic

### 10. Type of Action:
- Add

### 11. Impacted Courses or Programs

<table>
<thead>
<tr>
<th>Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>OEC Phlebotomist</td>
<td>01/23/15</td>
<td>Heidi Mannion</td>
</tr>
</tbody>
</table>

### 12. 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.

### 13. Course Prerequisite(s)
- MEDT A101

### 14. Course Prerequisites
- NA

### 15. Course Prerequisites

<table>
<thead>
<tr>
<th>Prerequisite(s) (list prefix and number or test code and score)</th>
<th>Co-requisite(s) (concurrent enrollment required)</th>
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<tbody>
<tr>
<td>MEDT A101</td>
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</tbody>
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### 16. Course Prerequisites

<table>
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<th>Restriction(s)</th>
<th>Registration Restriction(s) (non-codable)</th>
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</thead>
<tbody>
<tr>
<td>College</td>
<td>Departmental Approval</td>
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<tr>
<td>Major</td>
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<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

### 17. Course Prerequisites

Mark if course has fees
- No

Mark if course is a selected topic course
- No

### 18. Course Prerequisites

Justification for Action

Course prerequisites changed due to revisions to MEDT A101 and deletion of MEDT A110. Curriculum updated.

### 19. Justification for Action

Initiator (faculty only)
- Heidi Mannion

Initiator (TYPE NAME)
- Dean/Director of School/College

Approved
- Date

Disapproved
- Department Chair

Approved
- Date

Disapproved
- Provost or Designee

Approved
- Date
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

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

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

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>Medical Laboratory Science</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
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</thead>
<tbody>
<tr>
<td>OEC: Phlebotomist/MEDT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Type of Program</th>
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</thead>
<tbody>
<tr>
<td>Choose one from the appropriate drop down menu:</td>
</tr>
<tr>
<td>Undergraduate: or Graduate:</td>
</tr>
<tr>
<td>Occupational Endorsement Certificate</td>
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</tbody>
</table>

This program is a Gainful Employment Program: Yes or No

<table>
<thead>
<tr>
<th>4. Type of Action:</th>
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<tbody>
<tr>
<td>PROGRAM</td>
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<tr>
<td>Change</td>
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<tr>
<td>Delete</td>
</tr>
<tr>
<td>PREFIX</td>
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<td>Change</td>
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<table>
<thead>
<tr>
<th>5. Implementation Date (semester/year)</th>
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<tbody>
<tr>
<td>From: Fall/2015 To: 9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department, School, or College:</td>
</tr>
<tr>
<td>Initiator Name (typed): Heidi Mannion</td>
</tr>
<tr>
<td>Date: ____________________________</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________</td>
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</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.ualaska.edu">uaa-faculty@lists.ualaska.edu</a>)</th>
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<tbody>
<tr>
<td>Date: 01/23/15</td>
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<tr>
<th>6c. Coordination with Library Liaison</th>
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<tbody>
<tr>
<td>Date: 01/23/15</td>
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</table>

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

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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**Initiator (faculty only)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Initiator (TYPE NAME)</th>
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<tbody>
<tr>
<td></td>
<td>Heidi Mannion</td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chair</th>
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<th>Provost or Designee</th>
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</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDT A101</td>
<td>Phlebotomy and Specimen Processing</td>
<td>5</td>
</tr>
<tr>
<td>MEDT A250</td>
<td>Cultural Diversity in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>MEDT A195A</td>
<td>Phlebotomy Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

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**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MEDT A101</td>
<td>Phlebotomy and Specimen Processing Procedures</td>
<td>5</td>
</tr>
<tr>
<td>MEDT A250H0</td>
<td>Specimen Processing Cultural Diversity in Healthcare</td>
<td>1</td>
</tr>
<tr>
<td>MEDT A195A</td>
<td>Phlebotomy Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

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 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 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.
1a. School or College  
CH College of Health

1b. Department  
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: or Graduate:  
Associate of Applied Science

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

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

PREFIX:  
☐ Add  ☐ Change  ☐ Inactivate

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

6a. Coordination with Affected Units 
Department, School, or College:  
Initiator Name (typed): Heidi Mannion 
Initiator Signed Initials: ____________

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:  
☑ 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)  
Heidi Mannion
Initiator (TYPE NAME)  

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

☑ Approved  ☐ Disapproved  Undergraduate/Graduate Academic  Date

☑ Approved  ☐ Disapproved  Board Chair  Date

☑ Approved  ☐ Disapproved  Provost or Designee  Date
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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL A111</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL A112</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM A103</td>
<td>Survey of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>&amp; A103L</td>
<td>and Survey of Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHEM A104</td>
<td>Introduction to Organic Chemistry and Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CIS A105</td>
<td>Introduction to Personal Computers and Application Software</td>
<td>3</td>
</tr>
<tr>
<td>or CIS A110</td>
<td>Computer Concepts in Business</td>
<td></td>
</tr>
<tr>
<td>ENGL A212</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL A213</td>
<td>Writing in the Social and Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
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Program Requirements

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>MEDT A132</td>
<td>Introduction to Laboratory Medicine</td>
<td>3-6</td>
</tr>
<tr>
<td>or MEDT A101 &amp; MEDT A133</td>
<td>Phlebotomy and Specimen Processing and Basic Techniques in Laboratory Medicine</td>
<td></td>
</tr>
<tr>
<td>MEDT A202</td>
<td>Clinical Chemistry</td>
<td>6</td>
</tr>
<tr>
<td>MEDT A203</td>
<td>Clinical Microbiology</td>
<td>6</td>
</tr>
<tr>
<td>MEDT A204</td>
<td>Hematology and Coagulation</td>
<td>6</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MEDT A206</td>
<td>Immunology and Blood Banking</td>
<td>6</td>
</tr>
<tr>
<td>MEDT A208</td>
<td>Urine and Body Fluid Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MEDT A250</td>
<td>Cultural Diversity in Health Care</td>
<td>1</td>
</tr>
<tr>
<td>MEDT A395</td>
<td>Medical Laboratory Technology Practicum</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>43-46</td>
</tr>
</tbody>
</table>

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 courses during their initial enrollment may attempt to earn a satisfactory grade one additional time on a space available basis.

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**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.

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<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>21</td>
</tr>
</tbody>
</table>

**Program Requirements**

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<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDT A132</td>
<td>Introduction to Laboratory Medicine</td>
<td>3-64</td>
</tr>
<tr>
<td>or MEDT A101</td>
<td>Phlebotomy <a href="#">and Specimen Processing Procedures</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Basic Techniques in Laboratory Medicine</td>
<td></td>
</tr>
<tr>
<td>MEDT A133</td>
<td>Clinical Chemistry</td>
<td>6</td>
</tr>
<tr>
<td>Course Code</td>
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<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
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</tr>
<tr>
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<td>Cultural Diversity in Health Care</td>
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<td>Medical Laboratory Technology Practicum</td>
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</tr>
<tr>
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<td></td>
<td>43-464</td>
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</tbody>
</table>

A total of 70-73 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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>Medical Laboratory Science</td>
</tr>
</tbody>
</table>

**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
- Graduate: CHOOSE ONE

This program is a Gainful Employment Program:  
- Yes
- No

**4. Type of Action:**

- PROGRAM
  - Add
  - Change
  - Delete
- PREFIX
  - Add
  - Change
  - Inactivate

**5. Implementation Date (semester/year)**

From: Fall/2015  
To: 9999

**6a. Coordination with Affected Units**

Initiator Name (typed): Heidi Mannion

Date:__________  
Initiator Signed Initials: __________

**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.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heidi Mannion</td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Science in Medical Laboratory Science

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

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.

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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** Survey of Chemistry and Survey of Chemistry Laboratory 4
- **CHEM A105** General Chemistry I and General Chemistry I Laboratory
- **CHEM A106** General Chemistry II and General Chemistry II Laboratory
- **CHEM A321** General Chemistry I
- **CIS A105** Introduction to Personal Computers and Application Software 3
- **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)  4
or STAT A253  Applied Statistics for the Sciences

Core Requirements
MEDT A132  Introduction to Laboratory Medicine  3-
or MEDT A101  Phlebotomy and Specimen Processing
 & MEDT A133  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  Medical Laboratory Technology Practicum
 & MEDT A495  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

- Overview
- Learning Outcomes

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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

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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  
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<td>Immunology and Blood Banking</td>
<td>6</td>
</tr>
<tr>
<td><strong>MEDT A208</strong></td>
<td>Urine and Body Fluid Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>MEDT A250</strong></td>
<td>Cultural Diversity in Health Care</td>
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<tr>
<td><strong>MEDT A301</strong></td>
<td>Clinical Molecular Biology</td>
<td>4</td>
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<tr>
<td><strong>MEDT A302</strong></td>
<td>Clinical Laboratory Education and Management</td>
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<tr>
<td><strong>MEDT A303</strong></td>
<td>Advanced Clinical Microbiology</td>
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<tr>
<td><strong>MEDT A401</strong></td>
<td>Introduction to Research</td>
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</tr>
<tr>
<td><strong>MEDT A495</strong></td>
<td>Medical Laboratory Science Practicum</td>
<td>24</td>
</tr>
<tr>
<td>or <strong>MEDT A395</strong></td>
<td>Medical Laboratory Technology Practicum</td>
<td></td>
</tr>
<tr>
<td>&amp; <strong>MEDT A495</strong></td>
<td>and Medical Laboratory Science Practicum</td>
<td></td>
</tr>
</tbody>
</table>

A total of 120-1329 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 49\textsuperscript{th} 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.
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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
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<tbody>
<tr>
<td>HC Honors College</td>
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<table>
<thead>
<tr>
<th>2. Complete Program Title/Prefix</th>
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<tbody>
<tr>
<td>University Honors Program</td>
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<table>
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<th>3. Type of Program</th>
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<td>Undergraduate: or Graduate:</td>
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<tr>
<td>Other: specify type in box 2</td>
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<td>CHOOSE ONE</td>
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<th>This program is a Gainful Employment Program:</th>
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<th>4. Type of Action: PROGRAM</th>
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<tr>
<td>☑ Change</td>
<td>☑ Change</td>
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<td>☐ Delete</td>
<td>☑ Inactivate</td>
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<tr>
<th>5. Implementation Date (semester/year)</th>
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<tr>
<td>From: 08/2015 To: 09/9999</td>
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<table>
<thead>
<tr>
<th>6a. Coordination with Affected Units</th>
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</thead>
<tbody>
<tr>
<td>Department, School, or College: CAS, English, JPC</td>
</tr>
<tr>
<td>Initiator Name (typed): Eric Murphy</td>
</tr>
<tr>
<td>Initiator Signed Initials: _________ Date: ________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6b. Coordination Email submitted to Faculty Listserv (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>) Date: 2/13/2015</th>
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<th>6c. Coordination with Library Liaison Date: 2/12/2015</th>
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<table>
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<th>7. Title and Program Description - Please attach the following:</th>
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</thead>
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<tr>
<td>☑ Cover Memo</td>
</tr>
<tr>
<td>☑ Catalog Copy in Word using the track changes function. *</td>
</tr>
<tr>
<td>*Copy the text directly from the program website of the online catalog and paste into a Word document.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Justification for Action</th>
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<tbody>
<tr>
<td>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 accessible 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).</td>
</tr>
<tr>
<td>Initiative (faculty only)</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>initiator: Eric Murphy</td>
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</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
<td>Department Chair</td>
<td>Date</td>
<td>Undergraduate/Graduate Academic Board Chair</td>
<td>Date</td>
<td>Provost or Designee</td>
<td>Date</td>
<td></td>
<td></td>
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<tr>
<td>College/School Curriculum Committee Chair</td>
<td>Date</td>
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</table>
UNIVERSITY HONORS 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 choose 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 *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS A192</td>
<td>Honors Seminar: Enduring Books</td>
<td>3</td>
</tr>
<tr>
<td>HNRS A292</td>
<td>Honors Seminar in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>An honors designated section of ENGL A111 or ENGL A24</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>An honors designated section of COMM A241</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>URS A121</td>
<td>Methods of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>CPLX A200</td>
<td>Introduction to Complexity</td>
<td>3</td>
</tr>
<tr>
<td>CEL A292</td>
<td>Introduction to Civic Engagement</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

*Each course in this option satisfies a GER.

B: University Honors Scholar Option

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>URS A121</td>
<td>Methods of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>CPLX A200</td>
<td>Introduction to Complexity</td>
<td>3</td>
</tr>
<tr>
<td>CEL A292</td>
<td>Introduction to Civic Engagement</td>
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<tr>
<td>URS A121</td>
<td>Methods of Inquiry</td>
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<tr>
<td>CPLX A200</td>
<td>Introduction to Complexity</td>
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<tr>
<td>CEL A292</td>
<td>Introduction to Civic Engagement</td>
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Total Credits 15
and

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HNRS A490</td>
<td>Senior Honors Seminar or disciplinary equivalent</td>
<td>3</td>
</tr>
<tr>
<td>and one of the following senior capstone projects (6 credits):</td>
<td></td>
<td></td>
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<tr>
<td>A. HNRS A310</td>
<td>Community Service: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEL A395</td>
<td>Civic Engagement Internship</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
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<td></td>
</tr>
<tr>
<td>HNRS A495</td>
<td>Honors Internship</td>
<td>3</td>
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<td>Total Credits</td>
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<td>12</td>
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</table>

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/#naturalandcomplexsystemsncsprogram

**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):

<table>
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<tr>
<th>Honors Foundation Courses</th>
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<tbody>
<tr>
<td>HNRS A192 Honors Seminar: Enduring Books *</td>
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<tr>
<td>HNRS A292 Honors Seminar in Social Science *</td>
<td>3</td>
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<tr>
<td>HNRS A310 Community Service: Theory and Practice</td>
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<tr>
<th>NCS Program Courses</th>
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<tbody>
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<td>BIOL/CPLX A200 Introduction to Complexity *</td>
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<tr>
<th>Honors Senior Project // Thesis Requirements</th>
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<tbody>
<tr>
<td>HNRS A490 Senior Honors Seminar (special section designated for NCS Program) *</td>
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</table>

**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 HONORS 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, 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 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 choose 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. In addition, 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,
   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.

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

**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.

<table>
<thead>
<tr>
<th>A: Honors in the Liberal Arts Option *</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS A192 Honors Seminar: Enduring Books</td>
</tr>
<tr>
<td>HNRS A292 Honors Seminar in Social Science</td>
</tr>
<tr>
<td>An honors designated section of ENGL A111 or ENGL A24</td>
</tr>
<tr>
<td>An honors designated section of COMM A241</td>
</tr>
<tr>
<td>and one of the following courses:</td>
</tr>
<tr>
<td>URS A121 Methods of Inquiry</td>
</tr>
<tr>
<td>CPLX A200 Introduction to Complexity</td>
</tr>
<tr>
<td>CEL A292 Introduction to Civic Engagement</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>
*A Each course in this option satisfies a GER.

<table>
<thead>
<tr>
<th>B: University Honors Scholar Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>URS A121 Methods of Inquiry</td>
</tr>
<tr>
<td>CPLX A200 Introduction to Complexity</td>
</tr>
<tr>
<td>CEL A292 Introduction to Civic Engagement</td>
</tr>
<tr>
<td>and one of the following courses:</td>
</tr>
<tr>
<td>URS A121 Methods of Inquiry</td>
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<tr>
<td>CPLX A200 Introduction to Complexity</td>
</tr>
<tr>
<td>CEL A292 Introduction to Civic Engagement</td>
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<tr>
<td>and</td>
</tr>
<tr>
<td>HNRS A490 Senior Honors Seminar or disciplinary equivalent</td>
</tr>
<tr>
<td>and one of the following senior capstone projects (6 credits):</td>
</tr>
<tr>
<td>A. HNRS A310 Community Service: Theory and Practice</td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>CEL A395 Civic Engagement Internship</td>
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<tr>
<td>or</td>
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<tr>
<td>HNRS A495 Honors Internship</td>
</tr>
<tr>
<td>B. HNRS A499 Honors Thesis or disciplinary equivalent</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

A grade of C or higher:

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

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) 3

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

* Indicates courses that satisfy GERS

Total University Honors Program credits required (9 core + 7 upper division): 16

** 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/#naturalandcomplexsystemsncsprogram

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 requirements and the NCS Program requirements with a grade of BC or higher (18 credits):

<table>
<thead>
<tr>
<th>Honors Foundation Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HNRS A192 Honor Seminar: Enduring Books</td>
<td>3</td>
</tr>
<tr>
<td>HNRS A292 Honor Seminar in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>HNRS A310 Community Service: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NCS Program Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL/CPLX A200 Introduction to Complexity</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honors Senior Project // Thesis Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS A490 Senior Honors Seminar (special section designated for NCS Program)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 18

* Indicates courses that satisfy GERs

2. 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.

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/#naturalandcomplexsystemsncspogramtext - See more at: http://catalog.uaa.alaska.edu/undergraduateprograms/uhc/#text
## Purge List for the 2015-16 UAA Catalog, 1st Read

<p>| 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                                                                 |
|----------------|---------------|-------------------------------------|--------------|------------------|-------------------|-----------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------|
| AGRI           | A141          | Home Greenhouse Gardening           | KP           | 201001           | 201001            |                                                     | CAS BA Requirements; Minor, Alaska Native Studies; BA, Computer Science       | Retain per Maria Williams; GER humanities, selected topics course       |                                                      |
| AKNS           | A102C         | *Elem Alaska Native Lang II         | AS           | 200903           | N/A               | Stacked with AKNS A109C                             | Minor, Alaska Native Studies                                                | Retain per Maria Williams                                              |                                                      |
| 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 | BA, Anthropology; BS, Anthropology                                      |                                                      |
| ANTH           | A499          | Senior Thesis in Anthropology       | AS           | 200701           | N/A               | yes                                                 | Selected topics course                                                      |                                                                      |                                                      |
| 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           | 200903            |                                                     | 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                                          |
| 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                                                    | BA, Biological Sciences; BS, Biological Sciences; BS, Chemistry; BS, Natural Sciences | Retain per Khrys Duddleston                                          |
| 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 &amp; 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            |                                                     |                                                                      |                                                                      |                                                      |</p>
<table>
<thead>
<tr>
<th>SUBJECT Prefix</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>COLLEGE Code</th>
<th>COURSE EFFECTIVE</th>
<th>LAST TERM OFFERED</th>
<th>Carried over by request from the 2014-15 purge list?</th>
<th>COURSE IMPACTS</th>
<th>PROGRAM IMPACTS</th>
<th>NOTES</th>
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<tr>
<td>EDEL</td>
<td>A429</td>
<td>Teach/Health Ed in Elem School</td>
<td>EA</td>
<td>200603</td>
<td>201001</td>
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<td>EDEL</td>
<td>A432</td>
<td>Phys Ed/Elem Classroom Teachers</td>
<td>EA</td>
<td>200603</td>
<td>200903</td>
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<td>EDET</td>
<td>A637</td>
<td>Design of e-Learning</td>
<td>EA</td>
<td>200902</td>
<td>201001</td>
<td>Prerequisite of EDET A640</td>
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<td>EDET</td>
<td>A640</td>
<td>e-Learning Project Development</td>
<td>EA</td>
<td>200902</td>
<td>201002</td>
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<td>EDFN</td>
<td>A631</td>
<td>Adv Educational Psych</td>
<td>EA</td>
<td>200601</td>
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<td>yes, MEd, Teaching &amp; Learning</td>
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<td>EDRS</td>
<td>A668</td>
<td>Intro to Qualitative Research</td>
<td>EA</td>
<td>200902</td>
<td>N/A</td>
<td>yes, Prerequisite of EDET A6695D</td>
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<td>EDSE</td>
<td>A676</td>
<td>Special Education Finance</td>
<td>EA</td>
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<td>Prerequisite of EDSE A6756</td>
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<td>EE</td>
<td>A407</td>
<td>Power Distribution</td>
<td>EN</td>
<td>200503</td>
<td>N/A</td>
<td>yes, BS, Engineering; Minor, Electrical Engineering</td>
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<td>EE</td>
<td>A483</td>
<td>Introduction to Wi-Fi</td>
<td>EN</td>
<td>201001</td>
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<tr>
<td>EE</td>
<td>A486</td>
<td>Fiber Optic Communications</td>
<td>EN</td>
<td>201001</td>
<td>N/A</td>
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<tr>
<td>ENGL</td>
<td>A487</td>
<td>Standard Written English</td>
<td>AS</td>
<td>199702</td>
<td>200903</td>
<td>Prerequisite of LEGL A356 &amp; PARL A456</td>
<td>Retain per Dan Kline</td>
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<tr>
<td>ET</td>
<td>A160</td>
<td>DC Electrical Systems</td>
<td>CT</td>
<td>200103</td>
<td>201001</td>
<td>Corequisite of ET A161, prerequisite of ET A162 &amp; ET A163</td>
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<tr>
<td>ET</td>
<td>A161</td>
<td>DC Lab</td>
<td>CT</td>
<td>200103</td>
<td>201001</td>
<td>Corequisite of ET A160, prerequisite of ET A162 &amp; ET A163</td>
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<td>ET</td>
<td>A162</td>
<td>AC Electrical Systems</td>
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<td>201001</td>
<td>Corequisite of ET A163, prerequisite of ET A165 &amp; ET A180</td>
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<tr>
<td>ET</td>
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<td>AC Lab</td>
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<td>Semiconductor Devices</td>
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<td>Transmit, Receive &amp; Adv Comm</td>
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<td>Selected topics course</td>
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<td>FIRE</td>
<td>A216</td>
<td>Methods Instructn Fire &amp; Emer</td>
<td>CH</td>
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2015-16 Academic Purge List
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